



REPÚBLICA DE COSTA RICA
MINISTERIO DE EDUCACIÓN PÚBLICA

PROGRAMAS DE ESTUDIO DE INGLÉS

Tercer Ciclo y Educación Diversificada

San José, Costa Rica

2016

“Educating for a New Citizenship”

Table of Contents

PRESENTATION.....	3
I. INTRODUCTION	6
II. WHY A NEW ENGLISH CURRICULUM?	14
The new Curriculum within the framework of Education for a New Citizenship.....	15
III. LEGAL FOUNDATION	17
IV. PHILOSOPHICAL FOUNDATIONS.....	18
A) Rationalism.....	18
B) Humanism:.....	19
C) Constructivism:	19
Language Learning Considerations.....	19
▪ Learning to know:.....	21
▪ Learning to do:.....	21
▪ Learning to be and to live in community:	21
V. PEDAGOGICAL CONCEPTUALIZATION.....	21
The Socio-Constructivist Approach.....	21
Holism.....	22
Critical Pedagogy	23
VI. ENGLISH AS AN OBJECT OF STUDY	23
VII. PEDAGOGICAL APPROACH.....	24
The Common European Framework of Reference for Languages in the Costa Rican Context	24
▪ Linguistic component.....	25
▪ Sociolinguistic component	25

- Pragmatic component..... 25
- The Action-Oriented Approach..... 28
- The Role of Tasks..... 29
- Project-Based Learning..... 30
- Pedagogic Use of Technologies..... 30
- Teacher’s Role..... 30
- Learner’s Role..... 32
- Pedagogical Model..... 32
- Mediation of Learning..... 35
 - General Mediation Principles from Preschool to First and Second Cycles 36
 - General Mediation Principles for Third Cycle and Diversified Education 38
- Language Use and Learning..... 40
- Template Elements..... 41
- Strategies for Teaching the Linguistic Competence 44
- Listening..... 44
- Reading..... 46
- Speaking..... 48
- Writing as a process..... 49
- Language Learning Strategies 51
- Assessment 53
 - General Principles for assessing language competences 54
 - Student Exit Profile: First, Second, Third Cycles and Diversified Education..... 55
- Glossary..... 349
- References..... 357

PRESENTATION
Sonia Martha Mora Escalante

“Educating for a New Citizenship”

Autoridades

Sonia Marta Mora Escalante, Ministra de Educación Pública

Alicia Vargas Porras, Viceministra Académica de Educación

Rosa Carranza Rojas, Directora de la Dirección de Desarrollo Curricular

Anabelle Venegas Fernández, Jefa del Departamento de Primero y Segundo Ciclo

Rigoberto Corrales Zúñiga, Jefe del Departamento de Tercer Ciclo y Educación Diversificada

Rocío Torres Arias, Jefa del Departamento de Evaluación de los Aprendizajes

Comisión Central

Ana Campos Centeno, Asesora Nacional de Inglés, Departamento de Primero y Segundo Ciclo, Coordinación

Yamileth Chaves Soto, Asesora Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

Marianella Granados Sirias, Asesora Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

Yaudy Ramírez Vázquez, Asesora Nacional de Inglés, Departamento de Primero y Segundo Ciclos

Apoyo Técnico de Especialista

Phd. Barbara Noel, Researcher and Consultant in Language Teaching, University of Buffalo, U.S. Department of State,
Office of English Language Programs, University of Alabama

Phd. James E. Purpura, Associate Professor of Language and Education at the Teacher College Columbia University,
Expert Member of (ELTA) European Association of Language Testing and Assessment

“Educating for a New Citizenship”

Comisión ampliada de Tercer Ciclo y Educación Diversificada

Adrián Carmona Miranda, Asesor Regional de Inglés, Dirección Regional de Educación de Sarapiquí
Diana Sanchún Orozco, Asesora Regional de Inglés, Dirección Regional de Educación de Nicoya
Ezequiel Rojas Gutiérrez, Asesor Regional de Inglés, Dirección Regional de Educación de San José Central
Jorge Dowglas González Carvajal, Asesor Regional de Inglés, Dirección Regional de Educación de Limón
M^a Gabriela Castillo Hernández, Asesora Regional de Inglés, Dirección Regional de Educación de
Manuel Rojas Mata, Asesor Regional de Inglés, Dirección Regional de Educación de Los Santos
Max Arias Segura, Asesor Regional de Inglés, Dirección Regional de Educación de Liberia
Merlyn Jiménez Rodríguez, Asesora Regional de Inglés, Dirección Regional de Coto
Paola Artavia Moya, Asesora Regional de Inglés, Dirección Regional de Educación de Occidente
Yasmin Mayorga Leal, Asesora Regional de Inglés, Dirección Regional de Educación de Santa Cruz
Karen Campbell, Voluntaria de Cuerpo de Paz

Colaboradores

Carmen Cecilia Jiménez Vásquez, Asesora Regional de Inglés, Dirección Regional de Educación de Aguirre
Lic. Cindy Jiménez Pérez, Laboratorio de Innovación Tecnológica UNED
Norma Merret, académica retirada, revisión de estilo
Nira Penn, voluntaria del Cuerpo de Paz, revisión de estilo
Karen Campbell, Voluntaria de Cuerpo de Paz, revisión de estilo

“Educating for a New Citizenship”

I. INTRODUCTION

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

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary

education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning and assessment have to be aligned at the classroom level as well as in the national test.

English has become a lingua franca, the language of international communication. Millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally. In 2008, English was declared a national interest to improve the country's competitiveness to bolster the productive sector (decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). In order to accomplish this, MEP has taken the following concrete steps towards increasing the English Language Proficiency of both teachers and students:

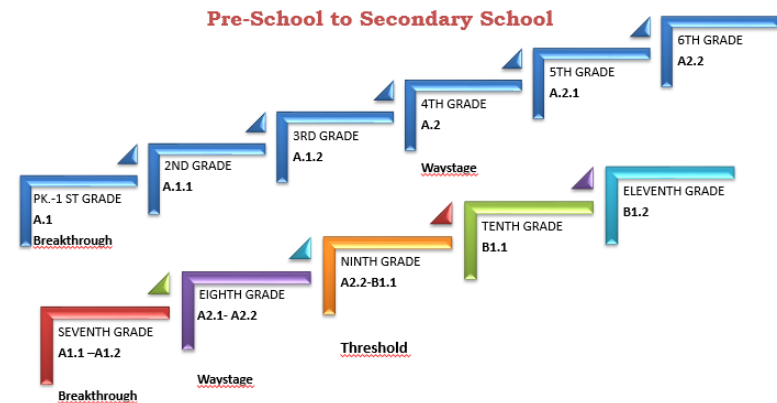
- a) Administering to teachers the TOEIC-MEP to determine their baseline English proficiency level with reference to standards articulated in the Common European Framework of Reference, the results of which have been used to design and implement training courses to improve the communicative language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



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>Basic User</p>	<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 geography, and employment). • 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).
--------------------------	-----------	---

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

<p>Basic User</p>	<p>A1</p>	<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).
--------------------------	-----------	---

<p>Basic User</p>	<p>A2</p>	<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. • 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>Independent User</p>	<p>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.

<p>Independent User</p>	<p>B1</p>	<ul style="list-style-type: none"> • 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 pertinent to everyday life (e.g., family, hobbies, work, travel and current events). • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events. <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).
--------------------------------	-----------	--

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.

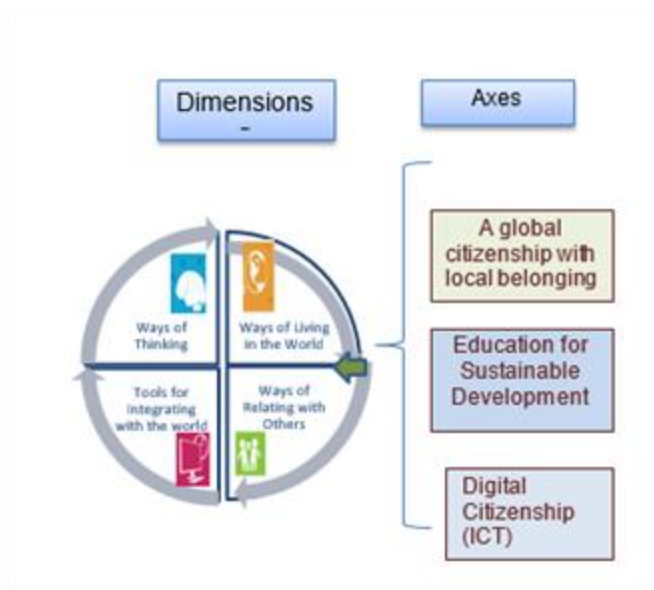
As the chart below shows, the concept of New Citizenship is sustained by three main pillars:

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.

Sociocultural 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 Sociocultural 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:

- 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 Sociocultural 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 Sociocultural 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

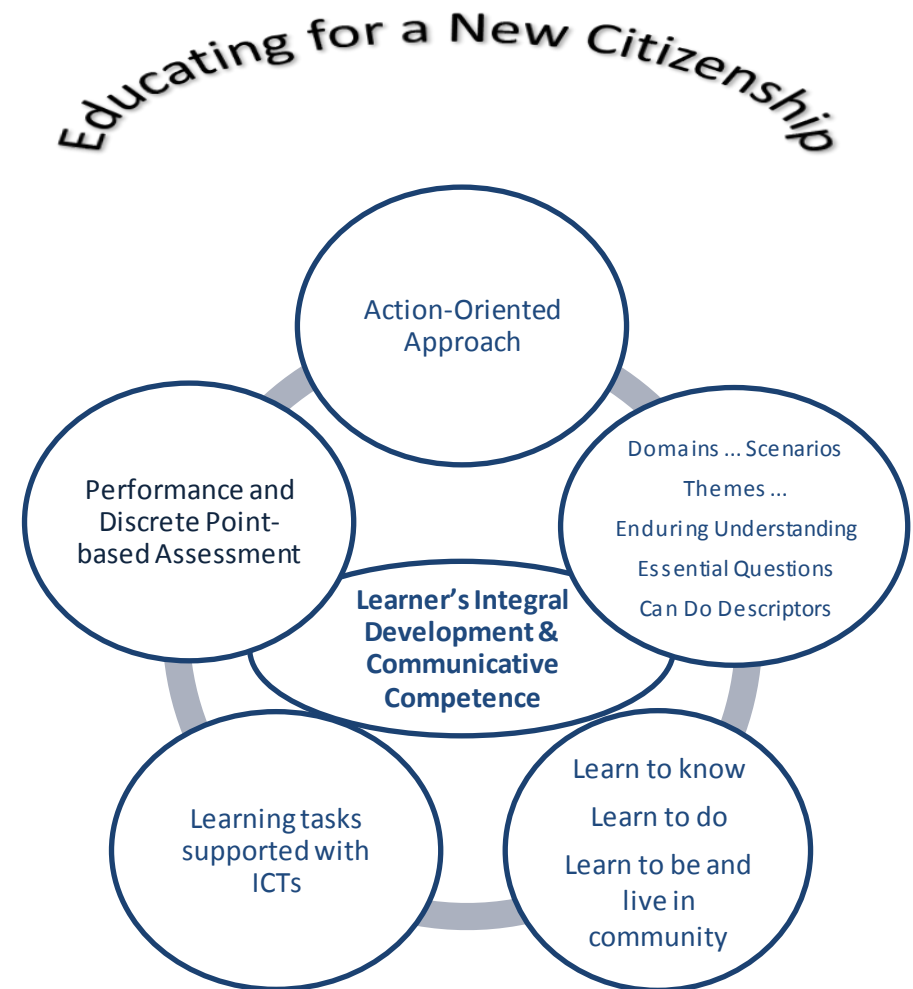
The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task. Table 7 describes in detail the English teacher's profile required to develop the 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 Sociocultural 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 items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production.
- The teacher will prepare tasks for students to develop their communicative competence. Some of these tasks could take the form of a mini-project. For example, writing a class book based on a story with each student producing one page of the book with drawings and sentence frames. Student 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- n the sentence frame.
- During the Second Cycle, students can be 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 text on their own.
- 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 stage of the lesson, so that an integrated skills approach is developed.
- Taking one lesson per week for phonemic awareness development is recommended when it is possible.
- Teachers start each theme and class with a warm-up activity. Then, they share the learning goals, the enduring understanding 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.
- Teachers facilitate pre-task activities for activation of students' prior knowledge of the topic, placing emphasis on the vocabulary words needed by repeating, rephrasing, writing on the board or drawing.

- 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 activities in listening, reading, speaking and writing will be 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 complemented 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.
- During the pre-task phase, the teacher will introduce the theme and activate students' background knowledge. The new language and sentence frames will be introduced as well as phonological elements.
- Pre-task activities in listening, reading, speaking and writing will be 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.
- 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.

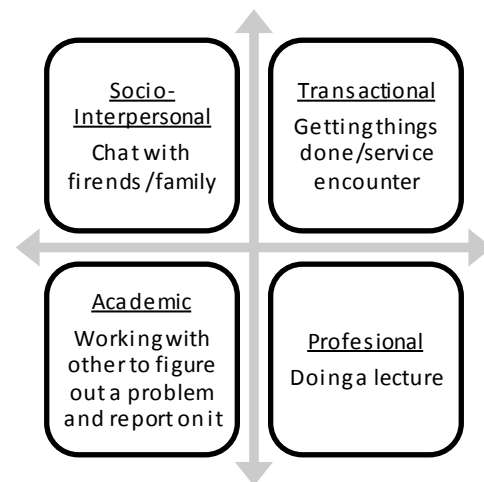
Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.

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, Sociocultural 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, 2001, 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, Sociocultural, 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 competency. 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 MEP 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 Third Cycle			
Types of knowledge	Learn to know	Learn to do	Learn to be and live in community
	What the learner needs to know	What the learner needs to do	How the learner needs to be
Orientations to	Learner ...	Learner...	Learner...
A Global Citizenship with Local Belonging.	<ul style="list-style-type: none"> ▪ extracts explicit information from simple texts. ▪ uses data for applying information in different situations. ▪ creates connections between different information, themes and scenario. ▪ uses prior information for comprehending graphs, question and data. ▪ discriminates relevant information for decision-making and reasoning. 	<ul style="list-style-type: none"> ▪ performs different roles when working in groups. ▪ applies knowledge and procedures in context. ▪ checks his /her learning strategies. ▪ plans data resources and strategies for tasks. ▪ uses group feedback to check understanding. ▪ participates with autonomy and collaborative actions for reaching goals. ▪ learns from mistakes and complex group situations for reaching agreements. 	<ul style="list-style-type: none"> ▪ recognizes his/her own rights and responsibilities and the ones of others. ▪ participates in peaceful conflict solving. ▪ expresses in words and actions values of justice, equity and human relations. ▪ questions and adjust values, attitudes and beliefs among people and living creatures. ▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence. ▪ accepts feedback from others. ▪ recognizes strengths and limitations of ideas and procedures.
Education for Sustainable Development	<ul style="list-style-type: none"> ▪ knows different ways of facing environmental risks affecting life. ▪ proposes alternative solutions to problems. 	<ul style="list-style-type: none"> ▪ participates in improvement of local, regional and global life conditions. ▪ makes decisions for improving well-being. 	<ul style="list-style-type: none"> ▪ differentiates believes, attitudes, actions over sustainable development. ▪ valuing the implication of efforts over the achievement of goals.
New Digital Citizenship	<ul style="list-style-type: none"> ▪ knows main characteristics of digital means for accessing information. ▪ organizes diverse and basic information. 	<ul style="list-style-type: none"> ▪ produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes. ▪ uses digital tools efficiently. ▪ applies apps and programs as useful tools. ▪ discriminates digital information from different reliable sources. ▪ uses digital tools to find useful information. 	<ul style="list-style-type: none"> ▪ questions social benefits, harmful effects and ethical implications of ICT for learning and interpersonal relations. ▪ applies inclusive principles and respect within digital communication messages.

New Citizenship Learner Exit Profile for Diversified Education			
Types of knowledge Orientations to	Learn to know What the learner needs to know Learner ...	Learn to do What the learner needs to do Learner...	Learn to be and live in community How the learner needs to be Learner...
A Global Citizenship with Local Belonging.	<ul style="list-style-type: none"> ▪ is aware of the complex processes of the context. ▪ integrates interdisciplinary knowledge for comprehension of the context. ▪ uses data for applying information in different situations. ▪ creates connections between different information, themes, and scenario. ▪ implements reflective thinking before decision-making. 	<ul style="list-style-type: none"> ▪ establishes priorities and strategies according to circumstances and abilities. ▪ performs different roles when working in groups effectively. ▪ self-assesses his /her performance for improvement. ▪ uses group feedback to check understanding and learns from mistakes. ▪ participates with autonomy and collaborative actions for reaching goals. ▪ practices rights and duties for building human rights principles for a common will. 	<ul style="list-style-type: none"> ▪ implements self-didactic processes and open minded attitudes towards problems. ▪ expresses reflective opinions and arguments for controversial issues. ▪ participates in peaceful conflict solving. ▪ expresses in words and actions values of justice, equity and human relations. ▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence. ▪ assimilates new learnings considering teachers' and peers' feedback ▪ proposes ideas and procedures to find alternative solutions.
Education for Sustainable Development	<ul style="list-style-type: none"> ▪ plans alternative solutions to promote changes in habits of consumption individually or collectively. ▪ plans future goals in life based on his abilities, interests, resources and opportunities. 	<ul style="list-style-type: none"> ▪ participates in improvement of local, regional and global life conditions. ▪ makes decisions for improving well-being. 	<ul style="list-style-type: none"> ▪ differentiates beliefs, attitudes, actions over sustainable development. ▪ values the implication of efforts over the achievement of goals. ▪ negotiates alternatives to find solutions to social and environmental problems. ▪ reflects on the implication of the eco-system perspective towards the global equilibrium.
New Digital Citizenship	<ul style="list-style-type: none"> ▪ critically discriminates messages from digital sources. 	<ul style="list-style-type: none"> ▪ chooses the best digital tools to find information efficiently. ▪ elaborates digital projects esthetically. ▪ uses conventions accurately. 	<ul style="list-style-type: none"> ▪ values the socioeconomically, cultural and ethical use of ICT. ▪ respects copyright.

Scope and Sequence of Scenarios and themes in Third Cycle and Diversified Education

Scope and Sequence Third Cycle						
Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Seventh Grade	<p>Scenario: Here I Am!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Hello, Hi there, Hey, Bye • Building Community • Let's Get Personal • Meet My Family 	<p>Scenario: Enjoying Life</p> <p>Themes:</p> <ul style="list-style-type: none"> • My Daily Routine • Eating Habits • Hanging out • Things I Like to Do 	<p>Scenario: Getting Back to Nature</p> <p>Themes:</p> <ul style="list-style-type: none"> • Natural Wonders in My Backyard • Marvels in Costa Rica • A World of Wonders • Where can I go next? 	<p>Scenario: Checking Things off a Shopping List</p> <p>Themes:</p> <ul style="list-style-type: none"> • My Family's Grocery List • Going Shopping • Does This Fit Me? • How Much Does It Cost? 	<p>Scenario: Let's Celebrate Costa Rican Culture!</p> <p>Themes:</p> <ul style="list-style-type: none"> • How my family and I celebrate "Tico" culture • How my community celebrates "Tico" culture • How other Costa Rican communities celebrate "Tico" culture • How Costa Ricans celebrate national "Tico" culture 	<p>Scenario: Getting from Here to There</p> <p>Themes:</p> <ul style="list-style-type: none"> • Knowing where I want to go • Knowing where It is • Knowing how to get there • Knowing what I need and when

Eighth Grade	<p>Scenario: My High School...Our place</p> <p>Themes:</p> <ul style="list-style-type: none"> • High School -- Bring it on! • A Day in the Life of My High School. • What is Your Next Class? • High School Through the Eyes of my Friends. 	<p>Scenario: Let the Good Times Roll</p> <p>Themes:</p> <ul style="list-style-type: none"> • Fun times: Inside and Out • What's your favorite ____? • Ready to Play: Tell Me the Rules • Up Close and Personal 	<p>Scenario: Something to Celebrate!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Let's Celebrate: Holidays with My Family • Let's Celebrate: Latin American Holidays and Festivals • Let's Celebrate: Holidays and Festivals around the World • A Holiday to Remember: One of my favorites 	<p>Scenario: Going Shopping!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Welcome to My Town • Getting what I need at the right place • Where is it? • How can I get there? 	<p>Scenario: Unforgettable Events</p> <p>Themes:</p> <ul style="list-style-type: none"> • A Day I'll Never Forget: in my Personal Life • An Event I'll Never Forget: with my Family • An Event I'll Never Forget: in Costa Rica • An Event I'll Never Forget: in the World 	<p>Scenario: Amazing Costa Rica</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beautiful Costa Rica • Hiking, Biking and Walking Around Costa Rica • Traveling Necessities • Planning My Perfect Vacation
Ninth Grade	<p>Scenario: Time to Have Fun!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Let's Workout • Once Upon a Time I Enjoyed... • Try it! • The Most Fun I've Ever had! 	<p>Scenario: Online & Connected</p> <p>Themes:</p> <ul style="list-style-type: none"> • Yesterday, Today and Future Media • Virtual Communities and Networks • New Media and Public Safety • The Magical World of Apps 	<p>Scenario: Lights, Camera & Action</p> <p>Themes:</p> <ul style="list-style-type: none"> • What's on TV? • The Best Show Ever... • Through the Lens of the Documentary • Daily News 	<p>Scenario: In the Public Eye</p> <p>Themes:</p> <ul style="list-style-type: none"> • Success vs. Fame • National Role Models • Contributions of Outstanding Figures to Society • Breaking News: Read All About It 	<p>Scenario: Unexpected Situations</p> <p>Themes:</p> <ul style="list-style-type: none"> • Home Emergencies • Emergency Traveling Situations • Unanticipated Appointments • Making a Complaint at a Restaurant 	<p>Scenario: Open a Book, Open Your Mind</p> <p>Themes:</p> <ul style="list-style-type: none"> • Keep it simple • Show me: Comic Strips • Biographies of Writers • The Moral of the Costa Rican Legend is ...

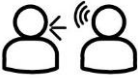

Tenth	<p>Scenario: Love What We Do!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Help wanted • Jobs • Interviewing • Working to Live or Living to Work? 	<p>Scenario: Stories Come in All Shapes and Sizes</p> <p>Themes:</p> <ul style="list-style-type: none"> • Tell me a Story • Thumbs Up/Thumbs Down • The Reviews Are In • You Should Read This 	<p>Scenario: A World of Differences</p> <p>Themes:</p> <ul style="list-style-type: none"> • These Are My People • Cultures, Subcultures and Cliques • Cultural Noms and Cultural Storms • I Am Not My Hair 	<p>Scenario: Caution: Fragile World -- Handle with Care</p> <p>Themes:</p> <ul style="list-style-type: none"> • What Makes Something Sustainable • Products and Practices around the World. • Products and Practices in Costa Rica • Am I Environmentally friendly? 	<p>Scenario: #HighTech HighTouch</p> <p>Themes:</p> <ul style="list-style-type: none"> • Hot Apps • Danger Zones in a Digital World • Tech Tools for Positive Change • My Future Is in My Hands 	<p>Scenario: What Comes Next?</p> <p>Themes:</p> <ul style="list-style-type: none"> • Pass or Fail? • College or Career? • Study Here or Abroad? • Getting by or Getting ahead?
Eleventh	<p>Scenario: Recipes for Success</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ingredients for Healthy Living • Add a Pinch of a Positive Attitude • Follow the recipe: a Plan for success • Give me a Taste: Stories of Successful People 	<p>Scenario: From the Wheel to the Drone</p> <p>Themes:</p> <ul style="list-style-type: none"> • Inventions that have Changed our Lives • Living in a Tech World • Safety First • The Next Wave of Innovations 	<p>Scenario: The Earth—Our Gift and Our Responsibility</p> <p>Themes:</p> <ul style="list-style-type: none"> • Natural Disasters- Is Nature Against us? • What’s the Problem? • A Helping Hand (possible solutions) • Who is Doing What? (Nonprofit and NGOs) 	<p>Scenario: Get Ready. Get set. Go!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Get ready: Take a Look at your Dreams and Fears • Get Set: College or Career? • Surviving or Thriving? (Developing Your Soft Skills) • Go! The Future is Now 	<p>Scenario: Really??? (Controversial issues)</p> <p>Themes:</p> <ul style="list-style-type: none"> • You gotta be kidding...World facts • Shut up...Issues from Health and Medicine • No way...Controversies and the Law • OMG... Stereotypes and Cultural Differences 	




Distribution of Scenarios Diversified Education versus Academic-Technical

Academic Diversified Education		Technical Diversified Education		
10 th Level Scenarios	11 th Level Scenarios	10 th Level Scenarios	11 th Level Scenarios	12 th Level Scenarios
<ul style="list-style-type: none"> • Love What We Do! • Stories Come in All Shapes and Sizes • A World of Differences • Caution: Fragile World. • Handle with Care • What Comes Next 	<ul style="list-style-type: none"> • Recipes for Success • From the Wheel to the Drone • The Earth–Our Gift and Our Responsibility • Get Ready. Get set. Go! • Really? (Controversial issues) 	<ul style="list-style-type: none"> • Love What We Do! • Stories Come in All Shapes and Sizes • A World of Differences • Caution: Fragile World. 	<ul style="list-style-type: none"> • Handle with Care – • What Comes Next • Recipes for success • From the Wheel to the Drone 	<ul style="list-style-type: none"> • The Earth–Our Gift and Our Responsibility • Get Ready. Get set. Go! • Really? (Controversial issues)

Level A1.1 Grade 7			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
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 (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., 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 beyond the classroom setting (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> Can demonstrate a very limited ability to communicate independently English because s/he is in a 'Silent Period' as s/he develops a receptive level of language, knowledge relying mostly on simple language and cues. 	<ul style="list-style-type: none"> Can understand a very limited amount of language (e.g., words and simple expressions). Can recognize environmental print found (e.g., common advertisements and 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 phrases at a slower speech rate such as in choral or echo read alouds. 	<ul style="list-style-type: none"> Can write off a heavily patterned model with very little detail using a limited set of familiar words. <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> Can recognize pictures / diagrams to label words and simple expressions (reading to write) Can identify oral information to write posters, brochures and invitations (listening to write). Can write personal

INTEGRATION OF LANGUAGE SKILLS	INTEGRATION OF LANGUAGE SKILLS	INTEGRATION OF LANGUAGE SKILLS	
<ul style="list-style-type: none"> • Can respond with learned words, phrases, formulaic expressions and body language (listening to speak). • Can recognize words, phrases, formulaic expressions (listening to read). • Can fill in gapped texts (listening to write). 	<ul style="list-style-type: none"> • Can predict parts of a story based on pictures (reading to speak) • Can identify main ideas in text accompanied by pictures to express understanding. (reading to speak) • Can follow brief, simple instructions in texts to write (reading to write). • Can predict what the text is about supported by typographical and visual clues to speak (reading to speak). 	<ul style="list-style-type: none"> • Can interact spelling out words (speaking to write/ listen). • Can organize a conversation by writing appropriate expressions (speaking to write). • Can rehearse a conversation with peers (listening to speak). 	<p>information to interact (writing to speak).</p> <ul style="list-style-type: none"> • Can write simple descriptions and proofread them (writing to speak)

Level: 7 th		Unit: 1
Scenario: Here I Am!		Themes: <ol style="list-style-type: none"> 1. Hello, Hi there, Hey, Bye 2. Building Community 3. Let's Get Personal 4. Meet My Family
Enduring Understanding: What a person thinks, feels, and belongs to, makes her/him a unique person.		
Essential Question: What makes us unique?		
Linguistic Competencies		Goals
		Learner can ...
Oral and Written Comprehension	 Listening	<p>L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</p> <p>L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).</p> <p>L.3. understand simple personal questions. (e.g., name, age, address, father, mother, sister).</p>
	 Reading	<p>R.1. understand brief, simple instructions if encountered previously in the same or similar form.</p> <p>R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.</p>
		<p>SI.1. spell words including names, surnames, country of citizenship and other.</p> <p>SI.2. use basic greeting and leave-taking expressions, farewell, and politeness (e.g., hello, goodbye, please and thank you) and basic classroom language.</p>

Oral and Written Production	 Spoken Interaction	<p>SI.3. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).</p>
	 Spoken Production	<p>SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).</p> <p>SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.</p>
	 Writing	<p>W.1. write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).</p> <p>W.2. write straightforward information about him/herself in short sentences or fill out that information in a form (questionnaire, card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) checking written sentences.</p>

Level: 7 th			Unit 1	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Wh questions</u></p> <ul style="list-style-type: none"> - What's your name? My name is__. - How old are you? I am__. - Where do you live? I live in __. <p><u>Demonstrative Adjectives</u></p> <ul style="list-style-type: none"> - This is my mother/father. - That is my cousin. - These are my siblings. <p><u>Possessive "s"</u></p> <ul style="list-style-type: none"> - My mother's name is _____. <p><u>Verb To be + adjectives (S+V+C)</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Greeting and saying goodbye. • Interacting with classroom language at school. • Giving personal information about me and my family members. • Spelling out words. <p><u>Discourse Markers</u></p> <p>Connecting words: and, but, because</p> <ul style="list-style-type: none"> - This is my father Carlos and his daughter Ana. 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Respecting opinions, linguistic skills and abilities of classmates. - Collaborating with other peers and teacher. - Using positive communication skills. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Showing interest in each peer's and family's lives and feelings. - Respecting human rights principles and inclusiveness. - Using formal and informal language when addressing people of 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of basic greetings, farewells, and common expressions of politeness, classroom language, personal information questions.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping them.</p>	<p>Using technically designed instruments such as learning logs,</p>




<ul style="list-style-type: none"> - I am handsome. - She is intelligent. - They are selfish. <p><u>Intensifiers</u> Very, really, super,</p> <p style="text-align: center;"><u>Phonology</u></p> <p>Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p><u>Hello, Hi there, Hey-Bye</u></p> <ul style="list-style-type: none"> - Hi - Hi there - Hey - Hello - Good morning/ afternoon/ evening <p><u>Building Community</u></p>	<ul style="list-style-type: none"> - Oh, I have my backpack but not my homework! - She loves her mom because she is very special. 	<p>different ages and contexts.</p> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Hey - Howdy - So far, so good - Hey buddy - Hey guys - Hey dude <p><u>Idioms</u></p> <ul style="list-style-type: none"> - Feeling Ok - I'm cool - What's new? <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - A friend in need is a friend indeed. -- Unknown Author 	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Identifying basic greetings, farewells, and common expressions of politeness, classroom language and personal information questions by underlining or circling key words, pointing to, writing, drawing or raising his/her hand. - Differentiating basic greetings, farewells, and common expressions of politeness, classroom language within oral utterances, personal information questions by raising their hand when they hear them <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Recognizing basic greetings, farewells, common expressions of politeness, classroom language, personal information questions. <p>Listening for the second time: for more detailed understanding of the text by sequencing a series of pictures from information presented in read-aloud, presentations, and conversations and then</p>	<p>and with the guidance of the teacher, the learner ...</p> <p>L.1. identifies basic greetings, farewells and common expressions of politeness.</p> <p>L.2. discriminates classroom language within oral utterances.</p> <p>L.3. recognizes simple personal questions when they hear them.</p>
--	---	--	---	---



<ul style="list-style-type: none"> - May I come in? - Could you repeat, please? - May I go to the restroom? - May I borrow your pencil? - How do you say ___ in English? - How do you say/ pronounce ___? - Raise your hand. <p><u>Let's Get Personal</u></p> <ul style="list-style-type: none"> - Age, status, phone number, country, nationality, occupation, residence, handsome, pretty, intelligent, numbers, dates, the alphabet - I am ...happy, sad, angry, excited, unhappy, 			<p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p style="text-align: center;">Recognition of simple instructions, specific sounds, expressions and main information.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Reading for the first time: by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts.</p> <ul style="list-style-type: none"> - Identifying brief simple instructions if encountered in similar form by underlining or highlighting. - Differentiating by introducing concept and terms (letter and sound), predicting some letter sounds words and expressions, segmenting a word into phonemes (/d/.../o/.../g/), rhyming words from non-rhyming words and substituting initial, final and medial sounds to form 	<p>Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner...</p> <p>R.1. identifies brief, simple instructions if encountered in similar form.</p> <p>R.2. discriminates English language sounds.</p> <p>R.3. recognizes some expressions and the main information about text (heard or read) with instructional support.</p>
--	--	--	--	--

<p>frustrated, annoyed, threatened, furious, bored, satisfied, shocked, scared, shy, disappointed.</p> <p><u>Meet my Family</u></p> <ul style="list-style-type: none"> - Family members such as mother, father, siblings, cousin, father-in-law, etc. 			<p>new words, when a specific grapheme is changed, added, or removed (e.g., face to place).</p> <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Recognizing some expressions and the main information about text (heard or read) with instructional support by sharing with peers. <p>Reading for the second time: the main information by answering yes/no questions.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Use spelling words, greetings and leave-taking expressions, farewell, politeness, classroom language and questions.</p> <p>Planning</p> <ul style="list-style-type: none"> - identifying the task, planning a set of questions to ask (content /language), asking for help if needed <p>Spelling</p> <ul style="list-style-type: none"> - Spelling out words, names, surnames, 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>SI.1. spells out words.</p> <p>SI.2. uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language.</p> <p>SI.3. asks personal</p>
---	--	--	--	---

			<p>country of citizenship and other.</p> <p>Using</p> <ul style="list-style-type: none"> - expressions according to different scenarios and prompts by using a learned expression in a complete sentence. <p>Organizing</p> <ul style="list-style-type: none"> - the conversation by using from six to eight questions, appropriate expressions, classroom language and personal information, asking for help if needed. <p>Rehearsing</p> <ul style="list-style-type: none"> - Practice the conversation rehearsing the questions with peers. <p>Using</p> <ul style="list-style-type: none"> - greetings and leave-taking expressions, farewell, politeness, classroom language and questions. <p>Description of himself/herself, family and place of living</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the appropriate materials and resources to be used. <p>Organizing</p> <ul style="list-style-type: none"> - the presentation by creating and outlining the content presentation <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p>	<p>information to others.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>SP.1. introduces him/herself providing personal information</p> <p>SP.2. describes his/her family simply.</p> <p>Using technically designed</p>
--	--	--	--	--

			<ul style="list-style-type: none"> - himself/herself and his/her family simply to the class considering body language. <p style="text-align: center;">Production of simple words and very simple sentences</p> <p>Labeling</p> <ul style="list-style-type: none"> - objects, pictures or diagrams by creating a personal pictiory organized by topic. <p>Production</p> <ul style="list-style-type: none"> - Pre-writing your sentences by brainstorming some information, seeing a demonstration including connecting words. - Drafting complete sentences within a series of sentence frames. - Revising the sentences with the support of a partner in a shared writing activity. - Editing the production independently before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Personal lapbooking, mobile, collage. - Self-portrait presentation using technology or cardboard. - Storytelling using TPR in groups. 	<p>instruments, for self- and co-assessment such as checklists and with the guidance of the teacher, the learner...</p> <p>W.1. writes labels on familiar objects in a picture or diagram.</p> <p>W.2. writes straightforward information about him/herself in short sentences.</p>
--	--	--	--	--

Level 7 th		Unit 2
Scenario: Enjoying Life		Themes: <ol style="list-style-type: none"> 1. My Daily Routine 2. Eating Habits 3. Hanging out 4. Things I like to do
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		
Essential Question: How do the things people do every day help them enjoy life?		
Linguistic Competencies		Goals
		Learners can...
Oral and Written Comprehension	 Listening	L1. recognize the sound of most words heard in context. L2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities.
	 Reading	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. R.2. recognize the main information on posters, brochures, signs, and invitations. R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary.
Oral and Written Production	 Spoken Interaction	SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities. (e.g., What do you like to do in your free time?) if the other person speaks slowly and clearly. SI.2. say when he/she does not understand.

	 <p>Spoken Production</p>	<p>SP.1 describe how they enjoy life by using simple, standard expressions.</p>
	 <p>Writing</p>	<p>W1. write labels on familiar objects in a picture or diagram.</p> <p>W2. write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 7 th			Unit: 2	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar and Sentence Frame</u></p> <p><u>Adverbs of Frequency</u></p> <ul style="list-style-type: none"> – Always – Sometimes – Never <p><u>Wh questions</u></p> <ul style="list-style-type: none"> – What’s your daily routine? – I have breakfast at 6:30 a.m. – I go to high school. <p><u>Present tense</u></p> <p>Subject+verb+complement</p> <ul style="list-style-type: none"> – I watch TV in the afternoon. <p><u>Phonology</u></p> <p>Newly created word when a specific letter is changed, added, or</p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying daily routines • Telling likes and dislikes about eating habits, routines and food. • Describing ways of hanging out • Describing things I like to do. <p><u>Discourse Markers</u></p> <p>Connecting words (and, but, because)</p> <p>Ex. She likes to watch television and listens to music a lot. I don’t like chicken</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Living safely by practicing healthy routines. – Being disciplined with eating times. – Loving myself by taking care of my body. – Use assertive communication skills when interacting with others. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Ways of entertainment according to or based on contexts, eating habits and table manners. 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities such as: brainstorming, brain gym activities, predictions and generative questions. – Engaging in activation of prior knowledge and socializing unit goals. – Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of sounds, simple phrases and information.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L1. identifies the</p>

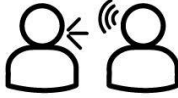

<p>removed in the initial, medial, or final position (e.g., think to thank).</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p><u>My Daily Routine</u></p> <ul style="list-style-type: none"> - My everyday life: - Have: breakfast/lunch/dinner/snack/brunch - coffee time/coffee break - take a bath/shower - brush my teeth - get up - wake up - go to high school - finish high school - Study/watch TV/listen to music/read/go out/take a nap <p><u>Eating habits</u></p> <ul style="list-style-type: none"> - Healthy Food: fruit/Vegetables/Meats/ Typical food 	<p>but I like fish. I go to bed early because my job starts at 7:00.</p>	<p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - love (as in “I love coffee”, “I love going to the movies”) <p><u>Idioms</u></p> <ul style="list-style-type: none"> - with bells on - chill out - hang out <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Eating and drinking shouldn't keep us from thinking. -- Italian proverb 	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Identifying the sound of most letters by pointing to, or circling the letter sound. - Distinguishing simple phrases by responding with learned expressions and or physical gestures (e.g., Wash your hands) <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Recognizing sounds, simple phrases and information. <p>Listening for the second time: sounds, simple phrases and information by responding with learned expressions and/or physical gestures and mime (e.g. jogging, eat vegetables every day.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p style="text-align: center;">Distinguishing sounds, brief simple instructions, main information, and some expressions.</p>	<p>sound of words heard in context.</p> <p>L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.</p> <p>L3. recognizes sounds, simple phrases and information.</p> <p style="text-align: center;">Using technically designed instruments, and with the guidance of the teacher, the learner...</p>
--	--	--	---	---




<ul style="list-style-type: none"> - Junk Food: fast food - Eating schedule - Drinking water <p><u>Hanging out</u></p> <ul style="list-style-type: none"> - To spend time - To send text messages - To talk by cell phone - To play board games - To play cards - To go to the mall - To go to the pool - To have a sleep over - To watch a DVD (movie) - To go to the cinema <p><u>Things I like to do</u></p> <ul style="list-style-type: none"> - I love reading. - I'm interested in computers. - I'm fond of traveling. - Numbers (1-59) 			<p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time: and repeating high frequency words.</p> <ul style="list-style-type: none"> - Recognizing sounds by reading a newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank), and words with common prefixes and suffixes with instructional support. - Distinguishing brief, simple instructions and sentences, if encountered previously in the same or similar form by. <p>Reading for the second time: Main information and expressions on posters, brochures, signs, invitations and simple texts by answering yes/no questions about text (heard or read) with instructional support or matching the content with illustration, if necessary using a dictionary.</p> <p>Post-reading: for reacting to the content of</p>	<p>R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. recognizes the main information on posters, brochures, signs, and invitations.</p> <p>R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.</p>
--	--	--	---	---

			<p>the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Asking and answering simple questions and expressing lack of understanding.</p> <p>Planning</p> <ul style="list-style-type: none"> - a set of yes /no questions and possible answers by using learned expressions in complete sentences. <p>Checking</p> <ul style="list-style-type: none"> - the prior plan individually and with peers and monitoring. <p>Asking and answering</p> <ul style="list-style-type: none"> - yes/no questions, using self-regulation strategies, using facial expression accompanied by a learned expression in a sentence frame and telling when he or she does not understand. 	<p>Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner...</p> <p>SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.</p> <p>SI.2. expresses when he /she does not understand.</p>
--	--	--	--	--

			<p style="text-align: center;">Description of personal activities for enjoyment</p> <p>Planning</p> <ul style="list-style-type: none"> - the content and resources to be used in the presentation to small groups/whole class. <p>Organizing</p> <ul style="list-style-type: none"> - the presentation by selecting the appropriate language. <p>Rehearsing</p> <ul style="list-style-type: none"> - by using practiced dialogues and standard expressions. <p>Describing</p> <ul style="list-style-type: none"> - personal activities for enjoyment by acting out social scenarios using sentence frames standard expressions. <p style="text-align: center;">Production of information about themselves in short sentences</p> <p>Labeling</p> <ul style="list-style-type: none"> - objects, pictures or diagrams by creating a personal Pictionary organized by topic. <p>Production</p> <ul style="list-style-type: none"> - Pre-writing organizing the sentences by copying or writing from a sentence model and including connecting words 	<p>Using technically designed instruments such as, for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>S.P.1. describes how he/she enjoys life by using simple standard expressions.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>W1. writes labels on familiar objects in a picture or diagram.</p>
--	--	--	---	---

			<p>or some guided writing</p> <ul style="list-style-type: none"> - Drafting by writing complete sentences within a series of sentence frames. - Revising the production of written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.) by seeing a demonstration, participating in a shared writing activity with peers. - Editing the production independently within a series of sentence frames before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Pictionary project - Podcast, podcasts with scripts - Collages about his/her life. 	<p>W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.</p>
--	--	--	--	--

Level 7 th		Unit 3
Scenario: Getting Back to Nature		Themes <ol style="list-style-type: none"> 1. Natural Wonders in My Backyard 2. Marvels in Costa Rica 3. A World of Wonders 4. Where can I go next?
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.		
Essential Question: How can people more closely experience nature when visiting places?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 <p>Listening</p>	Learner can... <ol style="list-style-type: none"> L.1. identify instructions for games and follow teacher's or students' modeling of the activity. L.2. recognize some isolated vocabulary terms and main idea in oral advertisements or conversations. L.3. recognize specific information on natural beauties and wonders.
	 <p>Reading</p>	<ol style="list-style-type: none"> R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. R.2. identify key words related to nature in texts. R.3. understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations. R.4. understand specific details in texts accompanied by illustrations.

Oral and Written Production	 Spoken Interaction	<p>SI.1. talk briefly about tours and plans.</p> <p>SI.2. ask somebody to repeat what they said more slowly.</p> <p>SI.3. ask people for information related to places, tours and plans.</p>
	 Spoken Production	<p>SP.1. provide basic information about familiar things (e.g. favorite natural beauties in the country and wonders all over the world).</p> <p>SP.2. describe what he/she likes about places and tours.</p>
	 Writing	<p>W.1. complete gapped sentences using a word list of familiar words.</p> <p>W.2. write simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 7 th			Unit: 3	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentences Frames</u></p> <p><u>There is/are</u></p> <ul style="list-style-type: none"> - In _____ my patio/backyard there is a _____ (tree) - In Costa Rica there are _____ national parks. - In Costa Rica there is a Biological Reserve. <p><u>Wh-Questions</u></p> <ul style="list-style-type: none"> - What are some natural things in your home/country? - What examples of natural beauty are there in _____ (country) <p><u>Phonology</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying natural elements in _____ my community. • Giving information about marvels in CR _____ natural beauty. • Telling _____ about natural world wonders. • Describing where I can go to enjoy _____ natural beauties. <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Being aware and committed to protecting the environment - Appreciating natural wonders <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Promoting the enjoyment of natural wonders for all. <p><u>Social Language Samples</u></p> <p><u>Idioms</u></p> <ul style="list-style-type: none"> - Getting back to nature - A breath of fresh air - In deep water 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of instructions, isolated vocabulary and terms, main idea and specific information.</p> <p>Planning</p> <p>Pre-listening: _____ by _____ motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p>

<p>– Short vowel sounds (-at, -en, -ad) in orally stated single-syllable words. (e.g., pen, hat, mad, etc.)</p> <p><u>Vocabulary</u></p> <p><u>Natural Wonders in My Backyard</u></p> <p>– nature, living, non-living things, trees, plants, rivers, lakes, mountains, flowers, bugs, rocks, flora, fauna, hot springs, volcanoes, etc.</p> <p><u>Marvels in Costa Rica</u></p> <p>– Costa Rica Natural Marvels National Parks Biological Reserves caves, beaches volcanoes, lake,</p>	<p>Connecting words (and, but, because)</p> <p>– Ex. She went to Angel Waterfall and she loved it.</p> <p>– I don't have money but I want to go to Poas Volcano.</p> <p>– I visited Tempisque River because my cousin lives near there.</p>	<p><u>Proverbs / Quotes</u></p> <p>– Let's save our planet.</p> <p>– Stop and smell the roses.</p> <p>– When it rains, it pours.</p>	<p>and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>– Identifying instructions, isolated vocabulary and terms supported with modelling physical and mental visuals by responding physically and orally, taking turns and participating appropriately.</p> <p>– Telling the main idea from the oral input heard by naming with simple sentences what the oral input is about.</p> <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>– Differentiating instructions for games</p> <p>– Recognizing by physically and orally responding, taking turns and participating appropriately.</p> <p>Listening for the second time: specific information by listing and matching items, using a word bank to fill in gapped text on a specific topic.</p> <p>Post-listening for reacting to the content</p>	<p>L.1. identifies instructions for games and follows teacher's or students' modeling of the activity.</p> <p>L.2. recognizes some isolated vocabulary, terms, and main ideas from specific subject areas.</p> <p>L.3. recognizes specific information about natural beauties and wonders.</p>
---	--	--	--	---



<p>rivers, mountains cloud/rain/dry forest</p> <p><u>World Natural Wonders</u></p> <ul style="list-style-type: none"> - Mount Everest Harbor-Rio de Janeiro Great Barrier Reef Victoria Falls Paricutin Volcano Grand Canyon Aurora Borealis <p><u>Where can I go next?</u></p> <ul style="list-style-type: none"> - Traveling, - I can go to ____ because - Zoo, animals, ocean, beach, river, fishing, soccer field, playing, mountain, hiking, rainforest, zip-lining 			<p>of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Recognition vocabulary, sounds, key words, main ideas and specific details.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <ul style="list-style-type: none"> - Identifying vocabulary sounds, by repeating short vowel sounds (-at, -in, -ot) in orally stated single-syllable words. (e.g., pen, hat, mad, etc.) - Recognizing key words related to nature in texts <p>Reading for the first time: key words, labels on diagrams by filling out blanks, matching words with meanings and completing a graphic organizer (e.g., timeline).</p> <ul style="list-style-type: none"> - Recognizing main ideas in texts by finding the topic and purpose of the text. 	<p>Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner ...</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. identifies key words related to nature in texts.</p> <p>R.3. recognizes main ideas in texts.</p> <p>R.4. recognizes specific details in texts accompanied by illustrations.</p>
--	--	--	---	--




			<p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> – Recognizing specific details in texts accompanied by illustrations. <p>Reading for the second time: specific details by matching illustrations with topics, filling out graphic organizers, or writing the details in another form (e.g., invitation) or acting out a scene using the messages.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Expression of specific vocabulary terms, basic information about traveling plans and preferences.</p> <p>Planning</p> <ul style="list-style-type: none"> – a set of yes /no and Wh (information) questions and possible answers by using learned expressions in complete sentences. <p>Identifying</p> <ul style="list-style-type: none"> – specific vocabulary terms, basic information by participating in a matching or guessing game and 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>SI.1. talks about tours and plans briefly.</p> <p>SI.2. asks somebody to repeat what they said more slowly.</p> <p>SI.3. asks people for information related to places, tours and</p>
--	--	--	--	---

			<p>choosing from options in an illustrated word bank.</p> <p>Asking</p> <ul style="list-style-type: none"> – for help if needed. <p>Rehearsing</p> <ul style="list-style-type: none"> – by practicing a dialogue in a small group, using sentence frames and illustrated word banks and improving the questions. <p>Asking and answering</p> <ul style="list-style-type: none"> – yes /no and Wh (information) questions, using self-regulation strategies, facial expressions accompanied by sentence frames, considering telling when he or she does not understand in pair-share and small group. <p>Description of basic information about places and traveling plans</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> – an interview by using sentence frames and choosing from options in an illustrated word bank individually or in small groups. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation individually or in small 	<p>plans.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world.</p> <p>SP.2. describes what he/she likes about places and traveling plans.</p>
--	--	--	--	--

			<p>groups.</p> <p>Describing</p> <ul style="list-style-type: none"> – what he/she likes about places and traveling plans by participating in an interview using sentence frames. <p>Production of sentences, and simple descriptions of places and traveling plans.</p> <p>Completing</p> <ul style="list-style-type: none"> – gapped sentences by seeing a demonstration. <p>Production</p> <ul style="list-style-type: none"> – Pre-writing simple descriptions by choosing the topic, seeing a demonstration, participating in a shared writing activity and then independently writing within a series of sentence frames. – Drafting simple descriptions by using word choice, connecting words (and, but, because) and complete sentences within a series of sentence frames, independently. – Revising simple descriptions independently. – Editing simple descriptions by seeing a teacher’s demonstration before publishing. 	<p>Using technically designed instruments, for self- and co-assessment and with the guidance of the teacher, the learner ...</p> <p>W.1. completes gapped sentences using a word list of familiar words.</p> <p>W.2. writes simple descriptions of traveling places and plans.</p>
--	--	--	---	--

			<p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none">- Advertisement of traveling to beautiful places- Brochure- Design board games	
--	--	--	---	--

Level 7 th		Unit 4
Scenario: Checking things off a shopping list		Themes: <ol style="list-style-type: none"> 1. My Family's Grocery List 2. Going Shopping 3. Does This Fit Me? 4. How Much Does It Cost?
Enduring Understanding: Effective shopping is wiser when planned according to budget.		
Essential Question: How can we shop more wisely?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can... <p>L.1. extract specific information when communicated to directly, provided something is already known about the subject, and when the speech is accompanied by pictures or drawings.</p> <p>L.2. understand what is being said about shopping for groceries and clothing.</p> <p>L.3. understand most of a story when read slowly and accompanied by pictures.</p>
	 Reading	<p>R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.</p> <p>R.2. recognize previously encountered parts of words, prefixes, and suffixes.</p> <p>R.3. understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.</p>
		<p>SI.1. ask and tell others his/her desires about shopping prices, size and where to get things.</p>

Oral and Written Production	 Spoken Interaction	<p>SI.2. ask somebody to speak more slowly when needed.</p> <p>SI.3. buy things in shops by pointing or other gestures that can support what he/she says.</p> <p>SI.4. use simple numbers in everyday conversations for example prices.</p>
	 Spoken Production	<p>SP.1. give basic information about shopping preferences and prices. (e.g. favorite clothing, favorite shops).</p> <p>SP.2. describe shopping items using simple words and sentence frames. (for example their size, color, material, price).</p>
	 Writing	<p>W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.)</p> <p>W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 7 th			Unit 4	
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 tense</u></p> <p>– I need to buy ____, Do you have any __? , I'm looking for a bank.</p> <p><u>WH questions and other</u></p> <p>– Where can I buy the vegetables?</p> <p><u>Modals</u></p> <p>– Can you do a price check for me?</p> <p><u>Countable and Uncountable Nouns</u></p> <p>– She has eight oranges in her</p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Listing products needed at home. • Identifying products at a grocery and clothing stores. • Describing products needed • Buying groceries/ clothing wisely. <p><u>Discourse Markers</u></p> <p>I need to go to the mall and purchase some food.</p> <p>I bought a pair of tennis shoes but I didn't buy socks because I didn't</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Being flexible and open to changes. – Making informed decisions – Communicating with the person respectfully. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Asking for bargains to save money. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Running errands – Shop around – Shoplifting <p><u>Idioms</u></p> <ul style="list-style-type: none"> – A penny saved is a penny earned. 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. – Engaging in activation of prior knowledge and socializing unit goals. – Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of specific information, what is being said, and most of a story about shopping.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifies specific information when communicated to</p>



<p>fridge.</p> <ul style="list-style-type: none"> - How much money do you have? <p><u>Past tense</u></p> <ul style="list-style-type: none"> - After the meal we went to a club. - It was very expensive. - Where did you buy this watch? <p><u>Phonology</u></p> <ul style="list-style-type: none"> - Inflectional endings (-s, -ed, -ing) and identifying their functions; tense, plurality, comparison and part of speech. - Clothes, vegetables, decided, shopping, etc. <p><u>Vocabulary</u></p>	<p>have money.</p>	<ul style="list-style-type: none"> - Saving for a rainy day. <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Every shop has its trick. -- Italian proverb 	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text about shopping for clothing and/or groceries.</p> <ul style="list-style-type: none"> - Observing words and expressions by using pictures, drawings, and body language from a video/audio input. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Naming words, and expressions by imaging, pointing to, moving, miming, using pictures or drawings. <p>Listening for the second time: to retell the information and sequencing pictures to identify characters and setting.</p> <ul style="list-style-type: none"> - Recognizing what is being said and most of the story. - Differentiating specific information on what is being said by responding to social conversations, using memorized responses (e.g., food, supermarket, clothing store), writing key words into a graphic organizer while using a word bank. <p>Post-listening for reacting to the content of</p>	<p>directly, provide something is already known about the subject, and when the speech is accompanied.</p> <p>L.2. recognizes what is being said about shopping for groceries and clothing.</p> <p>L.3. recognizes most of a story when read slowly and accompanied by pictures.</p>
---	--------------------	--	--	--




<p><u>My Family's Grocery List</u></p> <ul style="list-style-type: none"> – Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables. <p><u>Going Shopping</u></p> <ul style="list-style-type: none"> – Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane. <p><u>Does This Fit Me?</u></p> <ul style="list-style-type: none"> – Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, 			<p>the text or for focusing on features/ language forms and self/ co-assessment.</p> <p style="text-align: center;">Distinction of sounds, phonics, syllabification, and word parts, words, prefixes, and suffixes, specific information.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties strategies for coping them and showing responsibility when making the tasks.</p> <p>Reading for the first time: information on posters, adverts, catalogues, everyday signs and/or short texts.</p> <ul style="list-style-type: none"> – Identifying sounds, phonics, syllabification, and word parts, words, prefixes, and suffixes, by reading base words and inflectional endings (-s, -ed, -ing) and their functions; tense, plurality, comparison, and part of speech and applying knowledge of affixes to base words in context and matching base words with affixes with precision. – Differentiating information by creating a short illustrated book (picture dictionary 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. identifies English-language sounds using knowledge in phonics, syllabification, and word parts.</p> <p>R.2. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.</p> <p>R.3. recognizes previously encountered parts of words, prefixes, and suffixes.</p> <p>R.4. distinguishes information on posters, adverts,</p>
--	--	--	--	---

<p>evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt.</p> <ul style="list-style-type: none"> - Sizes: extra small, small, medium, large and extra-large. - Colors: blue, green, orange, red, pink, purple, brown, black, white. - Materials: leather, silk, cotton. - Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable. <p><u>How Much Does It Cost?</u></p> <ul style="list-style-type: none"> - "I'm sorry, I don't 			<p>with sentence frames).</p> <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <ul style="list-style-type: none"> - Distinguishing specific information by reading out loud with a partner and completing a graphic organizer. <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction with basic information about shopping products (groceries, clothing, and prices)</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using a sentence frame and numbers for prices supported by physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> - on questions, answers and expressions 	<p>catalogues and everyday signs and short texts.</p> <p>Using technically designed instruments such as anecdotal reports, and with the guidance of the teacher, the learner ...</p> <p>SI.1. asks and tells his/her desires about shopping prices, size and where to get things.</p> <p>SI.2. asks somebody to speak more slowly when needed.</p> <p>SI.3. buys things in shops by pointing or other gestures to</p>
--	--	--	--	---

<p>have any small change." "Do you have change for this?" "May I have the receipt, please?", "Can I pay by credit card / in cash?", "Is this on sale?"</p> <p>Budget: income, debts, utility bill (electricity, phone, cable, savings).</p>			<p>including asking for help and giving help by using sentence frames and numbers for prices.</p> <p>Interacting</p> <ul style="list-style-type: none"> - using sentence frames and prices by participating in a matching or guessing game and practicing a dialogue in a small group or in pairs considering asking peers to speak more slowly. <p>Description of basic information about shopping preferences and prices (groceries, clothing)</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the appropriate resources to be used in small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by practicing a dialogue in a small group and using sentence frames and illustrated word banks. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> - shopping preferences and prices (groceries, clothing) by participating in a whole or small group presentation while using sentence frames and illustrations. <p>Production of simple descriptions and short, simple texts.</p>	<p>support what he/she says.</p> <p>SI.4. uses simple numbers in everyday conversations. (e.g. prices)</p> <p>Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner...</p> <p>SP.1. gives basic information about shopping preferences and prices.</p> <p>SP.2. describes shopping items using simple words and sentence frames. (for example their size, color, material, price)</p>
--	--	--	--	---

			<p>Production</p> <ul style="list-style-type: none"> - Pre-writing simple descriptions and short, simple texts by choosing the topic, sentence frames while participating in a shared writing activity, and then independently writing. - Drafting simple descriptions and short, simple texts by using word choice, connecting words (and, but, because) and a series of sentence frames within a shared writing activity, and then independently writing. - Revising simple descriptions and short, simple texts in a pair-share activity. - Editing simple descriptions and short, simple texts by seeing a teacher’s demonstration. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”) - Simulated field trip to the supermarket, farmers market or a clothing store. - Creating a grocery store print ad and TV or radio commercial. 	<p>Using technically designed instruments such as checklists, for self- and co-assessment and with the guidance of the teacher, the learner ...</p> <p>W.1. writes simple descriptions of shopping lists and budget charts (e.g. I need some milk).</p> <p>W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets.</p>
--	--	--	--	---

Level 7 th		Unit 5
Scenario: Let's Celebrate Costa Rican Culture!		Themes: <ol style="list-style-type: none"> 1. How my family and I celebrate "Tico" culture 2. How my community celebrates "Tico" culture 3. How other Costa Rican communities celebrate "Tico" culture 4. How Costa Ricans celebrate national "Tico" culture
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.		
Essential Question: How do we, as Costa Ricans, celebrate holidays as part of our Tico cultural identity?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays). L.2. understand pieces of short information and what is being said about holidays and celebrations, if given slowly and clearly and there are significant pauses.
	 Reading	R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.2 recognize vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster). R.3. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g., We celebrate Labor Day on May 1 st).
		SI.1. answer simple questions using individual words, expressions, or short sentences.

Oral and Written Production	 Spoken Interaction	<p>SI.2. ask for specific information regarding holidays and celebrations.</p> <p>SI.3. interact using basic language, provided others are prepared to repeat, rephrase, and speak slowly.</p>
	 Spoken Production	<p>SP.1. talk briefly about celebrations and holidays in Costa Rica.</p> <p>SP.2. very simply describe how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them.</p>
	 Writing	<p>W.1. complete gapped sentences using a word list of familiar words.</p> <p>W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.</p>

Level: 7 th		Unit 5		
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentences Frames</u></p> <p><u>Prepositions of time</u> In/on/at</p> <ul style="list-style-type: none"> - Costa Rica celebrates Mother's Day on _____. - At Christmas time, I _____. <p><u>Past simple of "to be"</u></p> <ul style="list-style-type: none"> - Last Christmas I was at my grandma's house <p><u>WH questions</u></p> <ul style="list-style-type: none"> - When do you celebrate _____? - What do you do on mother's day? - What do you celebrate in your community? 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Listing family gatherings. • Asking and giving information about family gatherings. • Telling about community celebrations. • Describing national holidays and celebrations in Costa Rica. <p><u>Discourse Markers</u></p> <p>Connecting words (and, but, because)</p> <ul style="list-style-type: none"> - Ex. She loves 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Strengthen the value of belonging to my family /community. - Showing respect for my family celebrations. - Respecting my own emotional expressions and sense of belonging. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Respecting other families/ Costa Rican communities' celebrations. - Reinforcing Costa Rica's 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of basic phrases, pieces of short information and what is being said.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p>	<p>Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner ...</p> <p>L.1. identifies basic phrases that denote facts about Costa Rican culture.</p>

<p><u>Phonology</u></p> <ul style="list-style-type: none"> - Decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels. - Week, queen, parties, shower, year, etc. <p><u>Vocabulary</u></p> <p><u>Family gatherings</u></p> <ul style="list-style-type: none"> - birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions <p><u>Community celebrations</u></p>	<p>to celebrate her birthday, but she doesn't have time for it.</p> <ul style="list-style-type: none"> - My favorite holiday is Mother's day and I buy flowers for my mom. - I love to celebrate Christmas because I exchange presents with my siblings. 	<p>identity by collaborating and /on participating in the celebrations.</p> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - a day off <p><u>Idioms</u></p> <ul style="list-style-type: none"> - It's the thought that counts. - Eat, drink and be merry. - Trim the tree. <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Before you judge someone, walk a mile in his shoes. 	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Observing by using visual aids, basic phrases, pieces of short information. - Naming basic phrases, pieces of short information by imaging, pointing to, moving, and miming. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Differentiating basic phrases, pieces of short information, and what is being said by physically categorizing, sequencing pictures or words and matching the words with an action. <p>Listening for the second time: for more detailed understanding of the text.</p> <ul style="list-style-type: none"> - Recognizing basic phrases, pieces of short information, and what is being said <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Differentiation vocabulary, sounds, important information, short messages, straightforward information and expressions</p>	<p>L.2. recognizes pieces of short information and what is being said about holidays and celebrations.</p>
---	---	--	--	---



<p>– Community Day Community traditions Patron Saint Day</p> <p><u>Costa Rican communities</u></p> <p>– “Guanacastequedad” Week, Virgen del Mar Day, “Diablitos” celebration</p> <p><u>Costa Rican National Holidays</u></p> <p>– New Year’s Eve, New Year’s Day, Holy Week, Labor Day, Guanacaste Annexation Day, The Day of the Virgin of Los Angeles, Mother’s Day, Independence Day, Culture Day, Christmas Day</p>			<p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties strategies for coping them and showing responsibility when making the tasks.</p> <p>Reading for the first time: vocabulary, sounds by using knowledge in phonics, syllabification and word parts when reading a newly created word where a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., day to pay).</p> <ul style="list-style-type: none"> – Identifying English language sounds using knowledge in phonics, syllabification and word parts. – Recognizing vocabulary and important information by filling in gapped text, circling, labeling, pointing, moving, miming, and filling out a form with precision. <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p>	<p>Using technically designed instruments such as journals, and with the guidance of the teacher, the learner...</p> <p>R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).</p> <p>R.3. discriminates straightforward information, words and expressions on Costa Rican culture.</p>
---	--	--	--	--




			<p>– Differentiating vocabulary and important information</p> <p>Reading for the second time: vocabulary, sounds, important information, short messages, straightforward information and expressions by physically categorizing, sequencing pictures, matching the words with an action (acting out a scene from a text), standing up or sitting down when they hear the words and filling out graphic organizers or writing the details in another form (e.g., invitation.)</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction with peer using basic language, answering and asking simple questions for specific information.</p> <p>Checking</p> <p>– comprehension of tasks given by the teacher.</p> <p>Planning</p> <p>– language structure and content needed for the task by using a sentence frame (e.g., How do you celebrate Mother’s Day?)</p>	<p>Using technically designed instruments such as rubrics, and with the guidance of the teacher, the learner...</p> <p>SI.1. answers simple questions using individual words, expressions, or short sentences.</p> <p>SI.2. asks for specific</p>
--	--	--	--	--

			<p>Elaborating</p> <ul style="list-style-type: none"> - questions, answers and expressions including asking for help and giving help by using a sentence frame <p>Interacting</p> <ul style="list-style-type: none"> - using sentence frames within a dialogue with the appropriate response (formal and informal situations) by considering turn-taking tactics and monitoring equal participation in the task. <p>Description of family/community/ other national communities' holidays and celebrations.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the appropriate resources to be used small groups. <p>Organizing</p> <ul style="list-style-type: none"> - personal narratives by using complete sentences, which may include brainstorming of the language and content and the use of visual aids. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> - family/ community/ other national communities' holidays and celebrations, considering body language by participating in whole or small group discussions while using sentence frames and illustrations. 	<p>information regarding holidays and celebrations.</p> <p>SI.3. interacts using basic language.</p> <p>Using technically designed instruments such as checklists, and with the guidance of the teacher, the learner ...</p> <p>SP.1. talks about celebrations and holidays in Costa Rica briefly.</p> <p>SP.2. very simply describes how he/she celebrates holidays and special occasions and also inquires about others.</p>
--	--	--	---	--

			<p>Production of words for filling out questionnaires, diagrams, completion of gapped sentences, cards, invitations and simple descriptions.</p> <p>Completing</p> <ul style="list-style-type: none"> - charts, diagrams, questionnaires and gapped sentences, independently. <p>Production</p> <ul style="list-style-type: none"> - Pre-writing cards, invitations and simple descriptions by choosing the topic, sentence frames and seeing models in a pair- shared writing activity. - Drafting cards, invitations and simple descriptions by using word choice, connecting words (and, but, because) and complete sentences within a series of sentence frames, independently. - Revising cards, invitations and simple descriptions independently. - Editing cards, invitations and simple descriptions by seeing a teacher’s demonstration. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Inspirational posters about the meaning of culture 	<p>Using technically designed instruments, for self- and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. completes gapped sentences using a word list.</p> <p>W.2. writes cards, invitations and simple descriptions of holidays and celebrations.</p>
--	--	--	--	--

			<ul style="list-style-type: none">- Create your own holiday and the cards that will celebrate it- Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences	
--	--	--	---	--

7 th Grade		Unit 6
Scenario: Getting from Here to There		Themes <ol style="list-style-type: none"> 1. Knowing where I want to go 2. Knowing where It is 3. Knowing how to get there 4. Knowing what I need and when
Enduring Understanding: Traveling requires planning to decide where to go, how to get there, what to take and what to do.		
Essential Question: How can people be smart travelers?		
Linguistic Competences		Goals
Oral and Written Comprehension	 Listening	L.1. follow simple directions how to get from one place to another, on foot or by public transport. L.2. understand figures and times given in clear announcements, for example at the airport or at a bus station. L.3. recognize instructions for games and follow teacher’s or students’ modeling of the activity. L.4. understand the main idea of presentations related to places, goods and services.
	 Reading	R.1. label diagrams with appropriate pieces of familiar goods and services. R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. recognize familiar names of places, goods and services in short and simple texts. R.4. understand main ideas of text when accompanied by illustrations.

Oral and Written Production	 Spoken Interaction	<p>SI.1. express preferences about places to visit and ways to move around.</p> <p>SI.2. interact in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.</p>
	 Spoken Production	<p>SP.1. use simple words to tell where a place is and ways to get there.</p> <p>SP.2. describe places and ways to move around. (towns, holiday resorts, car, plane, bike).</p> <p>SP.3. describe weekend or holiday plans and what I need and when. (ticket, reservation, passport)</p>
	 Writing	<p>W.1. fill in a hotel registration form with personal details.</p> <p>W.2. write simple descriptions of places (e.g., location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 7 th			Unit 6	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Future -- going to</u></p> <ul style="list-style-type: none"> - We are going to Manuel Antonio National Park. - Are you going to visit Poas Volcano? <p><u>WH questions</u></p> <ul style="list-style-type: none"> - Where is the post office? - Are we on the right road? - How far is it ___? <p><u>Prepositions of place</u></p> <ul style="list-style-type: none"> - in, on, next to, near, between, in front of, opposite to, behind <p><u>Prepositions of time:</u></p> <ul style="list-style-type: none"> - In, on, at 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying places and buildings. • Locating places and buildings. • Giving directions. • Describing ways to move around. • Understanding and using travel fares and hotel registrations. <p><u>Discourse Markers</u></p> <p>Connecting words (and, but, because)</p> <ul style="list-style-type: none"> - She lives next to my house and her uncle's house, too. 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Being flexible and open to changes when traveling. - Analyzing and making decisions. - Communicating clearly, concisely and responsibly, with respect for the person addressed. - Enjoying traveling. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Respecting, appreciating and being aware of his /her community, region, country, and world' traveling 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of simple directions, figures and times, main idea, instructions for games.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. follows simple directions how to get from one place to another, on foot or by public transport</p>

<p><u>Determiners</u></p> <p>There is / There are ...</p> <p><u>Imperatives</u></p> <ul style="list-style-type: none"> - Go down... - Go straight... - Follow the signs - Turn left <p><u>Present tense</u></p> <ul style="list-style-type: none"> - (S+V+C) - I go to the beach. <p><u>Phonology</u></p> <ul style="list-style-type: none"> - Short vowel sounds (-at, -en, -ad) in orally stated single-syllable words. (e.g., hen, hat, mad, etc.) <p><u>Vocabulary</u></p> <p><u>Knowing where I want to go</u></p> <ul style="list-style-type: none"> - High School Church, Bank, Park Restaurant, Cafeteria hospital, 	<ul style="list-style-type: none"> - I can't go to the post office but I can go to the church. - I love to go to the movie theater because I love movies. 	<p>opportunities.</p> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Straight to the point - Clueless - Directionally challenged <p><u>Idioms</u></p> <ul style="list-style-type: none"> - itchy feet - Hit the road <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - He who returns from a journey is not the same as he who left. -- Chinese proverb 	<p>difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <ul style="list-style-type: none"> - Observing isolated vocabulary and terms by using pictures, drawings, and body language from a video/audio input. <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Naming simple directions, figures and times by calculating a list of items or prices, and time. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Differentiating instructions for games by physically and orally responding, taking turns and participating appropriately. <p>Listening for the second time</p> <ul style="list-style-type: none"> - Recognizing the main ideas from a video/audio input by underlining key words, sequencing passages, answer questions and filling out graphic organizers. <p>Post-listening for reacting to the content of</p>	<p>L.2. recognizes figures and times given in clear announcements, for example at the airport or at a bus station.</p> <p>L.3. recognizes instructions for games and follows teacher's or students' modeling of the activity.</p> <p>L.4. recognizes the main idea of presentations related to places, goods and services.</p>
---	---	--	--	---

<p>supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field, river/beach/lake / National Park/ Volcano/</p> <p><u>Knowing where it is</u></p> <ul style="list-style-type: none"> - There is / There are in, on, next to, near, between, in front of, opposite of, behind, <p><u>Knowing how to get there</u></p> <ul style="list-style-type: none"> - Where is the post office? - Are we on the right road? - How can I get to ___? - It's on main street ... - It is not far - It is quite far - Go straight... - Follow the signs - Turn left, go straight - By car/ walking/ bike/ bus/ train/ airplane/motorcycle/ boat, carpooling 			<p>the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Recognition of labels on diagrams, sounds, familiar names of places, goods and services and main ideas.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties strategies for coping them and showing responsibility when making the tasks.</p> <ul style="list-style-type: none"> - Labeling labels on diagrams by using a word bank or picture dictionary to label items within a larger item (e.g., bicycle). <p>Reading for the first time</p> <ul style="list-style-type: none"> - Identifying short vowel sounds (-at, -in, -ot) and stated single-syllable words. (e.g., hen, hat, mad) orally. - Differentiating familiar names of places, goods and services, key words by matching illustrations with words. <p>Reading for the second time</p> <ul style="list-style-type: none"> - Recognizing main ideas by completing graphic organizers (e.g., timeline) and 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. labels diagrams with appropriate pieces of familiar goods and services.</p> <p>R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. recognizes familiar names of places, goods and services in short and simple texts.</p> <p>R.4. recognizes main ideas of text when accompanied by illustrations.</p>
--	--	--	--	---



<p><u>Knowing what I need and when</u></p> <ul style="list-style-type: none"> - Travel expenses, schedules, transfer, transportation fare, price, cash, ticket, toll, reservation, form - Numbers from 1 to 5 thousand - Days of the week - Months of the year - Time 			<p>matching illustrations with topics.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction with expressions of preferences, question and answers about places and directions.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using expression of preferences, questions and answers supported with physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> - questions, answers and expressions of preferences by participating in a matching or guessing game and choosing from options in an illustrated word bank. <p>Interacting</p> <ul style="list-style-type: none"> - with questions and answers by participating in a dialogue with a small group and using sentence frames, expressions visual aids. 	<p>Using technically designed instruments such as rubrics and checklists, and with the guidance of the teacher, the learner...</p> <p>S.1. expresses preferences about places to visit and ways to move around.</p> <p>SI.2. interacts in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.</p>
--	--	--	---	--




			<p>Description of places, ways to move around, weekend or holiday plans.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation by participating in a pair-share using sentence frames and choosing from options in an illustrated word bank. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> – by participating in an interview using sentence frames and choosing from options in an illustrated word bank or in pair-share. <p>Production of hotel registration forms, and simple descriptions of places.</p> <p>Completing</p> <ul style="list-style-type: none"> – charts, diagrams and gapped sentences using a word list independently, supported by visual aids. <p>Production</p> <ul style="list-style-type: none"> – Pre-writing hotel registration form, and 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>SP.1. uses simple words to tell where a place is and ways to get there.</p> <p>SP.2. describes places and ways to move around. (towns, holiday resorts, car, plane, bike).</p> <p>SP.3. describes briefly weekend or holiday plans.</p> <p>Using technically designed instruments such as rubrics and checklists, for self-</p>
--	--	--	--	---

			<p>simple descriptions of places by seeing a demonstration and then writing independently.</p> <ul style="list-style-type: none"> - Drafting hotel registration form, and simple descriptions of places by writing independently. - Revising hotel registration form, and simple descriptions of places in a pair-share activity. - Editing before publishing short, simple texts and simple descriptions by seeing a demonstration. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A story board: "Our favorite place" - A digital or physical magazine - Vod cast-with script - Marketing traveling campaign with a pod cast 	<p>and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. fills in a hotel registration form with personal details.</p> <p>W.2. writes simple descriptions of places (e.g., location, direction, activities)</p>
--	--	--	---	---

Level A2 Grade 8			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
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 (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., 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 beyond the classroom setting (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> • Can understand sentences and take note of basic information relevant to personal needs and family activities. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can discriminate key words and information to report orally (listening to speak). • Can recognize pieces of information to complete sentences frames 	<ul style="list-style-type: none"> • Can read and comprehend longer texts using high-frequency vocabulary, and predictable patterns within messages, narratives, and expository text. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can read short stories to react to content (reading to speak/write). • Can get specific information from simple reading pieces to respond in oral exchanges 	<ul style="list-style-type: none"> • Can interact by asking and answering simple questions on familiar topics. • Can communicate about simple, routine tasks, information on familiar or everyday topics to audiences. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can produce words, short phrases and simple sentences with linguistic support such as framed sentences with lists of familiar 	<ul style="list-style-type: none"> • Can begin to independently write single words and phrases in English; relay short messages supported by drawing, use inventive spelling within highly supported structures such as patterned sentences. Are starting to vary their sentence. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can write cards, simple messages, brochures and

<p>(listening to write).</p> <ul style="list-style-type: none"> • Can recognize basic simple information to support reading comprehension (listening to read). 	<p>(reading to speak).</p> <ul style="list-style-type: none"> • Can follow simple model sentence frames and expressions in narratives, reminders by taking notes to write responses and reporting (reading to write/speak). 	<p>words to choose from (reading to speak/write).</p> <ul style="list-style-type: none"> • Can elaborate from modeled sentence frames and familiar dialogues to interact (writing to speak). • Can interact exchanging information using sentence frames to report to audiences (listening to speak). 	<p>invitations for others to read (-writing to read).</p> <ul style="list-style-type: none"> • Can write simple directions for others to follow (writing to listen). • Can plan; organize written information to deliver an oral presentation (writing to speak).
---	--	---	---

Level 8 th		Unit 1
Unit 1		Themes: <ol style="list-style-type: none"> 1. High School -- Bring it on! 2. A Day in the Life of My High School 3. What is Your Next Class? 4. High School Through my Friend’s Eyes
Scenario: My High School...Our place.		
Enduring Understanding: School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate.		
Essential Question: What makes our high school a special place?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. understand others’ expressions of interests regarding school activities (e.g., likes and dislikes, indicating preferences about subjects and school activities). L.2. understand short, clear and simple instructions and explanations when delivered slowly. L.3. understand the main points in short, simple stories, reports short audio announcements and messages when there is some previous understanding of school activities.
	 Reading	R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.2. find important information in simple text (e.g., schedules, times and dates). R.3. understand the gist of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar.

Oral and Written Production	 Spoken Interaction	<p>SI.1. express common interests about school life such as, “My favorite subject is English”, “I don’t like math”.</p> <p>SI.2. say what exactly he/she does not understand and ask simply for clarification.</p> <p>SI.3. ask straightforward questions in familiar situations (e.g., asking for times, schedules, favorite subjects, favorite activities) and understand the responses, using short dialogues with some preparation in advance.</p>
	 Spoken Production	<p>SP.1. describe common interests about school activities, the subjects and schedule he /she has at school.</p> <p>SP.2. explain high school through his/her friend/ peers briefly.</p>
	 Writing	<p>W.1. write, either by hand or electronically, simple notices of interests, wants or preferences (e.g. school activities subjects, schedules, and English festivals).</p> <p>W.2. write, with the help of illustrations, an explanation of what they do every day at school, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc).</p>

Level: 8 th			Unit 1	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Subject Pronouns</u></p> <ul style="list-style-type: none"> - I study every day. - They attend classes on Saturday. <p><u>Simple Present Tense</u></p> <ul style="list-style-type: none"> - I start classes at 7:00 am - I don't have classes on Friday afternoon. - She goes to French class at 8:40 am <p><u>Simple Present Tense</u></p> <p><u>yes/no Questions</u></p> <ul style="list-style-type: none"> - Do you like math? - Does she like English? 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Naming school activities. • Exchanging information about my high school schedule. • Describing a high school day. • Reporting information about my classmates' school activities. <p><u>Discourse Markers</u></p> <p><u>First</u>, we have a science lesson. <u>Then</u>, we go to a language lab. <u>After that</u>, we take a math test. <u>Finally</u>, our last</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Discovering my strengths and areas for improvement. - Making right decisions about school responsibilities and rights. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Respecting his/her school, classmates and teachers. - Willingness to cooperate in teamwork. <p><u>Social Language Samples</u></p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition expression of interests, short, clear and simple instructions, the main points in short, simple stories, report, audio announcements and messages.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p>	<p>Using technically designed instruments such as rubrics and checklists, and with the guidance of the teacher, the learner...</p> <p>L.1. identifies others' expressions of interests regarding school activities (e.g. likes</p>

<p>- Is he in your French class?</p> <p><u>Future Tense</u></p> <p>- We are going to make a pizza this evening.</p> <p>- Are you going to study this weekend?</p> <p><u>Information questions</u></p> <p>- What classes do you have in the morning?</p> <p>- When do you have English classes?</p> <p>- What time does he study math?</p> <p><u>Possessive Pronouns</u></p> <p>- My favorite subject is English.</p> <p>- His favorite teacher is Juan.</p> <p>- Her favorite class is math.</p>	<p>class ends at 4:00. ended at 4:00.</p>	<p>- Cut class- to not attend class</p> <p>- Pull an all-nighter- to stay up very late studying</p> <p>- Pop quiz- an unannounced quiz (very common in the US)</p> <p>- Straight A's- perfect grades.</p> <p><u>Idioms</u></p> <p>- To be a copycat</p> <p>- Learn something by heart</p> <p>- Teacher's pet</p> <p><u>Proverbs / Quotes</u></p> <p>- Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand. -- Unknown Author</p>	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>- Naming expressions of interests, short, clear and simple instructions by following multi-step instructions/directions including prepositional phrases by accomplishing the task described or matching key words with the illustrated step.</p> <p>Pair/Group feedback: for comparing what he/she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>- Differentiating the main points in short, simple stories, report, audio announcements and messages by restating orally with key vocabulary and labeling an illustration, or completing a sentence frame accompanied by a word bank.</p> <p>Listening for the second time</p> <p>- Recognizing expression of interests, short, clear and simple instructions, the main points in short, simple stories, reports, audio announcements and messages by responding to social conversations, rephrasing/ repeating information and asking questions while choosing between appropriate sentence frames and completing them.</p> <p>Post-listening for reacting to the content of the</p>	<p>and dislikes, indicating preferences about subjects and school activities).</p> <p>L.2. recognizes short, clear and simple instructions and explanations when delivered slowly.</p> <p>L.3. recognizes the main points in short, simple stories.</p>
--	---	--	---	---

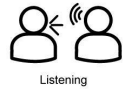

<p><u>Possessives 's / s'</u></p> <ul style="list-style-type: none"> - <u>Daniel's</u> favorite subject is English. - <u>Ana's</u> favorite teacher is Luis. - My <u>classmates'</u> favorite subject is Spanish. <p><u>Present Continuous</u></p> <ul style="list-style-type: none"> - What are you doing now? - I'm studying for the math exam. - Are you studying science? <p><u>Frequency Adverbs</u></p> <ul style="list-style-type: none"> - How often do you read? - I usually read at night. <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> - I study <u>in</u> the morning, afternoon, evening. - I attend science classes <u>on</u> Monday 			<p>text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Extraction of sounds, phonics, syllabification, and word parts, important information, the gist, most of what is written in short, simple texts.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties strategies for coping them and showing responsibility when making the tasks.</p> <p>Reading for the first time</p> <ul style="list-style-type: none"> - Identifying sounds, phonics, syllabification, and word parts by practicing long vowels (eat, oat) and reading two-syllable and compound words, using letter-sound knowledge (fireball). - Manipulating sounds, phonics, syllabification, and word parts by practicing long vowels (eat, oat) and reading two-syllable and compound words, using letter-sound knowledge (fireball) <p>Pair/Group feedback: for comparing what he/she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Differentiating important information by completing a graphic organizer or gapped text 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>R.1. identifies English language sounds.</p> <p>R.2. discriminates important information in simple texts.</p> <p>R.3. extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).</p>
---	--	--	---	---




<p>- I study at noon, night.</p> <p><u>Phrasal Verbs:</u> -attend classes -go to high school -do homework</p> <p><u>Phonology</u></p> <p>- Long vowels (eat, oat) - Reading two-syllable and compound words, using letter-sound knowledge. (fireball)</p> <p><u>Vocabulary</u></p> <p><u>High school. Bring it on!</u> - Hall, playground, gym, sports field, corridor, lab, teacher’s lounge, school, school</p>			<p>supported by a word bank.</p> <p>Reading for the second time</p> <p>- Extracting the gist and most of what is written in short articles and ads by answering yes/no questions about text in complete sentences or completing gapped text supported by a word bank.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction with expressions of common interest, asking and answering simple questions in familiar dialogues.</p> <p>Checking - comprehension of tasks given by the teacher.</p> <p>Planning - language structure and content needed for the task by using a sentence frame of familiar dialogues, supported by physical or online resources.</p> <p>Elaborating - questions, answers and expressions including asking for help and giving support to peers by determining the appropriate response to given formal and informal situations.</p> <p>Using</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>SI.1. expresses common interests about school life.</p> <p>SI.2. says what exactly he/she does not understand and asks simply for clarification.</p> <p>SI.3. asks and answers straightforward questions in familiar situations.</p>
---	--	--	---	--

<p>uniforms.</p> <p><u>A day in the life of my high school.</u></p> <ul style="list-style-type: none"> Teachers. Teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers, school bags <p><u>What is your next class?</u></p> <ul style="list-style-type: none"> First, second, last, my first class, What's your schedule, What classes do you have? When do you have lunch? It starts at... 			<ul style="list-style-type: none"> turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> using sentence frames by acting out short dialogues prepared in advance in pair-share or small groups. <p>Explanation of common interests, subjects and schedules of high school through his/her friend's and peers'.</p> <p>Planning</p> <ul style="list-style-type: none"> a presentation by selecting the appropriate resources to be used by small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> a presentation by practicing a dialogue in a small group and using sentence frames and illustrated word banks. <p>Rehearsing</p> <ul style="list-style-type: none"> the presentation with peers by acting out short dialogues prepared in advance. <p>Explaining</p> <ul style="list-style-type: none"> common interests, subjects and schedules of high school through his/her friends and peers by reporting back findings from interviews and surveys with the information gathered in advance 	<p>Using technically designed instruments, for self-and co-assessment such as rubrics and checklists and with the guidance of the teacher, the learner...</p> <p>SP.1. describes common interests about school activities, the subjects and schedule he /she has at school.</p> <p>SP.2. explains high school through his/her friends/peers briefly.</p> <p>Using technically designed instruments, for self-and co-</p>
--	--	--	---	--

<p>What time does it end? timetable. What's your favorite class? recess/brake time</p> <p><u>High School</u> <u>Through my Friend's</u> <u>Eyes</u></p> <p>Return to school, visits and exchanges, parents' day, sports/dance competitions, English day, matches, festivals, fairs, parades, lessons, games, playtime, school clubs and open house.</p>			<p>Production of short sentences, simple notices, and explanations about common interests, subjects and schedules of high school of his/her friends and peers</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing of short sentences, simple notices, and explanations by using key words and phrases including parts of previously learned sentence frames. - Drafting information for notices by writing heading (eye catcher), body (brief information with short sentences using key words and phrases including parts of previously learned sentence frames), authority or contact person (person name, phone and e-mail). - Drafting writing an explanation text: general statement (introducing the topic or process), information (provide extra information about the topic), explanation (how and why something works or occurs), and conclusion (provide a final explanation) about common interests, subjects and schedules of high school through his/her friends and peers. - Revising short sentences, simple notices, and explanations about common interests, subjects and schedules of high school of his/her friends and peers. - Editing short sentences, simple notices, and explanations about common interests, 	<p>assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes simple notices expressing interests, wants and preferences, either by hand or electronically.</p> <p>W.2. writes an explanation of what they do every day at school, with the help of illustrations.</p>
---	--	--	--	---

			<p>subjects and schedules of high school of his/her friends and peers, before publishing</p> <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> – Achievable weekly/monthly study schedule, including information about school activities, study periods and leisure activities. – Survey report on findings about a typical school day in national / international school, describing subjects, schedules, and extra-curricular activities. – High school survey and report back findings about favorite school subjects, teachers, best things about high school, lead into a class discussion to debrief activity. 	
--	--	--	---	--

8 th Grade		Unit 2
Scenario: Let the Good Times Roll!		Themes: <ol style="list-style-type: none"> 1. Fun times: Inside and Out 2. What’s your favorite? 3. Ready to play: Tell me the rules 4. Up Close and Personal
Enduring Understanding: Sports provide opportunities for personal enjoyment, challenge, self-expression and social interaction.		
Essential Question: How can sports provide a wide range of lifelong benefits and enjoyment?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 <p>Listening</p>	<p>L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p> <p>L.2. extract important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</p> <p>L.3. understand the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided, if it is told slowly and clearly.</p>
	 <p>Reading</p>	<p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. recognize some key terminology from subject areas (e.g., labels on sports equipment).</p> <p>R.3. understand the main idea and two or three details in texts written in simple language using high frequency words and/or words recognized from other known languages.</p> <p>R.4. understand most of what occurs in a well-structured short story and the story’s main</p>

		<p>characters.</p>
<p>Oral and Written Production</p>	 <p>Spoken Interaction</p>	<p>SI.1. invite others to practice or attend different sports.</p> <p>SI.2. exchange information about everyday matters using simple vocabulary (e.g., weekend activities, sports, hobbies, interest and entertainment).</p> <p>SI.3. ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.</p>
	 <p>Spoken Production</p>	<p>SP.1. describe a day in sports he/she will never forget.</p> <p>SP.2. explain briefly a sport, a sports team, a videogame he/she knows well.</p>
	 <p>Writing</p>	<p>W.1. use simple sentences and expressions to describe sports, videogames and leisure activities.</p> <p>W.2. prepare simple reminders or notes regarding sports or videogames for personal use (e.g., notes, agendas, calendars).</p> <p>W.3. write an introduction or conclusion to a story with the help of a dictionary, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 8 th			Unit 2	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar and Sentence Frames</u></p> <p><u>Verb + ing / infinitive:</u> <u>like / want / would like</u></p> <ul style="list-style-type: none"> - I (don't) like going swimming. - I (don't) want to play soccer - I would like to go to the match. <p><u>yes/no Questions</u></p> <ul style="list-style-type: none"> - Do you like playing soccer? - Does she like dancing? - Would you like to___? <p><u>Information questions</u></p> <ul style="list-style-type: none"> - What does she like to do on Sunday? - When do you play soccer? - What videogame 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Expressing likes and dislikes regarding entertainment and sports. • Describing different sports, their rules, indoor and outdoor activities. • Describing sports unforgettable experiences. <p><u>Discourse Markers</u></p> <p>There are certain rules in soccer. First, you cannot use your hands. Then, you have to kick the ball with your feet. After that, the player tries to</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Showing interest in each person's life. - Respecting everyone's opinions. - Communicating clearly about oneself. - Being aware of one's strengths and weaknesses regarding sports and activities. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Identifying people's behavior in different sports contexts. 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extraction of isolated, familiar words and phrases, important points and information in a straightforward talk or presentation.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>L.1. recognizes isolated, familiar words and phrases when listening to</p>

<p>would you like to play today?</p> <p><u>Gerunds</u></p> <ul style="list-style-type: none"> - <u>Dancing</u> is a great way to keep in shape. - <u>Camping</u> on the beach is a wonderful experience. <p><u>Can</u></p> <ul style="list-style-type: none"> - Can you play soccer? - Yes, I can - Can she swim? <p><u>Can/Could</u></p> <ul style="list-style-type: none"> - Can you play soccer with me on the weekend? - Could you play with me at 3:00 pm? - Yes, I can. <p><u>Phonology</u></p> <p>Two-syllable and compound words</p>	<p>pass the ball to other player. Finally, the winner team is the one that scores a goal.</p>	<ul style="list-style-type: none"> - Recognizing importance of sports to have a sense of belonging within a group. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Shoot some hoops (play basketball) - Hang out (to join somebody to spend time together) <p><u>Idioms</u></p> <ul style="list-style-type: none"> - at this stage in the game - ball is in your court <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - True enjoyment comes from activity of the mind and exercise of the body; the two are 	<p>audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <ul style="list-style-type: none"> - Identifying isolated and familiar words and phrases by matching words or phrases with definitions or meanings. <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Differentiating important points, important information, and the most important points in oral and visual texts by completing sentence frames while choosing from a word bank and/or labeling a visual representation. <p>Listening for the second time</p> <ul style="list-style-type: none"> - Extracting important points, important information, and the most important points by restating orally with key vocabulary accompanied by visual representation and/or completing a written sentence frame accompanied by a word bank or retelling a story or event by sequencing sentence frames and 	<p>clear, slow, and basic text read aloud.</p> <p>L.2. recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</p> <p>L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided there is some previous familiarity with the topic.</p>
--	--	---	--	--



<p>including consonant blends. (bl, st, and tr)</p> <p><u>Vocabulary</u></p> <p><u>Fun times: Inside and out./ What’s your favorite?:</u></p> <ul style="list-style-type: none"> – running, walking, cycling, skateboarding, karate, gymnastics, boxing, work out, baseball, soccer, basketball, volleyball, sports, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, scuba diving, surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump, push, exercise, games. 		<p>united. -- Alexander von Humboldt</p>	<p>using transition words. Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Recognition of sounds, phonics, syllabification, and word parts, words, dates and facts, some key terminology, the main idea and two or three details, most of what occurs in a well-structured short story.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time</p> <ul style="list-style-type: none"> – Identifying sounds, phonics, syllabification, word parts, words and dates and facts by practicing two-syllable and compound words including consonant blends using letter-sound knowledge and matching with visual aids. – Differentiating key terminology, main idea and two or three specific details by matching with visual aids. 	<p>Using technically designed instruments such as rubrics and checklists and with the guidance of the teacher, the learner ...</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. discriminates some key terminology from subject areas (e.g., labels on sports equipment).</p> <p>R.3. recognizes the main idea and two or three specific details.</p>
--	--	--	---	---




<p><u>Ready to play: Tell me the rules.</u></p> <ul style="list-style-type: none"> - Rules to play sports and videogames. <p><u>Up close and personal: A day I'll never forget</u></p> <ul style="list-style-type: none"> - Participating at national games and competitions - Winning a competition. - Winning a game - Participating at a championship - Winning a medal 			<p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <ul style="list-style-type: none"> - Recognizing most of what occurs in a well-structured short story by identifying the main idea and two-to-three details chosen from visual aids and word banks. <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction using invitations, exchanging information and asking and answering questions about weekend activities, sports, hobbies, interest and entertainment.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by choosing the appropriate sentence frame, supported by physical or online resources. 	<p>R.4. recognizes most of what occurs in a well-structured short story and the story's main characters</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>SI.1. invites others to practice or attend different sports.</p> <p>SI.2. exchanges information about everyday matters using simple vocabulary.</p>
--	--	--	--	---

			<p>Elaborating</p> <ul style="list-style-type: none"> – questions, answers including asking for help and giving support to peers by choosing the appropriate sentence frames and using them. <p>Using</p> <ul style="list-style-type: none"> – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> – by using the appropriate sentence frames for invitations, exchanging information and asking and answering questions about weekend activities, sports, hobbies, interest and entertainment. <p>Explanation of a sport, a sports team, a videogame and a day he/she will never forget in sports.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used in small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation by practicing short dialogues prepared in advance, choosing from word banks and sentence frames for reference. <p>Rehearsing</p>	<p>SI.3. asks and answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>SP.1. describes a day he/she will never forget in sports.</p> <p>SP.2. explains briefly a sport, a sports team, or a videogame</p>
--	--	--	--	--

			<ul style="list-style-type: none"> - the spoken presentations with peers by acting out short dialogues prepared in advance. <p>Explaining</p> <ul style="list-style-type: none"> - about a sport, a sports team, a videogame and a day he/she will never forget in sports by acting out short dialogues prepared in advance. <p style="text-align: center;">Production of simple sentences expressions, reminders or notes, introduction or conclusion to a story.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing of simple sentences, expressions, reminders or notes by using key words, phrases, completing a graphic organizer or gapped text and following a model, including parts of previously learned sentence frames independently. - Drafting writing <i>introduction</i> (introducing the main topic and saying what the topic will be about) or <i>conclusion</i> to a story (saying the topic again adding a meaningful final thought) supported by taking notes using a key word bank and a dictionary. - Revising simple sentences, expressions, reminders or notes, introduction or conclusion to a story first with peer support and then from 	<p>he/she knows well.</p> <p>Using technically designed instruments, for self- and co-assessment such as rubrics and checklists and with the guidance of the teacher, the learner ...</p> <p>W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.</p> <p>W.2. prepares simple reminders or notes regarding sports or videogames for personal use.</p>
--	--	--	---	---

			<p>teacher.</p> <ul style="list-style-type: none"> - Editing simple sentences, expressions, reminders or notes, introduction or conclusion to a story before publishing accompanied by visual representation and/or completing a written sentence frame accompanied by a word bank. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A glog (digital poster) on a favorite sport/star. - A podcast relating an event of a team or game. - A sport and game guide/note. 	<p>W.3. writes an introduction or conclusion to a story with the help of a dictionary.</p>
--	--	--	--	---

Level 8 th		Unit 3
Scenario: Something to Celebrate!		Themes: <ol style="list-style-type: none"> 1. Let's celebrate: Holidays with My Family 2. Let's celebrate: Latin American Holidays and Festivals 3. Let's celebrate: Holidays and Festivals around the World 4. A holiday to remember: One of my favorites
Enduring Understanding: Celebrations, festivals and traditions reflect people's cultural identity.		
Essential Question: Why is it important to celebrate special dates?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 <p>Listening</p>	<p>L.1. understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).</p> <p>L.2. understand specific details in an audio advertisement if it is delivered clearly and related to his/her interest.</p> <p>L.3. understand the gist of overheard conversations generally.</p>
	 <p>Reading</p>	<p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. follow a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.</p> <p>R.3. understand chronological order within special sentence structures using linkers: sequential past time.</p>
		<p>SI.1. ask and answer about local holidays, celebrations and festivals.</p> <p>SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the</p>

Oral and Written Production	 Spoken Interaction	World. SI.3. accept or refuse invitations politely.
	 Spoken Production	SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group. SP.2. describe what he/she did on his /her last holiday, individually.
	 Writing	W.1. write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration. W.2. write a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).

Level: 8 th		Unit 3		
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar and Sentence Frames</u></p> <p><u>Simple Present Information- Yes/no questions</u></p> <ul style="list-style-type: none"> - People gather to celebrate. - Do you like Easter week? - How do people celebrate Christmas? <p><u>Simple Past (was-were)</u></p> <ul style="list-style-type: none"> - Who was in the festival? - Were you in the festival? - Yes, I was. <p><u>Simple Past Yes/No and Information Questions</u></p> <ul style="list-style-type: none"> - What did you do 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing different ways of celebrating holidays in my family. • Describing what people do in order to celebrate different holidays in Latin America. • Describing the most important celebrations and festivals all around the world. • Describing my favorite holiday 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Valuing own local cultural identities. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Respecting cultural differences. - Respecting festivals, holidays and traditions of my country and others. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - “Let’s party tonight!” - “Enjoy the holidays!” - get-together <p><u>Idioms</u></p> <ul style="list-style-type: none"> - carnival atmosphere - social butterfly 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written), using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of main information in straightforward audio messages and specific details in an audio advertisement and the gist of overheard conversations.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. recognizes main information in short,</p>

<p>on your last holiday celebration?</p> <ul style="list-style-type: none"> - I gathered with my family. - Did you enjoy it? - Yes, I did. <p><u>Past Continuous</u> Yes/no _____ and</p> <p><u>Information Questions</u></p> <ul style="list-style-type: none"> - What were they doing in the festival? - People were drinking and having fun. - What was she doing? <p><u>Zero Conditional</u></p> <ul style="list-style-type: none"> - If you go to a parade, bring comfortable clothes. - If you go to the festival, try new food. - If you go to the carnival, bring your camera 	<p>celebration or festival.</p> <p style="text-align: center;"><u>Discourse Markers</u></p> <p>Linkers: Sequential past time.</p> <p>Yesterday we celebrated Independence Day. First, we attended a school ceremony and sang the national anthem. Then, we went to see the parades. After that, we went back home. Finally, we went to bed.</p>	<p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - The more you praise and celebrate your life, the more there is in life to celebrate. – Oprah Winfrey 	<p>task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Recognizing main information by using pictures, drawings, and body language from a video/audio input. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Differentiating specific details by restating orally with key vocabulary accompanied by drawing and labeling a diagram, or using sentence frames. <p>Listening for the second time</p> <ul style="list-style-type: none"> - Recognizing main information in straightforward audio messages and specific details in an audio advertisement and the gist of overheard conversation by retelling the information to partners within a small group. 	<p>straightforward audio.</p> <p>L.2. distinguishes specific details in an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</p> <p>L.3. recognizes the gist of overheard conversations generally.</p>
--	--	--	--	---

<p style="text-align: center;"><u>Phonology</u></p> <p>Practicing digraphs (th, sh, ph)</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p><u>Holidays and Celebrations with my family</u> Bullfights, live music, folk dancing, carnival with rides, games, parade, concerts, fireworks, ox-cart parade and procession, hand carved masks, traditional costumes rodeo, street fairs, traditional food, beauty contest, live music and sporting events.</p> <p><u>Let's celebrate: Latin American holidays.</u> party, flatbed trucks, bands, parade of floats, the crowning of Miss Carnaval,</p>			<p>Post-listening for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;">Distinction sounds, phonics, syllabification, and word parts, words, clear-cut instructions and in special sentence structures.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <ul style="list-style-type: none"> - Manipulating sounds, phonics, syllabification, and word parts by reading digraphs (th, sh, ph). <p>Reading for the first time: a set of clear-cut instructions by following them to complete a task or sequencing pictures and sentences.</p> <ul style="list-style-type: none"> - Differentiating instructions. <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p>	<p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.</p> <p>R.3. distinguishes chronological order</p>
---	--	--	--	---



<p>African-inspired dances, music, dance, costumes, masks, fireworks, concerts, religious ceremonies, barbecues, traditional dances, and bonfires.</p> <p><u>Let's celebrate: holidays around the world.</u></p> <p>Carnival in Rio de Janeiro, Brazil parade, samba, costumes, dance decorations, Chinese New Year, China, play, costumes, fireworks.</p> <p>Yi Peng Lantern Festival, Thailand. Buddhist merit, floating lights</p> <p>The Carnival of Venice, Italy. Venetian masks, carnival, theaters troupes.</p> <p>La Tomatina, Throw tomatoes Christmas, New Year, Thanksgiving, Easter, Halloween.</p>			<p>– Distinguishing chronological order within special sentence structures.</p> <p>Reading for the second time: signal words by using sequential past time (e.g., first, next, finally) that indicate chronological order.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction asking questions and giving answers and accepting and refusing invitations politely about local, Latin American and Worldwide-holidays, celebrations and festivals.</p> <p>Checking – comprehension of tasks given by the teacher.</p> <p>Planning – language structure and content needed for the task by using a sentence frame of familiar dialogues, supported by physical or online resources.</p> <p>Using – turn-taking tactics to complete the requirements of the task and ensure</p>	<p>within special sentence structures.</p> <p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>SI.1. asks and answers about local holidays, celebrations and festivals.</p> <p>SI.2. asks and answers about holidays and festivals in Latin America and around the World.</p> <p>SI.3. accepts or</p>
--	--	--	---	---




			<p>equal participation by all.</p> <p>Elaborating</p> <ul style="list-style-type: none"> – questions, answers within sentence frames including asking for help and giving support to peers using visual representations and invitations by giving two-step directions and instructions embedded. <p>Interacting</p> <ul style="list-style-type: none"> – asking questions and giving answers about local, Latin American and worldwide holidays, celebrations, festivals and accepting and refusing invitations politely by acting out in pair-share or small groups short dialogues prepared in advance choosing from word banks and sentence frames for reference. <p>Description of basic aspects of his/her daily life during holidays, celebrations and festivals and what he/she did on his /her last holiday.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources in small group or whole class work. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation about his/her daily life during holidays, celebrations and 	<p>refuses invitations politely.</p> <p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner ...</p> <p>SP.1. describes holidays, celebrations and festivals in general.</p> <p>SP.2. describes what he/she did on his /her last holiday.</p>
--	--	--	---	--

			<p>festivals and what he/she did on his /her last holiday by choosing from word banks and sentence frames for reference.</p> <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation prepared in advance with peers. <p>Description</p> <ul style="list-style-type: none"> – of basic aspects of his/her daily life during holidays, celebrations and festivals and what he/she did on his /her last holiday by presenting personal narratives using complete sentences, which may include the use of transition words and visual aids. <p>Production simple messages, postcards, and information about holidays, festivals and celebrations.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing of simple messages, postcards, and information about holidays, festivals and celebrations by applying sentence frames using the simple present, past, future tenses, zero conditional and choosing from a word bank. – Drafting information for messages by using the following information from (name of the person who sends the 	<p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration.</p> <p>W.2. writes a text message or a postcard/e-postcard to friends to give news about</p>
--	--	--	--	--

			<p>message), to (the person the message is for), Subject (what the message is about), body (the message itself), and contact person (person name).</p> <ul style="list-style-type: none"> - Drafting a postcard/e-postcard by using guided writing in choosing a destination, address, start the message with (Dear...) on the left side, body (seven sentences: where you are, what you are doing, where you are staying, what you already did, something interesting about the event), closing (the sentiment and sincerely). - Drafting information about holidays, festivals and celebrations by including where they are celebrated, when they are celebrated, history, activities people do and traditions, food. - Revising simple messages, postcards, and information about holidays, festivals and celebrations in a group activity. - Editing, simple messages, postcards, and information about holidays, festivals and celebrations individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A holiday fair (a selected Costa Rica, Latin America or the rest of the world 	<p>holidays, festivals or celebrations.</p>
--	--	--	---	---

			<p>holiday/festival/celebration, including where it is celebrated, when it is celebrated, history, activities people do and traditions, food).</p> <ul style="list-style-type: none">– A storytelling of the most memorable holiday.	
--	--	--	---	--

Level 8 th		Unit 4
Scenario: Going Shopping!		Themes: <ol style="list-style-type: none"> 1. Welcome to my town 2. Getting what I need at the right place 3. Where is it? 4. How can I get there?
Enduring Understanding: The choices made when deciding what and where to shop may impact a family's budget.		
Essential Question: How does what and where we shop affect the country's economy and context?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 <p>Listening</p>	<p>L.1. understand the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report about different services they can get in a community).</p> <p>L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places).</p>
	 <p>Reading</p>	<p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. understand short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</p> <p>R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).</p>

Oral and Written Production	 Spoken Interaction	<p>SI.1. ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.</p> <p>SI.2. ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</p>
	 Spoken Production	<p>SP.1. make recommendations about convenient places to buy something.</p> <p>SP.2. tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others.</p>
	 Writing	<p>W.1. write recommendations about going shopping wisely.</p> <p>W.2. write straightforward text on topics familiar to them.</p> <p>W.3. write a summary sentence of a text's main points, giving one or two details, checking written sentences to look for mistakes. (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.)</p>

Level: 8 th		Unit 4		
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Comparative and superlative</u></p> <ul style="list-style-type: none"> - Which store is cheaper _____ or _____? - The Outlet is cheaper than the Shopping Mall. <p><u>Article a/an</u></p> <ul style="list-style-type: none"> - There is <u>a</u> bank in front of the park. <u>The</u> Citi Bank is next to the church. <p><u>Modals should/shouldn't</u></p> <ul style="list-style-type: none"> - You shouldn't shop at that store because it is very expensive. - You should compare prices. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying different retail shops and services in my town. • Describing goods and services you can you get in different places. • Exchanging information for shopping wisely. • Giving directions to get to retail shops and services in town. <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Demonstrating interest to take part in simple social interactions when asked. - Valuing making well thought out, effective decisions (ex: where to go in town for a certain item, using a map to get to a destination). <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Showing understanding of and supporting local goods and services and other towns. 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Differentiation of a main idea in a presentation of a topic and simple technical explanations if given slowly and clearly.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>L.1. recognizes the</p>

<p><u>Modals have to</u></p> <ul style="list-style-type: none"> - When you go shopping you have to look for the best price. <p><u>Imperatives +/-</u></p> <ul style="list-style-type: none"> - Request the warranty certificate. - Don't forget to ask for a receipt. <p><u>Prepositions</u></p> <ul style="list-style-type: none"> - <u>Turn to</u> the right and then turn to the left. - The supermarket is <u>in front of</u> the bank. - There is a bakery <u>behind</u> the mall <p><u>There is/are</u> <u>Is there / Are there</u></p> <ul style="list-style-type: none"> - There is a supermarket next to the bank. - There are two stores in front of 	<p>Rules to go shopping.</p> <p>First, you have to go to the mall.</p> <p>Then, have some food. After that, buy a pair of tennis shoes. Finally, return home.</p>	<p><u>Social Language</u></p> <p><u>Samples</u></p> <ul style="list-style-type: none"> - Shopping mall - I'm just looking. <p><u>Idiom</u></p> <ul style="list-style-type: none"> - Burn a hole in my pocket - Window shopping <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - You are not what you have. 	<p>audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Recognizing the main idea of by using key words and confirming the information with partners within a small group. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>Listening for the second time</p> <ul style="list-style-type: none"> - Differentiating a main idea of a presentation on a topic and simple technical explanations if given slowly and clearly by telling, drawing or labeling a diagram, restating them orally with key vocabulary accompanied with sentence frames and confirming the information with partners within a small group. <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p>	<p>main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.</p> <p>L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p>
--	---	---	--	---



<p>the church.</p> <p><u>How much / How many</u></p> <ul style="list-style-type: none"> - How much does it cost? - How many cookies do you need? <p><u>Demonstratives (those/these, this, that)</u></p> <ul style="list-style-type: none"> - How much are these/those shoes? - Those are fifteen thousand colones. <p><u>Determiners (any-some)</u></p> <ul style="list-style-type: none"> - Yes, I have some. - I don't have any. <p><u>Count / Uncountable Nouns</u></p> <ul style="list-style-type: none"> - Is there any milk? - How much rice do you need? 			<p>Differentiation of sounds, phonics, syllabification, and word parts, words, short instructions and the important information, directions in texts.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties, strategies for coping them and showing responsibility when making the suggested tasks.</p> <ul style="list-style-type: none"> - Identifying sounds, phonics, syllabification, and word parts by manipulating reading digraphs (th, sh, ph). <p>Reading for the first time: short instructions, directions by following them to complete a task or sequencing pictures, sentences, and important information by completing information using graphic organizers or gapped text.</p> <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p>	<p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</p> <p>R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising</p>
---	--	--	--	--




<p><u>Zero Conditional</u> – If you go shopping, you need to:</p> <p><u>Phonology</u> – Practicing words with the final e (-ake, -ute, -ime)</p> <p><u>Vocabulary</u> <u>Welcome to my town.</u> – Appliance store, bakery, bank, bus station, clinic, clothing store, coffee shop, convenience store, drugstore, flower shop, etc.</p> <p><u>Getting what I need at the right place</u></p> <p><u>Goods</u> Goods are things that you can keep, eat, or use.</p>			<p>Reading for the second time – Differentiating sounds, phonics, syllabification, and word parts, words, short instructions and the important information, directions by extracting the main idea and two-to-three details in texts.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction, asking (appropriate questions, for help and saying something more clearly)</p> <p>Checking – comprehension of tasks given by the teacher.</p> <p>Planning – language structure and content needed for the task by using a sentence frame of familiar dialogues, supported with physical or online resources.</p> <p>Elaborating – questions, answers varying previously learned sentences including asking for help and giving support to peers using visual representations and invitations by asking spontaneously during small group work to suit their purposes.</p>	<p>material and city maps, GPS gadgets).</p> <p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner ...</p> <p>SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</p> <p>SI.2. asks someone to say something more clearly, to explain</p>
--	--	--	---	---

<p>food, clothing, toys, furniture, toothpaste, game, book, flower, paint, toys, tools, books, pets, plants, household goods.</p> <p><u>Service</u></p> <p>A service is something that someone does for you.</p> <p>fix cars, get a checkup, get haircuts, mail delivery, clean a messy house, transport people and goods, cut grass and plants flowers, trees, paint buildings, help children learn, keeps neighborhoods safe.</p> <p><u>Where is it?</u></p> <p>Right over there, nearby, around the corner, down the street, next to, about five minutes from here, turn left / right, go across, go down,</p>			<p>Interacting</p> <ul style="list-style-type: none"> – manipulating sounds, spelling out words, asking appropriate questions, asking someone to say something more clearly, and asking for help by acting out short dialogues prepared in advance while varying previously learned sentence frames to suit their purposes. <p>Giving recommendations about convenient places to shop, locations and directions.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used in small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation including recommendations about convenient places to shop, asking for locations and giving directions by taking part in simple social interactions when asked, determining the appropriate phrasing to given formal and informal situations, and choosing appropriate sentence frames. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation prepared in advance with peers. <p>Giving</p> <ul style="list-style-type: none"> – recommendations about convenient places to shop, and directions, and 	<p>something a different way, or to repeat what has been said.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>SP.1. gives recommendations about convenient places to buy something.</p> <p>SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.</p>
---	--	--	--	---

<p>go through, go out of, in front of, opposite, on the corner.</p> <p><u>How can I get there?</u> Go straight on, when you come to the crossroads., go across the roundabout, Take the first turn / road / street on your left / right, Go on for about (10 minutes / 200 meters).</p>			<p>asking for locations by acting out short dialogues prepared in advance while varying previously learned sentence frames to suit their purposes with the support of physical and visual aids.</p> <p>Production of recommendations about going shopping wisely, using simple grammatical structures accurately in straightforward texts, summary sentences.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing recommendations about going shopping wisely, using simple grammatical structures accurately in straightforward texts, summary sentences by using various subjects (e.g., common nouns and proper nouns pronouns) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) based on previously learned sentence frames in a variety of writing applications. - Drafting recommendations about shopping wisely by writing positive and negative qualities of goods and services using imperative sentences. - Drafting a summary sentence of a text by writing main points, giving one or two details, key words / high frequency words, phrases using strongest nouns, verbs and adjectives, following a model. 	<p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner ...</p> <p>W.1. writes recommendations about going shopping wisely.</p> <p>W.2. writes straightforward text on topics familiar to them.</p> <p>W.3. writes a summary sentence of a text's main points, giving one or two details.</p>
---	--	--	---	---

			<ul style="list-style-type: none"> - Revising written recommendations and summary sentences by looking for mistakes, subject-verb agreement; pronoun, article agreement and transitional words such as ‘and’, ‘but’ and ‘because’. - Editing written recommendations and summary sentences individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Map design of own town (labeling the names of buildings or stores) to give locations and directions. - Telling how to get to selected locations in Costa Rica using digital or physical maps. 	
--	--	--	--	--

Level 8 th		Unit 5
Scenario: Unforgettable Events		Themes: <ol style="list-style-type: none"> 1. A Day I'll Never Forget: in My Personal Life 2. An Event I'll Never Forget: with My Family 3. An Event I'll Never Forget: in Costa Rica 4. An Event I'll Never Forget: in the World
Enduring Understanding: People's personal experiences shape their lives and connect them to the world.		
Essential Question: How do our life experiences shape who we are now?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 <p>Listening</p>	<p>L.1. listen to other students' contributions in class, and use these responses as models for their own.</p> <p>L.2. identify the main points of an age-appropriate audio-visual presentation (news items reporting events, accidents).</p> <p>L.3. understand the gist of a short text when read aloud clearly and slowly.</p>
	 <p>Reading</p>	<p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. extract main ideas from diagrams, with accompanying text, and use information to answer questions if given lead-in phrases.</p> <p>R.3. understand the main information and a few details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects.</p>

Oral and Written Production	 Spoken Interaction	<p>SI.1. ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p> <p>SI.2. ask and answer questions about a personal, family, national or worldwide event.</p>
	 Spoken Production	<p>SP.1. use simple words to give his/her opinion about a personal, family, national or worldwide event.</p> <p>SP.2. describe events using simple words or sentence frames about a personal, family, national or worldwide event.</p> <p>SP.3. explain reasons for an event briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights).</p>
	 Writing	<p>W.1. use text as a stimulus to write short dialogue about a personal event.</p> <p>W.2. give personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 8 th			Unit 5	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> – A day I'll never forget in my personal life was when I was ___ing ... – A day I'll never forget in Costa Rica was when we were ___ing – An event I'll never forget in the world was when I was _____ <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> – The day I first asked my girlfriend out was unforgettable. – When my family's 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying a personal, family, national or worldwide event. • Describing a personal, family, national or worldwide event. • Asking and giving information about a personal, family, national or worldwide event. • Sharing information about a personal, family, national or worldwide event. <p><u>Discourse Markers</u></p> <p>Linkers: Sequential</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Demonstrating openness towards others experiences. – Listening assertively to one's own and other people's feelings and emotions. – Showing empathy: put oneself in the shoes of others' and listen to their needs. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Allowing others to express themselves and to decode their emotions. – Showing interest 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. – Engaging in activation of prior knowledge and socializing unit goals. – Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of learners' contributions in class, the main points of an age-appropriate audio-visual presentation and the gist of a short text.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifies learners' contributions in</p>

<p>car broke down on the highway, we had a lot of fun waiting for help.</p> <ul style="list-style-type: none"> – With the picture of the Syrian child on the beach, many people broke out crying about receiving immigrants. <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> – My trip last summer was really memorable. – My family was very happy to spend time together when I was young. – Costa Ricans are extremely proud of their World Cup experience. <p><u>Phonology</u></p> <p>minimal pair sounds: æ / ʌ</p>	<p>past time.</p> <p>An event I cannot forget is when the national soccer team came back from the World Cup in 2014. First, people from all over the country came to Paseo Colon wearing red shirts. Then, the main streets from the airport to the Sabana were closed. After that, people were on each side of the streets waiting to see the soccer players. Finally, the players celebrated with Costa Ricans for many hours.</p>	<p>in each person’s life and feelings.</p> <ul style="list-style-type: none"> – Respecting human rights principles and inclusiveness. <p><u>Social Language</u></p> <p><u>Samples</u></p> <ul style="list-style-type: none"> – A day I’ll never forget – Remember when – A blast – We rocked it <p><u>Idioms</u></p> <ul style="list-style-type: none"> – Move up in the world – Count your blessings – To tie the knot – Look the other way <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> – Two heads are better than one. – It’s never over till it’s over. 	<p>audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> – Identifying other learners’ contributions in class by completing sentence frames orally and/or in writing. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> – Distinguishing the main points of an age-appropriate audio-visual presentation by retelling the main idea using key words and phrases. <p>Listening for the second time</p> <ul style="list-style-type: none"> – Recognizing learners’ contributions in class, the main points of an age-appropriate audio-visual presentation, and the gist of a short text by retelling the main idea using key words and phrases. <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p>	<p>class, and uses these responses as models for their own.</p> <p>L.2. distinguishes the main points of an age-appropriate audio-visual presentation.</p> <p>L.3. recognizes the gist of a short text.</p>
--	--	---	--	---




<p>cat / cut ankle / uncle ran / run drank / drunk match / much</p> <p><u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was)</p> <ul style="list-style-type: none"> - The year before last we spent the summer on the beach. - By the time I was 12, I had seen all the provinces of Costa Rica. <p><u>Comparatives and superlatives forms of adverbs</u></p> <ul style="list-style-type: none"> - That was the day I enjoyed the most. - We enjoyed this vacation to the fullest. - That was the moment I remember best. 			<p>Recognition of sounds, phonics, syllabification, and word parts, main ideas, main information and a few details, in different texts.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time</p> <ul style="list-style-type: none"> - Identifying sounds, phonics, syllabification, and word parts by manipulating minimal pair sounds: æ / ʌ <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Differentiating main ideas, main information, a few details, specific information by applying knowledge of word order (syntax), retelling using key words and phrases, completing a graphic organizer or gapped text. <p>Listening for the second time</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. extracts main ideas from diagrams, with accompanying text.</p> <p>R.3. recognizes the main information and a few details in short articles and reports.</p>
---	--	--	--	---



<p>– The news that day was filled with the worst pictures.</p> <p><u>Wh- questions in the past</u></p> <p>– How did you decide to do that?</p> <p>– What other places did you visit?</p> <p>– When did that world event happen?</p> <p><u>Vocabulary</u></p> <p><u>Personal life</u></p> <p>– Birthday, wedding, my first kiss/boyfriend/girlfriend, my best cellphone, my unforgettable Christmas present</p> <p><u>Events with my Family</u></p> <p>– New Year`s Eve/Day, Family meeting/reunion</p> <p>– Easter vacation/Holy</p>			<p>– Recognizing main ideas, main information and a few details by applying knowledge of word order (syntax) to confirm decoding of text.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment</i>.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction asking for assistance and asking questions, giving answers about a personal, family, national or worldwide event.</p> <p>Checking</p> <p>– comprehension of tasks given by the teacher.</p> <p>Planning</p> <p>– language structure and content needed for the task by using a sentence frame of familiar dialogues, supported by physical or online resources.</p> <p>Elaborating</p> <p>– questions, answers within sentence frames including asking for help and giving support to peers using visual representations and invitations by giving two-step directions and instructions embedded.</p> <p>Using</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p> <p>SI.2. asks and answers questions about a personal,</p>
--	--	--	--	--

<p>week</p> <ul style="list-style-type: none"> - Soccer game match <p><u>Events in Costa Rica</u></p> <ul style="list-style-type: none"> - A new road/ bridge / highway - Arts Festival - Festival of the Light - National teams and athletes' participation in worldwide competitions. <p><u>Events in the World</u></p> <ul style="list-style-type: none"> - FIFA World Cup, Music Awards, Nobel prize winner/nominee, world's wonders, high tech invention unforgettable, memorable, impact, influence, effect, bring to mind, take into account, event, occasion, incident, result 			<ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - through asking for assistance and asking questions, giving answers about a personal, family, national or worldwide event by choosing from previously learned sentence frames and varying them to suit their purpose. <p>Description of personal, family, national or worldwide events including opinions and reasons about them.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the appropriate resources to be used in whole class. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation about personal, family, national or worldwide events including opinions and reasons by using key words and phrases spontaneously and choosing from previously learned sentence frames, varying them to suit their purpose. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation prepared in advance in small groups. 	<p>family, national or worldwide event.</p> <p>Using technically designed instruments, such as rubrics and checklists and with the guidance of the teacher, the learner...</p> <p>SP.1. uses simple words to give his/her opinion.</p> <p>SP.2. describes events using simple words or sentences frames.</p> <p>SP.3. explains reasons for an event briefly.</p>
--	--	--	---	--

			<p>Describing</p> <ul style="list-style-type: none"> – personal, family, national or worldwide events including opinions and reasons for them in narratives using setting (location), plot (story/ conflict/ climax) and characters (people involved) by using complete sentences, which include future (will) with past continuous tense, connecting words and visual aids. <p>Production of short dialogues, personal reactions to a piece of age-appropriate literature and short letters about national or worldwide events by using conventions.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing short dialogues and personal reactions about national or worldwide events by using simple (i.e., S-V, S-V-O, S-V-C, S-V-O-P) declarative sentences and verb tenses (i.e., simple present, simple past, simple future, past progressive) in a variety of writing applications. – Drafting dialogues by following a model they listened to before and changing the dialogue by substituting words in it. – Drafting personal reactions to a piece of age-appropriate literature by making connections between reading 	<p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1 writes short</p>
--	--	--	---	--

			<p>experiences and life experiences (text-to-self) and using sentences in the positive (e.g., I agree.) and negative (e.g., I do not agree.).</p> <ul style="list-style-type: none"> - Revising short dialogues, personal reactions and short letters about national or worldwide events by checking (e.g. subject-verb agreement; pronoun and article agreement, capitalization, using commas, etc.) in groups. - Editing, short dialogues and personal reactions about national or worldwide events individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A newscast including reports about national or worldwide events. - An oral description of photo montage (or painted/ drawn mural) about national or worldwide events. 	<p>dialogues about personal events.</p> <p>W.2. gives personal reactions to a piece of age-appropriate literature.</p>
--	--	--	---	---

Level 8 th		Unit 6
Scenario: Amazing Costa Rica!		Themes: <ol style="list-style-type: none"> 1. Beautiful Costa Rica 2. Hiking, Biking and Walking Around Costa Rica 3. Traveling Necessities 4. Planning My Perfect Vacation
Enduring Understanding: Costa Rican people and places make traveling the country amazing.		
Essential Question: What makes traveling in Costa Rica amazing?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. recognize verbal instructions related to the topic. L.2. discriminate key words related to the topic when a text is being read aloud. L.3. understand the main idea of media presentations on familiar events or places.
	 Reading	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts. R.2. understand the most important information in short narratives with some illustrations as support. R.3. finds links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.
Oral and Written Production	 Spoken Interaction	SI.1. suggest different things to do, places to go in his/her country. SI.2. ask and answer simple questions about different tourist attractions. SI.3. ask and answer simple questions about vacation plans.

	 <p>Spoken Production</p>	<p>SP.1. summarize a short story expressed in a simple sequence of events.</p> <p>SP.2. describe simple steps to enjoy a touristic activity (e.g., “Then wear a life jacket and a pair of comfortable shoes.”, “take a cold shower after enjoying the hot springs”).</p> <p>SP.3. describe familiar places and tourist attractions using simple vocabulary and language constructions.</p>
	 <p>Writing</p>	<p>W.1. write a timeline of a dreamed vacation.</p> <p>W.2. write a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 8 th		Unit 6		
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>There is/are</u></p> <ul style="list-style-type: none"> - There are beautiful attractions in Costa Rica. - There are rivers, volcanoes, etc. - The beaches are beautiful. <p><u>Present Perfect: Yes/no and Information Questions.</u></p> <ul style="list-style-type: none"> - Have you been to Sarapiquí? - Where have you been? - I've been to..... <p><u>Future Time: Will / going to</u></p> <ul style="list-style-type: none"> - What are you going to do on 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying tourist attractions in my country. • Suggesting places and tourist attractions in Costa Rica. • Asking and giving information to describe different tourist attractions in Costa Rica. • Sequencing a short story expressed in simple sequential events. <p><u>Discourse Markers</u></p> <p>Linkers: Sequential past time.</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Appreciating Costa Rica's natural treasures and attractions. - Demonstrating responsible actions towards Costa Rica's natural treasures and attractions. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Promoting the enjoyment of tourist attractions within an inclusive vision. - Respecting other's opinions when giving information about their own tourist attractions. 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Retelling verbal instructions get key words related to the topic and the main idea of media presentations.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. recognizes verbal instructions related to the topic.</p> <p>L.2. discriminates</p>

<p>your next vacation?</p> <ul style="list-style-type: none"> - I am going to visit my relatives. - What will you do on first day of vacation? <p><u>Prepositional Phrases (time)</u></p> <ul style="list-style-type: none"> - I'm going visit my friends in Limon next week, next month, next year, <p><u>First Conditional</u></p> <ul style="list-style-type: none"> - If I visit Guanacaste, I will go to the beach. - If I visit Cartago I am going to visit the Irazú Volcano. <p><u>Phonology</u></p> <p>minimal pair sounds:</p> <p>æ / ʌ cat / cut ankle / uncle ran / run drank / drunk</p>	<p>If you want to travel to Costa Rica keep in mind the following things: First, choose comfortable shoes and clothes. Then, find some maps and water. After that, check all the documents you need. Finally, get ready to chill out.</p>	<p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Ecotourism <p><u>Idioms</u></p> <ul style="list-style-type: none"> - Tourist trap - Off the beaten path <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - It is good to have an end to a journey; but it is the journey that matters, in the end. -- Unknown Author 	<p>and showing responsibility when doing the tasks.</p> <ul style="list-style-type: none"> - Recognizing verbal instructions by following multi-step instructions/directions including prepositional phrases. <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Differentiating key words related to the topic by pointing to the words as they are being read and/or reading chorally. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>Listening for the second time</p> <ul style="list-style-type: none"> - Retelling verbal instructions get key words related to the topic and the main idea of media presentations by retelling the main idea using key words and phrases. <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Recognition of sounds, phonics, syllabification, and word parts, relevant</p>	<p>key words related to the topic when a text is being read aloud.</p> <p>L.3. retells the main idea of media presentations on familiar events or places.</p> <p>Using technically designed instruments, and with the guidance</p>
--	---	---	---	--

<p>match / much</p> <p><u>Vocabulary</u></p> <p><u>Beautiful Costa Rica</u></p> <ul style="list-style-type: none"> – waterfalls, sea jungles, volcanoes, wildlife, cloud forests, beaches, volcanoes, country side, places of worship <p><u>Hiking, Biking and Walking Around Costa Rica</u></p> <ul style="list-style-type: none"> – Visiting national parks, seeing volcanoes, surfing, watching large crocodiles, getting a tan on beautiful beaches, hiking, camping, bird watching, rafting on rivers, canopy tours, hot springs, scuba diving, sport fishing, kayaking, golfing, 			<p>sections of textbooks, the most important information in short narratives and finds links and connections between events.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <ul style="list-style-type: none"> – Identifying sounds, phonics, syllabification, and word parts by manipulating minimal pair sounds: æ / ʌ <p>Reading for the first time</p> <ul style="list-style-type: none"> – Distinguishing the most important information in short narratives by pointing to, circling or labeling, and retelling the main idea using key words and phrases including parts of previously learned sentence frames, supported with illustrations. <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p>	<p>of the teacher, the learner...</p> <p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. distinguishes the most important information in short narratives with some illustrations as support.</p> <p>R.3. recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.</p>
---	--	--	--	--

<p><u>Traveling necessities:</u> <u>What to wear, what to take, what to do</u></p> <ul style="list-style-type: none"> – amphibian hikers, hiking or walking shoes, beach sandals, flip-flops, T-shirts, long sleeved T-shirts (for sunburn protection, hiking, and fishing), pairs of shorts, swimsuits, sarong, long pants, pairs of underwear, pairs of socks, light weight jacket, baseball cap, map, guidebook, money belt and passport. <p><u>Planning my perfect vacation</u></p> <ul style="list-style-type: none"> – shoes, clothes, books, maps, documents, health, first aid kit, what not to bring 			<ul style="list-style-type: none"> – Recognizing sounds, phonics, syllabification, and word parts, the most important information in short narratives and finds links and connections between events by recognizing signal words in texts that indicate sequence of events using sentence frames or graphic organizers to show relationships between details. <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction expressing what he/she likes and/or dislikes, suggesting different things to do and places to go, asking and answering simple questions about different tourist attractions and vacation plans.</p> <p>Checking</p> <ul style="list-style-type: none"> – comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> – language structure and content needed for the task by choosing from previously learned sentence frames and varying them to suit their purpose, supported by physical or online resources. <p>Elaborating</p>	<p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>SI.1. suggests different things to do, places to go in his/her country.</p> <p>SI.2. asks and answers simple questions about different tourist attractions.</p> <p>SI.3. asks and answers simple</p>
---	--	--	---	--



			<ul style="list-style-type: none"> - questions, answers within sentence frames including asking for help and giving support to peers using visual representations and invitations by giving two-step directions and instructions embedded. <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - expressing what he/she likes and/or dislikes, suggesting different things to do and places to go, asking and answering simple questions about different tourist attractions and vacation plans by acting out short dialogues using complete sentences that are prepared in advance while varying previously learned sentence frames to suit their purposes, including transition words and visual aids. <p style="text-align: center;">Description of simple steps to enjoy tourist attractions and stories.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the appropriate resources to be used in whole class. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation about simple steps to 	<p>questions about vacation plans and provides some brief indication of reasons for their opinions.</p> <p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>SP.1. summarizes a short story expressed in a simple sequence of events.</p>
--	--	--	---	--




			<p>enjoy tourist attractions and stories by using complete sentences based on previously learned sentence frames, including transition words and visual aids.</p> <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation prepared in advance in pairs. <p>Describing</p> <ul style="list-style-type: none"> – simple steps to enjoy tourist attractions and stories by delivering a brief presentation prepared in advance. <p>Production of timelines of a dream vacation, notes, and word webs and simple brochures using headings, bullets and conventions.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing timelines of a dream vacation, notes, headings, word webs and forms using conventions. – Drafting timelines, notes, and word webs following a model, practicing and finally writing independently. – Drafting a simple brochure (cover, main text and contact information), including headings (main titles and subtitles). – Revising timelines of a dreamed vacation, notes, and word webs and simple brochures by checking (e.g. subject-verb agreement; pronoun and 	<p>SP.2. describes simple steps to enjoy a touristic activity.</p> <p>SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.</p> <p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes a timeline of a dream vacation.</p> <p>W.2. writes a brochure with the aid of a writing frame.</p>
--	--	--	--	---

			<p>article agreement, capitalization, using commas, etc.) in groups and pair-share.</p> <ul style="list-style-type: none"> - Editing timelines of a dreamed vacation, notes, and word webs and simple brochures, before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Brochures about rural tourism - A dream vacation plan, making the itinerary, where to go, what to do, why to go there, where to stay 	
--	--	--	--	--

Level			
A2/B1 Grade 8-9			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
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 (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., 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 beyond the classroom setting (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> • Can understand and take notes on the main idea in an informal conversation, a presentation of a familiar topic, or simple instructions. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can get the gist of a dialogue in a movie trailer or video clip to retell main ideas and key points/details (listening to speak). 	<ul style="list-style-type: none"> • Can read and comprehend short texts with repetitive, predictable patterns about common events in public and vocational settings in expository (brochures, catalogs), procedural (recipes) and narrative texts (personal accounts). • Can use their knowledge for how sentences, words and sounds work in the new language to understand new words. • Can use knowledge of their first language as an aid to 	<ul style="list-style-type: none"> • Can describe their background, immediate environment, interests or activities in simple language. • Can use some simple structures accurately, but can exhibit basic errors in verb tenses, use of prepositions, articles and pronunciation. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can write familiar dialogues supported by physical or online sources to deliver 	<ul style="list-style-type: none"> • Can produce a few sentences with emerging variety in structure that is a recombination of previously learned patterns using a wider vocabulary. Sentences are listed in a linear fashion. • Can represent narrative (stories), expository (descriptions, comparisons, explanations) or transactional genres (e-mail, invitations).

<ul style="list-style-type: none"> • Can listen to media presentation to answer literal questions (listening to write). • Can listen to relatively long discussions on familiar topics to convey meaning from written texts (listening to read). 	<p>learn the new language.</p> <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can recognize relevant information to take notes (reading to write). • Can distinguish between factual and fictional texts to react orally (reading to speak). • Can read graphical texts to support prior listening input and clarification (reading to listen). 	<p>presentations (writing to speak).</p> <ul style="list-style-type: none"> • Can listen to delivered presentations to ask/write clarification questions (listening to speak). • Can read familiar passages to retell main information or details (reading to speak). 	<p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can write narrative paragraphs/biographies to retell main events (writing to speak). • Can write key information/notes of film reviews during pair-share tasks for feedback (writing to listen/speak). • Can write relevant information to support reading comprehension for drawing conclusions (writing to read/speak).
--	---	---	--

Level 9 th		Unit 1
Scenario: Time to Have Fun!		Themes: <ol style="list-style-type: none"> 1. Let's Workout 2. Once Upon a Time I Enjoyed... 3. Try it! 4. The Most Fun I've Ever Had!
Enduring Understanding: Leisure activities help people get together, learn something new, stay out of trouble and have fun.		
Essential Question How do leisure activities benefit our life?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. understand specific information when people speak at normal speed about leisure activities. There may be a need to repeat particular words and phrases. L.2. understand main ideas and key points from teacher explanations and audio announcements about leisure activities, delivered clearly and at a slow pace, supported by textbook illustrations.
	 Reading	R.1. answer literal questions in straightforward messages. R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand important information on the label of packages (e.g., directions for use, and instructions for preparation). R.4. understand the main points and supporting details in simple, clearly drafted print materials, such as school handouts, brochures, letters and messages or newspapers.

Oral and Written Production	 Spoken Interaction	<p>SI.1. discuss different things to do for fun.</p> <p>SI.2. ask and answer questions about experiences, events, past experiences.</p>
	 Spoken Production	<p>SP.1. describe experiences, events and storytelling related to exercise, sports and games.</p> <p>SP.2. describe what is occurring in a film or book, and indicate their personal opinion about it.</p>
	 Writing	<p>W.1. write a short description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 9 th			Unit 1	
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>Present Perfect + ever</u> – Have you ever tried rafting?</p> <p><u>Present Perfect continuous</u> <u>Subject + has/have been/ base + ing.</u> – She has been listening to the same song since last night.</p> <p><u>Modal Auxiliaries</u> – Must, can't: deduction – Might, may, will, probably. – Should have, might have, must, have to.</p> <p><u>Adverbs of Frequency</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing experiences and events related to exercise, sports and games. • Talking about past activities. • Suggesting people do something for fun. • Describing past experiences and storytelling. <p><u>Discourse Markers</u></p> <p><u>Connecting words expressing cause</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Being aware of the importance of healthy leisure times for own body and mind. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Willingness to share fun times with others. – Promoting healthy life styles for everybody. <p><u>Social Language Examples</u> – What's on? – It came out last week.</p> <p><u>Idioms</u></p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. – Engaging in activation of prior knowledge and socializing unit goals. – Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Differentiating specific information, main ideas and key points from teacher explanations and audio announcements about leisure activities, supported by textbook illustrations.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. recognizes specific information when people speak</p>

<p>– (always, hardly ever, never, often, rarely, seldom, sometimes, usually)</p> <p><u>Expressions of frequency</u></p> <p>– Once in a while. – Twice in a month. – Every now and again.</p> <p><u>Comparative and Superlative:</u></p> <p>– smarter/smartest – prettier/the prettiest – most famous – the better/the best</p> <p><u>Phonology</u></p> <p>– minimal sounds: pair</p> <p>3: / ɔ: heard / abroad hurt / morning assert / assort surge / doors work / walk bird / bored</p>	<p><u>and effect, contrast</u></p> <p>– On the other hand, we could go to the movies and have some food.</p> <p>– However, this depends on the number of books you've read.</p> <p><u>Markers to structure informal spoken discourse</u></p> <p>– Right – Really? – Oh I know. – Yes, I suppose so.</p>	<p>– Look like a million dollars</p> <p><u>Proverbs / Quotes</u></p> <p>– All truly great thoughts are conceived while walking. -- Friedrich Nietzsche</p>	<p>task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>– Recognizing specific information in social conversations by rephrasing/ repeating data.</p> <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>– Distinguishing main ideas and key points on audio announcements by responding to or asking literal questions (e.g., who, what, when, where, why, which, and how), supported by taking notes.</p> <p>Listening for the second time</p> <p>– Differentiating specific information, main ideas and key points from teacher explanations and audio announcements about leisure activities, by identifying supporting details in texts, and following</p>	<p>at normal speed about leisure activities.</p> <p>L.2. discriminates main ideas and key points.</p>
---	---	--	--	--




<p>fur /f or shirt / short sir / saw</p> <p><u>Vocabulary</u></p> <p><u>Let's workout</u></p> <ul style="list-style-type: none"> - Pilates, yoga, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hike, ride, fishing, swimming championships <p><u>Once upon a time I enjoyed...</u></p> <p>Past activities</p> <ul style="list-style-type: none"> - was, were, began, broke, bought, caught, did, drank, drove, ate, fell, fought, got, went, had, left, lost, met, paid, - been, become, begun, broken, brought, built, bought, caught, 			<p>multiple step directions, instructions, and procedures which include prepositional phrases and asking questions to clarify ideas, and concepts after practicing with modeled sentence frames, supported with textbook illustrations.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Extraction of important information, sounds, main points and supporting details in simple, clearly drafted printed materials.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time</p> <ul style="list-style-type: none"> - Differentiating important information in simple, clearly drafted print materials and in straightforward messages by answering literal questions in texts (e.g., what, when, where, which, and how) - Manipulating English language sounds 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. extracts the important information in simple, clearly drafted print materials.</p> <p>R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. distinguishes</p>
---	--	--	--	---



<p>come, done, drunk, driven, eaten, felt, found, forgiven, frozen, gotten, given, gone, had, heard, hidden, hit, kept.</p> <p><u>Try it!</u></p> <ul style="list-style-type: none"> - Collecting stamps/rocks/coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening, martial arts <p><u>The most fun I've ever had!</u></p> <ul style="list-style-type: none"> - I had the best night ever last weekend! (the best time / party you have ever had) - I have been 			<p>using knowledge in phonics, syllabification and word parts by practicing minimal pair sounds: з: / џ.</p> <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <ul style="list-style-type: none"> - Distinguishing important information on the label packages (e.g., directions for use, and instructions for preparation) by telling key information. - Extracting the main points and supporting details in simple, clearly drafted print materials, such as school handouts, brochures and messages or newspapers by answering literal questions in texts (e.g., what, when, where, which, and how). <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction discussing different things to do for fun and asking questions and giving answers about experiences, events, past experiences.</p>	<p>important information.</p> <p>R.4. extracts the main points and supporting details in simple, clearly drafted print materials.</p> <p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner...</p>
---	--	--	--	--

<p>enjoying my time at the party.</p> <ul style="list-style-type: none"> - Have you ever been to Italy? 			<p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using a sentence frame of familiar dialogues, supported by physical or online resources. <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Elaborating</p> <ul style="list-style-type: none"> - discussions and questions and answers, including asking for help and giving support to peers, by using modeled sentence frames for asking for clarification and confirmation, in dialogues and in spontaneous classwork language in small or whole group interactions, supported with visual representations. <p>Description of experiences and events related to exercise, sports and games, past experiences and stories and about what is occurring in a film or book indicating his/her personal opinion.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the 	<p>SI.1. discusses different things to do for fun.</p> <p>SI.2. asks and answers questions about experiences, events, past experiences.</p> <p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>SP.1. describes experiences, events and storytelling related to exercise, sports and games.</p>
--	--	--	---	---

			<p>appropriate resources to be used in small groups or whole class.</p> <p>Organizing</p> <ul style="list-style-type: none"> – a presentation about his/her experiences and past events, stories, or what is occurring in a film or book, indicating his/her personal opinion, related to leisure activities. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation prepared in advance with peers. <p>Describing</p> <ul style="list-style-type: none"> – experiences and events related to exercise, sports and games, past experiences and stories and about what is occurring in a film or book indicating his/her personal opinion. <p>Production of a short description of personal experiences, spelling and showing basic punctuation accurately enough to be followed most of the time and checking written sentences to look for mistakes.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing a short description of personal experiences based on real events without using an aid such as a dictionary. – Drafting a short description of personal experiences about leisure activities by including details. 	<p>SP.2. describes what is occurring in a film or book, and indicates his/her personal opinion.</p> <p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes a short description of personal experiences without using an aid, such as a dictionary.</p>
--	--	--	---	--

			<ul style="list-style-type: none"> - Revising a short description of personal experiences about leisure activities individually by checking spelling and showing basic spelling and showing basic punctuation accurately enough to be followed most of the time and using capitalization: at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations; using commas: to punctuate items in a series, closings introductory words, phrases, clauses, compound sentences. - Editing a short description of personal experiences about leisure activities before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A particular leisure indoor/outdoor activity - A mini book with the activities they enjoyed the most - A collage using magazines, newspapers or any material available to talk about the leisure activities most people prefer in own community 	
--	--	--	---	--

Level 9 th		Unit 2
Scenario: Online & Connected		Themes: <ol style="list-style-type: none"> 1. Yesterday, Today and Future Media 2. Virtual Communities and Networks 3. New Media and Public Safety 4. The Magical World of Apps
Enduring Understanding: Social media is a magical and powerful world to be handled with ethical responsibility.		
Essential Question: What does social media mean to me?		
Language Competencies		Goals
Oral and Written Comprehension	 <p>Listening</p>	L.1. understand some colloquial expressions related to media, virtual communities, apps and media safety. L.2. understand the main idea and key points/details of audio related to media, virtual communities, apps and media safety.
	 <p>Reading</p>	R.1. understand simple instructions with some visual support (e.g., safe use of social networks). R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. distinguish between factual and fictional text.
Oral and Written Production	 <p>Spoken Interaction</p>	SI.1. ask for and give opinions about the latest media, virtual communities, and apps. SI.2. express comments about media, virtual communities, apps and security and otherwise contribute, in a small group situation.

	 <p>Spoken Production</p>	<p>SP.1. describe media, apps, virtual communities and networks.</p> <p>SP.2. describe experiences with media, apps, virtual communities and networks.</p> <p>SP.3. summarize a simple story he/she read about media, apps, virtual communities and networks relying on language used in the story/information.</p>
	 <p>Writing</p>	<p>W.1. write about an event using simple, coherent, and well-written sentences.</p> <p>W.2. write an e-mail about media, apps, virtual communities or networks, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 9 th			Unit 2	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar and Sentence Frames</u></p> <p><u>Future Tense Predictions</u> / statements of facts:</p> <ul style="list-style-type: none"> – will, won't. – I will use new technologies to be more efficient in the future – I won't depend on technology to survive. <p><u>Arrangements:</u></p> <ul style="list-style-type: none"> – is going to – I'm meeting – are visiting <p><u>Scheduled events:</u></p> <ul style="list-style-type: none"> – departs – leave – arrive <p><u>Future Continuous: Form:</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Initiating and closing conversations about today and future media. • Expressing opinions about different types of media and the latest apps. • Describing experiences regarding virtual communities and networks. • Suggesting safe uses of media, virtual communities and networks. <p><u>Discourse Markers</u></p> <p>Linkers: sequential –</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Demonstrating self-control and ethical use of social networks. – Using conscious, self-affirmative and positive language responsibility. – Respecting the intellectual propriety of others. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Willingness to share and work cooperatively in team work. – Responsibility for sharing personal information and others' 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. – Engaging in activation of prior knowledge and socializing unit goals. – Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extraction of some colloquial expressions, main idea and key points/details of audio related to media, virtual communities, apps and media safety from replayed sources.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifies some colloquial expressions related to media, virtual communities, apps</p>

<p>– Will be/going to + present participle</p> <p>– She will be arriving too late at the conference.</p> <p><u>Intensifiers:</u></p> <p>– too, enough, extremely, especially, exceptionally, fantastically, fully, quite, terribly, totally, among others.</p> <p><u>Complex Question Tags</u></p> <p>– isn't it? / aren't they?</p> <p>– don't you? / can you?</p> <p>– doesn't he?</p> <p>– Will she?</p> <p>– Won't you?</p> <p><u>Phonology</u></p> <p>– Practicing minimal pair sounds:</p> <p>j / dʒ</p>	<p>past time (later)</p> <p>– He finished the e-mail and then went out for a while.</p> <p>Later, he looked at it again, to see if he had missed anything important.</p> <p>After that, he changed the text a little.</p> <p>Finally, he spellchecked it and sent it.</p> <p><u>Connecting words expressing cause and effect, contrast, etc.</u></p> <p>– We can use a Power Point presentation. On the other hand, we can also watch a new video from You Tube.</p> <p>– This program is the best and you</p>	<p>information on the Internet.</p> <p>– Showing respect for others when using social networks and apps.</p> <p><u>Social Language Samples</u></p> <p>– Keep someone posted</p> <p>– Apps</p> <p>– ASAP / BRB</p> <p>– Cutting edge</p> <p>– Leading edge</p> <p><u>Idioms</u></p> <p>– You rock</p> <p>– Go the extra mile</p> <p><u>Proverbs / Quotes</u></p> <p>– The human spirit must prevail over technology. -- Albert Einstein</p>	<p>about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>– Observing colloquial expressions by using pictures, drawings, and body language from media, virtual communities, apps and media safety.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>– Naming colloquial expressions by imaging, pointing to, moving, miming, using pictures or drawings.</p> <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>– Differentiating colloquial expressions in social conversations related to media, virtual communities, apps and media safety by rephrasing/ repeating information, asking questions to clarify or confirm comprehension, and expressing one's thoughts after practicing with modeled sentence frames.</p> <p>Listening for the second time</p>	<p>and media safety.</p> <p>L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed.</p>
---	---	--	---	--

<p>your / jaw yet / jet yolk / joke year / jeer yob / job</p> <p>– Practicing minimal pair sounds:</p> <p>f / s ship / sip she / sea sure / sore shoot / suit shy / sigh</p> <p><u>Vocabulary</u></p> <p><u>Yesterday, Today and Future Media</u></p> <p>– Educaplay, Google Maps, Evernote, Edmodo Kindle, IBooks, Goodreads, Skype, You Tube, Wordpress</p> <p><u>Virtual communities and Networks</u></p> <p>– Facebook, Twitter,</p>	<p>can download it for free. However, it depends on the number megabytes you have in your computer because it is really heavy.</p>		<p>– Extracting some colloquial expressions, main idea and key points/details of audio related to media, virtual communities, apps and media safety from replayed sources by retelling main ideas/ concepts and key points/ details of presentations using complete sentences.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Distinction of simple instructions and factual and fictional texts with some visual support (e.g., safe use of social networks), manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time</p> <p>– Differentiating simple instructions with some visual support (e.g., safe use of</p>	<p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks).</p> <p>R.2. manipulates English language sounds using knowledge in</p>
--	---	--	---	--

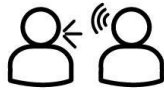

<p>LinkedIn, Instagram.</p> <p><u>New Media and Public Safety</u></p> <ul style="list-style-type: none"> - tabloid, yellow journalism, print media, media bias sponsor, mainstream, smartphone, tablets, iPad, Newspaper, radio, advertisement, platforms, blog, website, entries, blogosphere, broadcasting. <p><u>The Magical World of Apps</u></p> <ul style="list-style-type: none"> - Use, monthly visitors, compete rank, last updated, number of downloads, opinions - WhatsApp, Waze, Line, Trip Advisor, Photo Editors, Dropbox, Bitmoji, - Snapchat, 			<p>social networks) by completing a set of written multiple-step directions/instructions.</p> <ul style="list-style-type: none"> - Manipulating English language sounds, using knowledge in phonics, syllabification and word parts by practicing minimal pair sounds: /dʒ and ʃ/s. <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <ul style="list-style-type: none"> - Distinguishing between factual and fictional text factual: (based on true knowledge found in expository texts, e.g., magazine articles, science books and non-fiction literature, e.g., biographies, memoirs), while fiction (based on inventions containing characters, plot, setting and themes, e.g. novels, short stories). <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction in asking for, giving and</p>	<p>phonics, syllabification and word parts.</p> <p>R.3. distinguishes between factual and fictional text.</p> <p>Using technically designed instruments such as rubrics and checklists and, with the guidance</p>
--	--	--	--	---




<p>Crackle.</p>			<p>telling information and expressing opinions about media, virtual communities, apps and safety.</p> <p>Checking</p> <ul style="list-style-type: none"> – comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> – language structure and content needed for asking for, giving, telling information and expressing opinions about media, virtual communities, apps and safety, using a sentence frame of familiar dialogues, supported by physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> – by practicing new language patterns for giving and telling information. <p>Using</p> <ul style="list-style-type: none"> – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> – asking for, giving and offering information and expressing comments about media, virtual communities, apps and safety, in pair-share or a small group situation, performing relevant conversational exchanges. <p>Description of basic information, experiences and summary of a simple</p>	<p>of the teacher, the learner...</p> <p>SI.1. asks for and gives opinions about the latest media, virtual communities, and apps.</p> <p>SI.2. gives information on media, virtual communities and apps security.</p> <p>SI.3. expresses comments about media, virtual communities, apps and safety and otherwise contributes, in a small group situation.</p> <p>Using technically designed instruments, and with the guidance</p>
-----------------	--	--	--	--

			<p>story he/she read about media, apps, virtual communities and networks and security.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used in small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation about basic information, his/her past experience and a summary of a simple story/ information he/she read about media, apps, virtual communities and networks and security. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation prepared in advance with peers. <p>Describing</p> <ul style="list-style-type: none"> – basic information, experiences and a summary of a simple story he/she read about media, apps, virtual communities and networks and security by expressing one’s needs, justifications and plans using the past and future tense in complete sentences modeled on previously learned sentence frames. <p>Production of a narrative paragraph/ e-mail, based on real or an imagined event that includes characters, plot, and setting about media, apps, virtual communities or networks</p>	<p>of the teacher, the learner...</p> <p>SP.1. describes media, apps, virtual communities and networks.</p> <p>SP.2. describes experiences with media, apps, virtual communities and networks.</p> <p>SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story.</p> <p>Using technically designed instruments, for self-and co-assessment and</p>
--	--	--	--	---

			<p>Production</p> <ul style="list-style-type: none"> - Pre-writing a narrative paragraph of an event, and an e-mail, based on a real or imagined event that includes characters, plot, and setting about media, apps, virtual communities or networks. - Drafting simple descriptions and short, simple texts by using word choice, connecting words (and, but, because) and a series of sentence frames within a shared writing activity, and then independently writing. - Drafting an e-mail about media, apps, virtual communities or networks including Subject (a description of the topic of the message), Sender (From the sender's Internet email address), Date and time received (On), Reply-to (the email address that will become the recipient of your reply), Recipient to: (First/last name of email recipient), Recipient email address (the internet mail address of the recipient), Attachments (files that are attached to the message), and Body (actual content). - Revising narrative paragraph/ e-mail, based on real or an imagined event by looking for mistakes (e.g., subject-verb agreement; pronoun and article agreement; capitalization; using commas, etc.) and spelling and basic punctuation accurately enough to be 	<p>with the guidance of the teacher, the learner...</p> <p>W.1. writes about an event using simple, coherent, and well-written sentences.</p> <p>W.2. writes an e-mail about media, apps, virtual communities or networks.</p>
--	--	--	--	---

			<p>followed most of the time, using capitalization: at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations; using commas: to punctuate items in a series, dates, direct address, introductory words, phrases, clauses, compound sentences.</p> <ul style="list-style-type: none"> – Editing a narrative paragraph of an event, or e-mail, based on real or an imagined event that includes characters, plot, and setting about media, apps, virtual communities or networks. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> – A digital discussion on the benefits, importance and/or advantages of using social media. – A video campaign against cyberbullying, using apps like Movie Maker, PowToon, Dvolver. 	
--	--	--	---	--

Level 9 th		Unit 3
Scenario: Lights, Camera & Action		Themes: <ol style="list-style-type: none"> 1. What’s on TV? 2. The Best Show Ever... 3. Through the Lens of the Documentary 4. Daily News
Enduring Understanding: Television programs and documentaries may impact people’s lives, positively or negatively.		
Essential Question: What impact does television/documentaries have on our lives?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 <p>Listening</p>	<p>L.1. understand the gist of dialogue from a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.</p> <p>L.2. understand the main idea of an age appropriate audio-visual presentation.</p> <p>L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace.</p>
	 <p>Reading</p>	<p>R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports.</p> <p>R.2. understand English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. understand subject specific words when encountered in text.</p> <p>R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.</p>

Oral and Written Production	 Spoken Interaction	<p>SI.1. start, sustain and close simple face to face or telephone conversations with peers about what's on TV, the best show, documentaries and news, though there may be some difficulty in understanding and being understood from time to time.</p>
	 Spoken Production	<p>SP.1. describe what is occurring in a film or book, and indicate his/her personal opinion about it.</p> <p>SP.2. give a short prepared presentation dramatizing a TV show/news.</p>
	 Writing	<p>W.1. write simple, short descriptions of TV programs, the best show, documentaries and news without using an aid such as a dictionary.</p> <p>W.2. write personal reactions to film reviews, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.)</p>

Level: 9 th			Unit 3	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Simple Present Tense</u></p> <ul style="list-style-type: none"> - The special effects are fantastic/terrible. - The best scene / the worst scene is when... - When I see a show about __, I wonder... <p><u>Simple Past Form:</u></p> <ul style="list-style-type: none"> - I saw/watched __. - In the movie there was a ... - You did not watch that movie. - I thought the film was great/OK/fantastic... - The actors/ costumes /are/ is ... 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing what's on TV, favorite TV programs, documentary and news. • Expressing agreement or disagreement with information from documentaries and news. • Describing feelings, and emotions about daily news. • Initiating, maintaining and closing conversations about TV 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Demonstrating ethical and moral values when choosing programs for personal enjoyment/ growth. - Assuming a critical thinking position towards issues presented in documentaries, TV programs, shows and news. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Demonstrating respect for other people's preferences in documentaries, TV programs, 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Distinction of events or places in the dialogue of a movie, a trailer, when people speak at normal speed, the main idea of media presentations.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the</p>

<p><u>Simple Past Tenses</u></p> <ul style="list-style-type: none"> - How was the movie? - Did you see the show last night? - The documentaries were interesting. <p>Regular Verbs:</p> <ul style="list-style-type: none"> - accept, announce, balance, change, list, among others. <p>Irregular Verbs:</p> <ul style="list-style-type: none"> - become, get, learn, make, sell, sit, win, among others. <p><u>Present Perfect:</u> <u>Form:</u> have/has + past participle (+, -, ?)</p> <ul style="list-style-type: none"> - Have you seen the film before? - I have seen the film before. <p><u>Phonology</u></p> <ul style="list-style-type: none"> - Decoding English 	<p>programs, documentaries and news.</p> <p><u>Discourse Markers</u></p> <p>Linkers: sequential</p> <ul style="list-style-type: none"> - past time (later) - She saw a documentary and then thought it over for a while. Later, she watched it again, to see if she had missed anything important. After that, she shared the information with her mom. Finally, she wrote a paper about it. 	<p>shows and news.</p> <p><u>Social Language</u></p> <p><u>Samples</u></p> <ul style="list-style-type: none"> - Get the show on the road - Live up to my expectations - Mind blowing - I give it two thumbs up! - Breaking news <p><u>Idioms</u></p> <ul style="list-style-type: none"> - It's a wrap. - It's in the can. - Come rain or shine <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - No news is good news. -- Italian proverb 	<p>audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Getting the gist of a dialogue in a movie, a trailer for a film by taking notes, retelling main ideas/concepts and key points/details using complete sentences. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Recognizing the main idea when people speak at normal speed by answering literal questions about text. (e.g., who, what, when, where, why, which, and how). - Distinguishing the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace by answering literal questions about text. (e.g., who, what, when, where, why, which, and how). <p>Listening for the second time</p> <ul style="list-style-type: none"> - Distinguishing the dialogue of a movie, 	<p>learner...</p> <p>L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.</p> <p>L.2. recognizes the main idea of an age appropriate audio-visual presentation.</p> <p>L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace.</p>
---	--	---	--	---

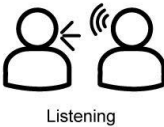

<p>graphemes that sound different in Spanish: A, H, I, J, Q, R, U, Z</p> <p>– Minimal pair sounds: s/z sip / zip sue /zoo place /plays rice / rise ice/eyes</p> <p>– minimal pair sounds: s / θ sin / thin sum / thumb sank / thank sink / think saw / thaw</p> <p><u>Vocabulary</u></p> <p><u>What’s on TV?</u></p> <p>– comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport</p>			<p>a trailer, when people speak at normal speed, the main idea of media presentations on familiar events or places by responding to social conversations by rephrasing/repeating information, asking questions to clarify or confirm comprehension, and expressing one’s thoughts after practicing with modeled sentence frames.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Discrimination of sounds important subject specific words and information in straightforward letters and messages.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time</p> <p>– Identifying the important information by answering literal questions about text (e.g., who, what, when, where, why,</p>	<p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p> <p>R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides,</p>
--	--	--	---	---




<p>programs, cartoons</p> <p><u>The Best Show Ever...</u></p> <ul style="list-style-type: none"> - prime time, showcase, episode, trailer, full-length film, short-length film, host <p><u>The World Through the Lens of the Documentary</u></p> <ul style="list-style-type: none"> - film crew, premiere, real world screenwriter, screenplay, role, supporting actor/cast/filmmaker, real people, feature films, series, film documentaries, box office, hit, documentaries, voice-overs, narrator, title screens, host, outstanding roles 			<p>which, and how).</p> <ul style="list-style-type: none"> - Manipulating sounds using knowledge in phonics, syllabification and word parts by decoding English graphemes that sound different and practicing minimal pair sounds. <p>Reading for the second time</p> <ul style="list-style-type: none"> - Extracting subject specific words by using context cues for interpreting the meaning with greater accuracy. - Differentiating the important information, in straightforward letters and messages by determining the main idea and supporting details in text and answering literal questions about text. <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction starting, maintaining and closing a short face to face/over the phone conversation about what’s on TV, the best show, documentaries and news.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p>	<p>newspapers provided.</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. extracts subject specific words when encountered in text.</p> <p>R.4. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>SI.1. starts, sustains</p>
--	--	--	--	---

<p>models.</p> <p><u>Daily News</u></p> <ul style="list-style-type: none"> – Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news. 			<ul style="list-style-type: none"> – language structure and content needed for the task by using sentence frames supported by physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> – questions, answers and expressions including asking for help and giving help by viewing similar scenes, analyzing them in a whole group with teacher direction, taking notes for sentence patterns. <p>Using</p> <ul style="list-style-type: none"> – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> – by starting, maintaining and closing a short face to face/over the phone conversation about what’s on TV, the best show, documentaries and news by asking and responding to the speaker in a prepared dialogue using complete sentences (e.g., retelling an event, asking for information). <p>Description what is occurring in a film or book and giving personal opinions in dramatized presentations.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used in 	<p>and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time.</p> <p>Using technically designed instruments such as rubrics and</p>
--	--	--	---	---

			<p>small groups or whole class.</p> <p>Organizing</p> <ul style="list-style-type: none"> – a presentation/ dramatization by practicing previously learned sentence structures for describing, and giving opinions to prepare spoken comments about what is occurring in a film or book, within a small or whole group. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation by reviewing ways to ask clarification questions and confirm understanding, practicing them with a partner or small group. <p>Describing/Dramatizing</p> <ul style="list-style-type: none"> – what is occurring in a film or book and giving personal opinions by participation in small group presentations while using sentence frames supported by images. <p>Production of simple, short descriptions of personal experiences and reactions, using conventions accurately.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing simple, short descriptions of personal experiences and reactions by choosing the topic and sentence frames while participating in a shared writing activity, and then independently writing. – Drafting simple, short descriptions of personal experiences and reactions by using capitalization: at the beginning of 	<p>checklists and, with the guidance of the teacher, the learner...</p> <p>SP.1. describes what is occurring in a film or book, and indicates his/her personal opinion about it.</p> <p>SP.2. gives a short prepared presentation dramatizing a TV show/news.</p> <p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes simple, short descriptions of</p>
--	--	--	--	--

			<p>sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations; using commas: to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences.</p> <ul style="list-style-type: none"> – Revising simple, short descriptions of personal experiences and reactions in a pair-share activity. – Editing simple, short descriptions of personal experiences and reactions before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> – Literary Talent Show: “Let the show begin” – A digital commercial based on a marketing survey. 	<p>personal experiences without using an aid, such as a dictionary.</p> <p>W.2. writes personal reactions to a piece of age-appropriate literature.</p>
--	--	--	--	--

Level 9 th		Unit 4
Scenario: In the Public Eye!		Themes: <ol style="list-style-type: none"> 1. Success vs. Fame 2. National Role Models 3. Contributions of Outstanding Figures to Society 4. Breaking News: Read All About It
Enduring Understanding: Both ordinary people and outstanding national and international figures leave positive contributions to society.		
Essential Question: How do ordinary people and outstanding figures contribute in human rights, education, cultural awareness, science, art and politics?		
Linguistic Competences		Goals
Oral and Written Comprehension	 <p>Listening</p>	Learner can... <p>L.1. understand small group discussion between two or more native speakers if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.</p> <p>L.2. understand the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.</p> <p>L.3. understand the most important information in a news broadcast (television, Internet) when visuals support the message.</p>
	 <p>Reading</p>	<p>R.1. identify relevant information and draw conclusions.</p> <p>R.2. identify English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. understand factual text and simple reports on familiar topics (e.g., charts and graphs, movie review, and interviews).</p>
Oral and Written Production		<p>SI.1. offer opinions and comments about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small</p>

	 Spoken Interaction	group situation. SI.2. interview others about nationally and internationally outstanding figures if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.
	 Spoken Production	SP.1. describe personal and other people’s stories of success. SP.2. describe contributions of nationally and internationally outstanding figures.
	 Writing	W.1. write a narrative paragraph of personal and other people’s stories of success, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).

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>Past Perfect Form:</u> Subj + had + past participle. <u>Example:</u> I had been a couch potato for a long time until I was diagnosed with diabetes.</p> <p><u>Third Conditional Form:</u> if + past perfect, ...would + have + past participle. <u>Example:</u> If we had taken a taxi, we wouldn't have missed the plane. She wouldn't have been tired if she had gone to bed earlier.</p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing personal stories of success. • Describing achievements and contributions of nationally and internationally outstanding figures. • Expressing opinions, agreement and disagreement about outstanding figures' positive and questionable 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Adopting a non-judgmental attitude towards others' differences. – Demonstrating empathy towards others <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Respecting everyone's opinions. – Promoting strengths and abilities while working in groups. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> – black sheep – in the spotlight – breaking news 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. – Engaging in activation of prior knowledge and socializing unit goals. – Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Retelling small group discussions, the main points of a relatively long discussion, and the most important information in news broadcast.</p> <p>Planning</p> <p>Pre-listening: by motivating,</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifying information</p>

<p><u>Past Participle Verbs:</u></p> <ul style="list-style-type: none"> - loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten, flown. <p><u>Past Continuous Subj. + auxiliary be + main verb.</u></p> <ul style="list-style-type: none"> - I was watching - She, he, it was doing - They were joking ... - Have you been working there? <p><u>Phonology</u></p> <ul style="list-style-type: none"> - minimal pair sounds: <p>ŋk / ŋ</p> <p>think / thing sank / sang bank / bang rink / ring sunk / sung</p> <ul style="list-style-type: none"> - minimal pair sounds: 	<p>actions.</p> <ul style="list-style-type: none"> • Initiating and closing conversations about outstanding figures. <p><u>Discourse Markers</u></p> <p>Connecting words expressing cause and effect, contrast:</p> <ul style="list-style-type: none"> - On the other hand, we could go to the movies and have some food. However, this depends on the number of books you've read. <p>Initiating and closing a conversation</p>	<p><u>Idioms</u></p> <ul style="list-style-type: none"> - to wear one's heart on one's sleeve - to be an open book - to show one's true colors - to have a heart of gold <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - "Success is not final; failure is not fatal: it is the courage to continue that counts." Winston ~S. Churchill - The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." -- Steve Jobs 	<p>contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p><u>Listening for the first time</u></p> <ul style="list-style-type: none"> - Identifying information in small group discussions by responding in complete sentences to questions and statements by asking questions and sharing one's views on facts, ideas, and/or events. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Summarizing the main points of a relatively long discussion by asking questions and sharing one's views on facts, ideas and/or events. <p><u>Listening for the second time</u></p>	<p>in small group discussions between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.</p> <p>L.2. summarizes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.</p> <p>L.3. retelling main ideas/concepts and key points/details.</p>
--	--	--	---	--

<p>- t / - d heart / hard plate / played bet / bed bought / bored hurt / heard</p> <p>- Variant vowels and diphthongs (-oi, -ou).</p> <p>"-oi in Boy", "-ou in goat"</p> <p><u>Vocabulary</u></p> <p><u>Success and Fame</u></p> <p>- Difference between success and fame, - Success in little things, (personal success stories), Proudest, most difficult to achieve, most useful today.</p> <p><u>National Role Models Then –and-</u></p>	<p><u>Initiating</u></p> <p>- Can I talk to you for a minute? - Excuse me, please. Do you have a minute?</p> <p><u>Continuing</u></p> <p>Anyway.... So, as I was saying ... Okay</p> <p><u>Closing</u></p> <p>- It's been nice talking to you. Bye. - I'm sorry, I have to go now. - I must go - See you later.</p>		<p>- Retelling in small group discussions, the main points of even a relatively long discussion, and the most important information in a news broadcast by using complete sentences and/or taking notes on a graphic organizer.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Differentiation of relevant information, drawing conclusions, sounds, phonics, syllabification, and word parts, charts and graphs, factual text and simple reports in different text structures.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. identifies relevant information to draw conclusions.</p> <p>R.2. recognizes English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. discriminates information in factual texts and simple reports on</p>
---	---	--	--	--

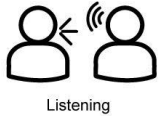

<p><u>Now.</u></p> <ul style="list-style-type: none"> - Positive role models in sports, music, art, health, and other fields then-and- now, athletic, balance, behavior, discipline, exercise, healthy habits, daily routine, contributions. <p><u>Contributions of Nationally and Internationally Outstanding Figures</u></p> <ul style="list-style-type: none"> - positive effect, set a good example, live, act, humanitarian efforts, fighting social injustices, raising money, sick or injured people, supporting, relief, efforts 			<p>Reading for the first time</p> <ul style="list-style-type: none"> - Identifying relevant information to draw conclusions by using key words, diagrams, and illustrations to support reading comprehension. - Recognizing relevant information by taking notes, responding in complete sentences to questions and statements in academic discussions. <p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Manipulating sounds using knowledge in phonics, syllabification and word parts by practicing minimal pair sounds: ηk/η / t/- d and variant vowels and diphthongs. <p>Reading for the second time</p> <ul style="list-style-type: none"> - Differentiating information in charts and graphs, factual texts and simple reports in different text structures by answering literal questions about texts 	<p>familiar topics.</p>
--	--	--	--	-------------------------




<p>contributing financially to hospitals, hosting free events, support philanthropic efforts.</p> <p><u>Breaking News:</u> <u>Read All About It</u></p> <ul style="list-style-type: none"> - Those we admire, resent, - those who inspire us, are good role models - those whose behavior is sometimes brought into question, - appearance, treatment, plastic surgery, image, nutrition, popularity, - pictures, videos, movies, celebrity breakups, blogs, newspaper, magazine, latest couples, gossip. 			<p>(e.g., who, what, when, where, when, why, which, and how), signal words in text that indicate comparison /contrast (e.g., similarly, on the other hand, however, yet, in spite of) using them in a sentence, complete specific graphic organizers to show relationships between details and sentence frames aimed at monitoring comprehension.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p><u>Oral and Written Production</u></p> <p>Interaction by interviewing others, offering opinions and comments about nationally and internationally outstanding figures.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by viewing celebrities' interviews, deriving 	<p>Using technically designed instruments, for self-and co-assessment and with the guidance of the teacher, the learner ...</p> <p>SI.1. offers an opinion about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class.</p> <p>SI.2. offers comments and</p>
--	--	--	--	---

			<p>question types supported by physical or online resources.</p> <p>Elaborating</p> <ul style="list-style-type: none"> – offering opinions and comments including asking for help and giving help by viewing sentence structures for agreeing or disagreeing. <p>Using</p> <ul style="list-style-type: none"> – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> – interviewing others, offering opinions and comments about nationally and internationally outstanding celebrities by using sentence structures spontaneously for giving opinions and justifications to prepare comments spoken within a small or whole group. Finally, performing interviews. <p>Description of personal and other people’s stories of success and contributions of nationally and internationally outstanding figures.</p> <p>Planning</p>	<p>otherwise contributes in a small group situation.</p> <p>SI.3. interviews others about nationally and internationally outstanding figures if the questions have been prepared beforehand.</p> <p>Using technically designed instruments such as rubrics and checklists and with the guidance of the teacher, the learner ...</p> <p>SP.1. describes personal and other people’s stories of success.</p>
--	--	--	--	---

			<ul style="list-style-type: none"> – a presentation by selecting the appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation by using supporting details and examples in complete sentences. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> – personal and other people’s stories of success and contributions of nationally and internationally outstanding figures by participating in small group presentations while using sentence frames and illustrations. <p style="text-align: center;">Production of narrative paragraph about personal and other people’s stories of success.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing: narrative paragraph by using previously learned sentence structures for giving opinions or describing events within a small or whole 	<p>SP.2. describes contributions of nationally and internationally outstanding figures.</p> <p>Using technically designed instruments for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes a narrative paragraph of personal and other people’s stories of success.</p>
--	--	--	--	--

			<p>group.</p> <ul style="list-style-type: none"> - Drafting narrative paragraph topic sentence (purpose of the story), body (topic itself) and concluding sentence (closure to the story). - Revising narrative paragraph by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - Editing narrative paragraph before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A blog about national celebrities using pictures/collage. - A bibliographic timeline of a successful person. 	
--	--	--	---	--

Level 9 th		Unit 5
Scenario: Unexpected Situations		Themes: <ol style="list-style-type: none"> 1. Home Emergencies 2. Emergency Traveling Situations 3. Unanticipated Appointments 4. Making a Complaint at a Restaurant
Enduring Understanding: Unexpected situations are faced better with informed knowledge and a positive attitude.		
Essential Question: How can we react positively in unexpected situations?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension		<p>L.1. understand main ideas and some key details in many television, radio, and web-based broadcasts/announcements dealing with unexpected situations if the people talk clearly.</p> <p>L.2. understand the main points of even a relatively long discussion about unexpected situations if the people involved do not speak too quickly.</p> <p>L.3. understand a small group discussion between two or more native speakers, about unexpected situations if that conversation is unhurried and supported by video recording.</p>
		<p>R.1. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</p> <p>R.2. identify English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. understand academic explanations and examples with aid of word list and/or dictionary support.</p>
Oral and Written Production		SI.1. offer suggestions in unexpected situations.

	 <p>Spoken Interaction</p>	<p>SI.2. make complaints and unanticipated appointments in different situations.</p> <p>SI.3. interview others about unexpected situations if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.</p>
	 <p>Spoken Production</p>	<p>SP.1. describe unexpected personal situations.</p> <p>SP.2. retell an unexpected situation read/heard in class.</p>
	 <p>Writing</p>	<p>W.1. write a narrative paragraph on a personal experience related to a home emergency, unexceptional traveling situations, unanticipated appointments or complaints, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Level: 9 th			Unit 5	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Wh-Questions</u></p> <ul style="list-style-type: none"> - When will he have the surgery? - When did he lose his tooth? - How far is your clinic? - What seems to be the problem? <p><u>Simple present tense</u></p> <ul style="list-style-type: none"> - I need to make an appointment. - I need to renew my prescription. - My child needs to come in for a check-up. <p><u>Future Tense: Use of "will and going to".</u></p> <ul style="list-style-type: none"> - I will buy a ticket 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing a home emergency and unexceptional traveling situation. • Requesting unanticipated appointments. • Complaining at a restaurant • Initiating and closing conversations about unexpected situations. <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Staying calm in unexpected situations. - Making thoughtful decisions when facing unexpected situations. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Demonstrating empathy to others in unexpected situations. - Demonstrating an attitude of support and service. <p><u>Social Language Samples</u></p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Retelling main ideas and some key details in many television, radio, and web-based broadcasts /announcements, the main points of relatively long, small group discussion in unexpected situations.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>L.1. recognizes main ideas and</p>

<p>for next week.</p> <ul style="list-style-type: none"> - I'm going to look for help at this place. - I'm going to find another flight. <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> - ask around, back up, break down, call around, call back, calm down, catch up, check in, check out, come forward, do over, find out, get around, get away, take off. <p><u>Future Continuous</u></p> <ul style="list-style-type: none"> - I am going to begin by asking you to fill out this form. - You won't find a dentist on the weekend. - She is going to call 911. <p><u>Present Perfect Continuous</u></p>	<p>Connecting words expressing cause and effect, contrast:</p> <ul style="list-style-type: none"> - On the other hand, we could go to the clinic. - However, this depends on the number of passengers. <p>Initiating and closing a conversation</p> <p><u>Initiating</u></p> <ul style="list-style-type: none"> - Can I talk to you for a minute? - Excuse me, please. Do you have a minute? <p><u>Continuing</u></p> <p>Anyway.... So, as I was saying Okay</p> <p><u>Closing</u></p>	<ul style="list-style-type: none"> - Keep calm <p><u>Idiom</u></p> <ul style="list-style-type: none"> - to get the ball rolling - to have the ball in one's court - to keep one's eye on the prize <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency. -- Unknown Author - We only have what we give. -- Isabel Allende 	<p>difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>Pair/Group feedback: for comparing what he/she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Recognizing main ideas and some key details in television, radio, and web-based broadcasts/ announcements by responding in complete sentences to questions and statements. - Differentiating the main points of a relatively long discussion and small group discussion by responding in complete sentences to questions, taking notes, and sharing one's views on facts, ideas, and/or events. <p>Listening for the second time</p> <ul style="list-style-type: none"> - Retelling main ideas and some key details in many television, radio, and web-based broadcasts/announcements - Differentiating the main points of even a relatively long, small group discussions in unexpected situations by retelling information. 	<p>some key details in television, radio, and web-based broadcasts/announcements</p> <p>L.2. discriminates the main points of a relatively long discussion about unexpected situations.</p> <p>L.3. retells main ideas/concepts and key points/details.</p>
---	---	--	--	---



<p>- I've been waiting for over 30 minutes and my meal still hasn't come.</p> <p>- I have been on the phone for over 40 minutes waiting for your answer.</p> <p>Phonology</p> <p>- Silent letters (kn, wr, gn)</p> <p>- Pronunciation of irregular present verbs ending in third person singular “-s”, “-es”, “-ies”.</p> <p>- Minimal pair sounds: ʃ /tʃ shoes/choose sheep/cheap wash/watch mash/match cash/catch</p> <p>Vocabulary</p>	<p>- It's been nice talking to you. Bye.</p> <p>- I'm sorry, I have to go now.</p> <p>- I must go. See you later.</p>		<p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Interpretation of main ideas and some key details, academic explanations and manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>Reading for the first time</p> <p>- Distinguishing main ideas and some key details, in academic explanations by making connections to text while reading. (e.g. Text-to-text, text-to-self, and text-to-world).</p> <p>- Manipulating English language sounds using knowledge in phonics, syllabification and word parts by practicing silent letters, irregular present verbs ending in third person singular and minimal pair sounds: ʃ /tʃ</p> <p>Pair/Group feedback: for comparing what he/she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <p>- Interpreting academic explanations by identifying words used for chronological sequence, comparison/ contrast, cause</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p> <p>R.1. distinguishes main ideas and some key details in texts of various lengths.</p> <p>R.2. distinguishes English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets academic explanations.</p>
---	---	--	--	---




<p><u>Home Emergencies</u></p> <p>Body parts</p> <ul style="list-style-type: none"> - head, face, eyes, ear, nose, cheek, mouth, lip, tongue, chin, chest, shoulder, back, elbow, hand, arm. <p>Common illnesses and symptom</p> <ul style="list-style-type: none"> - headache, earache, stomachache, sore throat, cold, virus, cough, infection, rash sunburn, runny nose, dizzy, nauseous, vomit, bruise, swollen, itchy. <p>Medicines</p> <ul style="list-style-type: none"> - prescription, injection, stitches, aspirin lotion, capsule, pill, ointment antacid, cold tablets, cough syrup. 			<p>/effect and using relevant sentence frames and main ideas, some key details, academic explanations and manipulating English language sounds using knowledge in phonics, syllabification and word parts by applying reading strategies and using text structure elements to aid comprehension.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction by making complaints and appointments, interviewing others, offering suggestions about unexpected situations.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by viewing or reading dialogues using relevant functional language, analyzing them in a whole group with teacher direction and supported by physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> - complaints and appointments, interviews offering suggestions, commenting on points of view, and assumptions about 	<p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner ...</p> <p>SI.1. offers suggestions in unexpected situations.</p> <p>SI.2. makes complaints and appointments.</p> <p>SI.3. interviews others about</p>
---	--	--	---	--

<p><u>Emergency Traveling Situations</u></p> <ul style="list-style-type: none"> - Stay calm, buying ticket, e-ticket, schedules, box office, announcements, complaint, luggage claim check in, check out, deliver, delay, departure, destination, fare, hitchhike, counter, passenger, operator, on foot, waiting room, flat tire, broken bike, lost luggage, delayed flight, flights cancelled <p><u>Unanticipated Appointments</u></p> <ul style="list-style-type: none"> - barber shop/ dentist/vet/ beauty parlor /clinic do, doctor, say, dosage, every four hours, <p><u>Making a Complaint a</u></p>			<p>unexpected situations including asking for help and giving help by viewing dialogues and taking notes for sentence patterns.</p> <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - making complaints and appointments, offering suggestions, commenting on points of view, and assumptions about unexpected situations by practicing asking and responding to peers in a small group, finally performing interviews. <p>Description of personal and other people’s unexpected situations.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation by selecting the appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by repeating what has been said or experienced and convey this information to another. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> - personal and other people’s unexpected situations by using modeled sentence frames, practicing them in dialogues and performing them in small group 	<p>unexpected situations if the questions have been prepared beforehand.</p> <p>Using technically designed instruments for self-and co-assessment and with the guidance of the teacher, the learner ...</p> <p>SP.1. describes personal unexpected situations.</p> <p>SP.2. retells an unexpected situation read/heard in</p>
--	--	--	--	--

<p><u>Restaurant Complaints</u></p> <ul style="list-style-type: none"> - menu, ordering food, making, tip, Café, Snack Bar, Fast Food Restaurant, Pub Starters/Appetizers / Soups, Main Courses, Meat/Fish/Vegetarian) Desserts, Beverages 			<p>presentations.</p> <p>Production of narrative paragraphs about a home emergency, unexceptional traveling situations, unanticipated appointments or complaints.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing narrative paragraphs by using previously learned sentence structures for describing events and real events that include characters, plot, and setting. - Drafting a narrative paragraph with topic sentence (purpose of the story), body (the topic itself) and concluding sentence (closure to the story). - Revising narrative paragraph by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), using commas: (to punctuate items in a series, dates), spelling and punctuation accurately and introductory words, phrases, clauses, compound sentences in a pair-share activity. - Editing narrative paragraphs before publishing. 	<p>class.</p> <p>Using technically designed instruments for self-and co-assessment and with the guidance of the teacher, the learner ...</p> <p>W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments or something you made a complaint about.</p>
---	--	--	--	---

			<p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none">- An emergency home/school protocol (brochure, poster, booklet)- A recommendation chart to prevent emergencies at home/school- A short video of an unanticipated appointment	
--	--	--	---	--

Level 9th		Unit 6
Scenario: Open a Book, Open Your Mind		Themes: <ol style="list-style-type: none"> 1. Keep it simple 2. Show me: Comic Strips 3. Biographies of Writers 4. The Moral of the Costa Rican Legend is ...
Enduring Understanding: Literature opens the imagination and adds value to cultural knowledge and language.		
Essential Question: How can literature change the way we see the world?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	L.1. understand the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. L.2. understand the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message. L.3. understand small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.
	 Reading	R.1. understand relevant information to draw conclusions. R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand factual texts and simple reports on familiar topics.
		SI.1. offer an opinion about comic strips, biographies and Costa Rican legends examined in class.

Oral and Written Production	 Spoken Interaction	<p>SI.2. interview others about biographies and Costa Rican legends if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.</p>
	 Spoken Production	<p>SP.1. describe his/her favorite comic strips.</p> <p>SP.2. describe biographies of national and international writers.</p> <p>SP.3. retell a Costa Rican legend read/heard in class.</p>
	 Writing	<p>W.1. write a narrative paragraph about a Costa Rican legend.</p> <p>W.2. write a biography of famous writers, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Reported Speech: present</u></p> <ul style="list-style-type: none"> - She said she liked ice cream. - He said he was living in CR. - She said she hadn't seen you. <p><u>Simple Passive:</u> Object+verb to be+ past participle verb</p> <ul style="list-style-type: none"> - This writer's articles are read by many people. <p><u>Second Conditional: Form:</u> if + past simple, ...would + infinitive.</p> <ul style="list-style-type: none"> - If I won the lottery, I would buy a big house. - She would pass the exam if she ever studied. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Expressing ideas and feeling through simple poems. • Describing personal comic strips. • Describing biographies of national and international writers. • Initiating and closing conversations about biographies and Costa Rican legends. <p><u>Discourse Markers</u></p> <p>Connecting words</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Appreciating the aesthetic and emotional elements of literature. - Perceiving literary texts with a critical eye. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Valuing the action of giving and receiving constructive feedback. - Implementing assertive communication with others. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Book smart vs. street smart 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities: such as: brainstorming, brain gym activities, predictions and generative questions. - Engaging in activation of prior knowledge and socializing unit goals. - Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Retelling the main points of a relatively long discussion, the most important information with visual support, and small group discussions between two or more native speakers in a video recording.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. distinguishes the main points of a relatively long discussion if it concerns a familiar</p>

<p><u>Phonology</u></p> <p>Minimal pair sounds: v/b vote/boat very/berry van/ban vest/best vet/bet</p> <p>Minimal pair sounds: ɪ/i ship/sheep it/eat hit/heat bin/bean live/leave</p> <p><u>Vocabulary</u></p> <p>Keep it simple: <u>Haikus/ Limerick.</u> – Haikus Poem, three lines, popular activity, (9th to 12th centuries from Japan) ”, Haikus masters Basho, Issa, Buson,</p>	<p>expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> – On the other hand, we could go to the movies and have some food. <p>However, this depends on the number of books you’ve read.</p> <p>Initiating and closing a conversation</p> <p><u>Initiating</u></p> <ul style="list-style-type: none"> – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <p><u>Managing interaction</u></p> <p><u>Interrupting</u></p> <ul style="list-style-type: none"> – Sorry to interrupt 	<ul style="list-style-type: none"> – <u>Idioms</u> – read between the lines – déjà vu – silver lining <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> – You know you’ve read a good book when you turn the last page and feel a little as if you have lost a friend. -- Paul Sweene 	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> – Distinguishing the main points of a relatively long discussion, the most important information with visual support by responding in complete sentences to questions and statements and asking questions, sharing one’s views on facts, ideas, and/or events. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> – Summarizing the main points of a relatively long discussion by retelling main ideas/concepts and key points/details using complete sentences and/or taking notes in a graphic organizer. <p>Listening for the second time: for more detailed understanding of the text.</p> <ul style="list-style-type: none"> – Retelling the main points of a long discussion, the most important information with visual support, and small group discussions between two or more native speakers in a video recording by taking notes, responding in complete sentences to questions and statements in academic discussions by asking questions and sharing one’s views on 	<p>topic and if the people involved use Standard English and do not speak too quickly.</p> <p>L.2. summarizes the most important information about (poems, comic strips, biographies and the moral of the story) when visuals support the message.</p> <p>L.3. retells small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.</p>
--	--	---	---	---

<p>poets, countryside, nature</p> <ul style="list-style-type: none"> - Cinquain, five-line poem, describes a person, place or thing. <p><u>Show me: Comic Strips.</u></p> <ul style="list-style-type: none"> - computers, writing material, web pages, - layout, artist, cartoonist, writer, speech balloon, caricature, image. - attribute, characteristic, impact, ambition, <p><u>Biographies of National and international writers.</u></p> <ul style="list-style-type: none"> - nature, house, poets, school, buildings, society, books, lecture theatres, readings, poems, writing, novel, plot, material, 	<p>you but ...</p> <ul style="list-style-type: none"> - I have a question. - Could I interrupt here? <p><u>Closing</u></p> <ul style="list-style-type: none"> - It's been nice talking to you. Bye. - I'm sorry, I have to go now. - I must go. See you later. <p><u>Changing the topic</u></p> <p>Anyway... By the way, there's something else I wanted to tell you.</p> <p><u>Resuming a conversation</u></p> <p>Anyway... Anyway what I was saying? What were we talking about? To get back to what I</p>		<p>facts, ideas, and/or events.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Differentiation of relevant information, drawing conclusions, sounds, phonics, syllabification, and word parts, charts and graphs, factual text and simple reports in different text structures about Haiku/Limerick poems, comic strips, biographies and Costa Rican legends.</p> <p>Planning</p> <p>Pre-reading: Stating the task goal, sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time</p> <ul style="list-style-type: none"> - Identifying relevant information to draw conclusions by using key words, diagrams, and illustrations to support reading comprehension. - Manipulating English language sounds using knowledge in phonics, syllabification and word parts by practicing minimal pair sounds: v/b- ɪ/i. 	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. recognizes relevant information to draw conclusions.</p> <p>R.2. recognizes English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. discriminates</p>
---	---	--	--	---

<p>writer, impact, educational institutions, ambition, achievement, diary, influence, life story perspective, theme, setting, protagonist, point of view.</p> <p><u>The Moral of the Costa Rican legend is...</u></p> <p>- Legends, culture past, stories moral, The “Cadejos”, La “Segua”, The Ox-less Carts, The Souls, The Stone of Aserri and The Witch Zarate, Iztaru legend, Witch of Escazu, Legend of Turrialba, etc.</p>	<p>was saying</p> <p><u>Continuing</u></p> <p>Anyway....</p> <p>So, as I was saying</p> <p>Okay</p>		<p>Pair/Group feedback: for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <p>- Differentiating relevant information, drawing conclusions, sounds, phonics, syllabification, and word parts, charts and graphs, factual text and simple reports in different text structures by distinguishing signal words in text that indicate comparison /contrast (e.g., similarly, on the other hand, however, yet, in spite of) using them in a sentence, complete specific graphic organizers to show relationships between details and answering literal questions about texts (e.g., who, what, where, when, why, which, and how).</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self/ co-assessment.</i></p> <p><u>Oral and Written Production</u></p> <p>Interaction by interviewing others, offering opinions and comments about biographies and Costa Rican legends examined in class.</p>	<p>information in factual text and simple reports on familiar topics.</p> <p>Using technically designed instruments for self-and co-</p>
---	---	--	--	---



			<p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using supporting details and examples in complete sentences supported by physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> - offering opinions and comments including asking for help and giving help by viewing sentence structures for agreeing or disagreeing. <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - by interviewing others, offering opinions and comments about biographies and Costa Rican legends by using sentence structures spontaneously for giving opinions and justifications to prepare comments spoken within a small or whole group. Finally, performing interviews. <p>Description of favorite comic strips, biographies of national and international writers and Costa Rican legends.</p> <p>Planning</p>	<p>assessment and with the guidance of the teacher, the learner...</p> <p>SI.1. offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class.</p> <p>SI.2. interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the</p>
--	--	--	---	--




			<ul style="list-style-type: none"> - a presentation by selecting the appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using supporting details and examples in complete sentences. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> - favorite comic strips, biographies of national and international writers and Costa Rican legends by participating in pair presentations while using sentence frames and illustrations. <p style="text-align: center;">Production narrative paragraphs about different Costa Rican legends and biographies about national and international writers and authors.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing a narrative paragraph about a Costa Rican legend by using previously learned sentence structures for giving opinions or describing events within a small or whole group. - Drafting narrative paragraph topic sentence (purpose of the story), body (topic itself) and concluding sentence (closure to the story). - Drafting a biography (date and place of 	<p>learner...</p> <p>SP.1. describes his/her favorite comic strips.</p> <p>SP.2. describes biographies of national and international writers.</p> <p>SP.3. retells a Costa Rican legend read/heard in class.</p> <p>Using technically designed instruments for self-and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1. writes narrative paragraphs of famous Costa Rican legends.</p> <p>W.2. writes</p>
--	--	--	---	---

			<p>birth; death, if pertinent; major achievements/education/ work facts/ what makes the person significant.</p> <ul style="list-style-type: none"> - Revising narrative paragraph and biography by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - Editing narrative paragraph and biography before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A play based on a legend/ biography - Legend on a comic strip format (digital/ paper) - A literary fair 	<p>biographies of famous Costa Rican or international writers or author.</p>
--	--	--	--	--

Level			
B1 Grade 9-10			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
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 (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., 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 beyond the classroom setting (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> • Can note the main points of oral texts at a normal speed related to personal and educational domains. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can recognize key points in T.V programs radio, web-based broadcast announcements, videos, audio recordings to ask for clarification and expressing thoughts (listening to speak). • Can interpret online 	<ul style="list-style-type: none"> • Can comprehend texts containing more varied sentence and vocabulary within expository, narrative, procedural and transactional genres. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can read texts on familiar topics to start, maintain, and close a conversational exchange (reading to speak/listen). • Can read different passages to summarize 	<ul style="list-style-type: none"> • Can sustain conversations related to personal and educational routines and domains with fluency. • Can maintain interactions related to public and vocational domains with hesitation, backtracking and repairing while searching for vocabulary and grammar structures. <p style="text-align: center;">INTEGRATION OF</p>	<ul style="list-style-type: none"> • Can produce short, basic paragraphs with a topic sentence and supporting details within an expository genre. Sentences start to connect with each other. • Can produce a narrative paragraph with characters, plot and setting. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can write to exchange personal experiences (writing to speak). • Can use graphic organizers

<p>explanations supported by resources to convey meaning in texts (listening to read).</p> <ul style="list-style-type: none"> • Can write different text types heard to check comprehension in collaborative work before editing (listening to write /speak). 	<p>information (reading to write).</p> <ul style="list-style-type: none"> • Can read familiar and unfamiliar topics for self-correction after listening to the oral version (reading to listen). 	<p>LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can interpret information by asking for clarification and confirm understanding when listening to texts (listening to speak). • Can exchange information supported by a written source for completing information (speaking to read/write) • Can use written sources to explain and justify points of view (reading to speak). 	<p>to plan language, content and express information (writing to speak/write).</p> <ul style="list-style-type: none"> • Can react to an oral text expressing written thoughts and feelings (listening to write).
--	---	--	---

Level 10th		Unit 1	
Scenario: Love What We Do!		Themes: <ol style="list-style-type: none"> 1. Help wanted 2. Jobs 3. Interviewing 4. Working to Live or Living to Work? 	
Enduring Understanding: The different jobs and occupations make communities function well in society.			
Essential Question: In what ways do people’s jobs or occupations contribute to our community and life in society?			
Linguistic Competencies		Goals	
		Learner can...	
Oral and Written Comprehension	 <p>Listening</p>	<p>L1. understand the main points, concepts, key points and details in television programs, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk slowly and clearly.</p> <p>L2. follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is familiar with the topic under discussion in a video/audio recording about jobs and occupations.</p> <p>L3. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases or help in clarifying particular details.</p>	
	 <p>Reading</p>	<p>R1. understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.</p> <p>R2. understand charts and graphs.</p> <p>R3. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R4. understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension.</p>	

Oral and Written Production	 Spoken Interaction	<p>SI1. summarize what has been said and convey this information to another about job and occupation ads in dialogues and interviews.</p> <p>SI2. explain what he/she means with another word when he/she can't think of the exact word.</p> <p>SI3. ask someone for clarification of what others have just said or for confirmation in order to correct some basic mistakes.</p> <p>SI4. manage conversations and interviews about personal experiences, feelings, opinions and reactions on a job or occupations, justifying main points of view, assumptions and plans, briefly.</p>
	 Spoken Production	<p>SP1. retell a simple story read/heard in class about a job fair or job experience.</p> <p>SP2. describe in detail personal job experiences and information about job fair supported by online/physical information.</p>
	 Writing	<p>W1. write a resume for requesting a job, based on ads (newspaper, internet, radio).</p> <p>W2. write a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences and check written resume or cover letter to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 10 th			Unit 1	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Contractions/future tense (will) tense</u></p> <ul style="list-style-type: none"> - I'll be a good doctor. - I'll work as a volunteer someday. <p><u>Adverbial phrases of degree extent and probability</u></p> <ul style="list-style-type: none"> - My father's job is really nice. - My family is very happy about my job aspirations. <p><u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was)</p> <ul style="list-style-type: none"> - The year before last, my cousins and I spent the summer doing 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. • Expressing opinions about job and occupations (in family and local context). • Expressing agreement and disagreement about jobs and occupations. • Managing interaction (interrupting, changing topic) 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Being aware of planning for the future. - Willing to face the challenge of getting a job. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Being aware of basic protocols for participating in a job interview. - Respecting other people's jobs and occupations. - Promoting job opportunities for all people <p><u>Social Language Samples</u></p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Distinguishing main points, concepts, key points and details in television programs, radio, and web-based broadcasts/ announcements, video/audio recording discussions and social conversations, spoken at normal speed, about jobs and</p>	<p>Using technically designed instruments such</p>

<p>volunteer work in my community.</p> <ul style="list-style-type: none"> - By the time I was 12, I dreamed of being an astronaut. <p><u>Comparative and superlative forms of adverbs</u></p> <ul style="list-style-type: none"> - The occupation I like the most. Is playing professional soccer. - I enjoyed the job to the fullest. - The ad is offering the best job opportunities this year. <p><u>Past perfect</u></p> <ul style="list-style-type: none"> - I had hoped to become a technician. - I had worked during a summer vacation job at the beach. <p><u>Reported speech (range of tenses)</u></p>	<p>in interviews</p> <p><u>Discourse Markers</u></p> <p><u>Connecting words expressing;</u></p> <ul style="list-style-type: none"> - cause and effect: Why? <p>Because I had so much fun I will never forget that day.</p> <ul style="list-style-type: none"> - For this/that reason ____. <p>Linkers: <u>sequential past time.</u></p> <ul style="list-style-type: none"> - Later, he asked me about my job expectations during the interview. - After that, I want to become a teacher. - Finally, the manager asked me to submit my resume. 	<ul style="list-style-type: none"> - To get your foot in the door/on the ground. - Job opening from 9 to 5. <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - If you want to know the value of your job, just imagine when you don't have it. - Unknown Author - Your time is limited, so don't waste it living someone else's life. -- Steve Jobs 	<p>occupations.</p> <p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time to video/audio recordings discussions and social conversations, supported by images during.</p> <ul style="list-style-type: none"> - Recognizing key points in television programs, radio, and web-based broadcasts/ announcements. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>Listening for the second time by retelling information of television programs, radio, and web-based broadcasts/ announcements. video/ audio recordings discussions and social conversation.</p> <ul style="list-style-type: none"> - Differentiating main points concepts, key points and details during 	<p>as a questionnaire for co-assessment and self, with the guidance of the teacher, the learner...</p> <p>L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversations about jobs and occupations.</p> <p>L2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between</p>
---	---	--	---	---

<p>– I told my parents that I will become the best lawyer.</p> <p>– My family told me that they had a list of 10 more places they want to visit before 2025.</p> <p>– The news reported that most jobs are requiring English-speaking applicants.</p> <p><u>Wh-questions in the past</u></p> <p>– Where did you want to work?</p> <p>– What other occupation did you like?</p> <p><u>Broader range of intensifiers such as too, enough</u></p> <p>– The interview was too long.</p> <p>– Thank you, we have enough information for now.</p>			<p>– Distinguishing main ideas, key points and details on familiar topics from video/audio recording discussions and social conversations of native speakers, spoken at normal speed particular details by asking clarification questions and expressing thoughts about jobs and occupations, supported by note-taking techniques.</p> <p>Post-listening task: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts.</p> <p>– self and co-assessment using a variety of instruments for overall comprehension of the text.</p> <p>Interpreting factual texts and simple reports on news, accounts, blog posts, Twitter feeds, charts and graphs, textbook or online explanations about jobs and occupations.</p> <p>Planning</p> <p>Pre-reading: previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and stating the task goal., sharing what he /she knows about the topic, predicting what the text is about supported by typographical</p>	<p>two or more native speakers, in a video/audio recording at normal speed.</p> <p>L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed.</p> <p>Using technically designed instruments such as a checklist, for co- and self-assessment, and, with the guidance of the teacher, the learner...</p> <p>R.1. recognizes factual texts and</p>
---	--	--	---	---

<p><u>Managing Interaction</u> <u>Interrupting</u></p> <ul style="list-style-type: none"> - Sorry to interrupt you but... - I have a question.... - May I interrupt? - Sorry, I just wanted to say <p><u>Changing the topic</u></p> <ul style="list-style-type: none"> - Anyway... - By the way, there's something else I wanted to mention... <p><u>Can/Could</u></p> <ul style="list-style-type: none"> - Can you work on Saturdays? - Could you work extra hours? - Could you work at night? <p><u>Vocabulary</u></p> <p><u>Help wanted.</u></p> <ul style="list-style-type: none"> - Accountant, actor, architect, artist, 			<p>and visual clues, listing possible difficulties and strategies for coping with them.</p> <p>Reading for the first time to draw conclusions, supported with images and key words, by answering literal questions (e.g., who, what, when, where, when, why, which, and how).</p> <ul style="list-style-type: none"> - Recognizing factual texts and simple reports from charts, graphs, sounds, during - Differentiating relevant information of charts and graphs during <p>Pair/group feedback for conveying meaning.</p> <ul style="list-style-type: none"> - Manipulating English language word sounds, using prior knowledge in phonics, syllabification and word parts when reading texts. <p>Reading for the second time with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension by using structure elements and manipulating sounds to aid comprehension, recognizing words used for chronological sequences, comparison/contrast, cause/effect and using relevant sentence frames, word lists, charts, diagrams, illustrations and phonological knowledge.</p>	<p>simple report to answer literal questions about a text about jobs and occupations.</p> <p>R.2. discriminates information of charts and graphs read.</p> <p>R.3. manipulates English language words sound using knowledge in phonics, syllabification.</p> <p>R.4. interprets textbooks or online explanations and examples.</p>
---	--	--	--	---



<p>assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police office, taxi driver, waiter.</p> <p><u>Job descriptions.</u></p> <ul style="list-style-type: none"> – Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator. <p><u>Interviewing</u></p> <ul style="list-style-type: none"> – resume writing, (objective, experience, education, references) 			<ul style="list-style-type: none"> – Interpreting textbooks or online explanations and examples during. <p>Post-reading for reacting to the content of the text or for focusing on features/ language forms by answering yes/no questions <i>and</i></p> <ul style="list-style-type: none"> – self and co-assessment, applying what was read in other situations using a variety of instruments for overall comprehension of the text. <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Production of face to face conversations, retelling information, substituting words and using clarification tactics in a job interview.</p> <p>Checking</p> <ul style="list-style-type: none"> – comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> – language structure and modeled frames for interactive exchanges. <p>Rehearsing</p> <ul style="list-style-type: none"> – interviews and summarizing what has been said on modeled sentence frames to convey information to another, by using modeled sentence frames dialogues with peers, in choral reading/ speech in small group. 	<p>Using technically designed instruments such as an anecdotal report for self-assessment, and, with the guidance of the teacher, the learner...</p> <p>SI.1. summarizes what has been said on modeled sentence frames to convey information</p>
---	--	--	---	--




<ul style="list-style-type: none"> - preparing for the interview (company philosophy, activities, products, competition) - Common questions at an interview (talk about yourself, why you are interested in that position, knowledge about company, reasons to leave your last job, experience, strengths, salary range. <p><u>Working to Live or Living to Work?</u></p> <ul style="list-style-type: none"> - Reasons - Challenges - Rewards - Stress 			<p>Elaborating</p> <ul style="list-style-type: none"> - questions for checking meaning/clarification or grammar form confirmation for reported speech including asking for help and giving support to peers and paraphrasing what has been said to enhance knowledge. <p>Production</p> <ul style="list-style-type: none"> - of face-to-face conversations, retelling information, substituting words and using clarification tactics in a job interview by asking for opinions, justifying main points of view, assumptions and plans, briefly, using relevant language and turn-taking tactics. <p style="text-align: center;">Description in detail of simple stories and personal job experiences and job fairs.</p> <p>Planning</p> <ul style="list-style-type: none"> - a spoken presentation by selecting the appropriate materials and resources to be used in small groups or whole class. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by retelling a simple story read or heard in class. <p>Rehearsing</p> <ul style="list-style-type: none"> - the spoken presentations by describing in detail a personal job experience and 	<p>to another.</p> <p>SI.2. explains what he/she means with another word when he/she can't think of the exact word.</p> <p>SI.3. asks someone for clarification or for confirmation that a form is correct in some basic mistakes.</p> <p>SI.4. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation.</p> <p>Using technically designed instruments, such as a learning log,</p>
--	--	--	--	---

			<p>information supported by online information and images.</p> <p>Describing</p> <ul style="list-style-type: none"> - in detail simple stories and a personal job experience and job fairs information, using appropriate delivering techniques (eye contact, volume, posture) and interaction. <p>Production of a resume, and formal cover letter for applying a job position.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing a resume and a cover letter for a job position by following a model. - Drafting writing a resume (objective, experience, education, references) in pair-share. - Drafting writing a cover letter, including salutation (the hello), opening (introduction and position requested), hook (examples of work performance and achievement), knowledge (information you know about place or company), close (summary of what are you are offering). - Revising the draft with partner, checking conventions and word choice (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, 	<p>and with the guidance of the teacher, the learner...</p> <p>SP.1. retells a simple story read or heard in class about a description of a job fair or job experience.</p> <p>SP.2. describes in detail, about a personal job experience and information at job fairs supported with online/physical information</p> <p>Using technically designed instruments for self-assessment. Such as a rubric and with the guidance of the</p>
--	--	--	---	--

			<p>text structure, concrete ideas, etc.).</p> <ul style="list-style-type: none"> - Editing of a resume, and the cover letter for a job position before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A report, gathering information and insights into the job market and occupations offered in the community/province/ Costa Rica, including requirements, salaries and working conditions, statistical information collectively. - Write a letter as though the learner is now 50 years old and writing to his/her current self with advice. 	<p>teacher, the learner...</p> <p>W.1. writes a resume for requesting a job, based on an ad (newspaper, internet, radio).</p> <p>W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.</p>
--	--	--	---	---

--	--	--	--	--

Level 10th		Unit 2		
Scenario: Stories Come in All Shapes and Sizes		Themes: 1. Tell me a Story 2. Thumbs Up/Thumbs Down 3. The Reviews Are In* 4. You Should Read This		
Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.				
Essential Question: What do the stories we share say about us?				
Linguistic Competencies		Goals		
		Learner can...		
Oral and Written Comprehension	 Listening	L1. understand the main points of a relatively long discussion on a familiar topic, related to stories in Standard English. L2. understand specific details from many web-based broadcasts/ memes, comics, posts, poems dealing with subjects of interest if the people talk clearly.		
	 Reading	R1. understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.). R2. recognize English language sounds using knowledge in phonics, syllabification and word parts. R3. understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners' interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use key of words, diagrams, and illustrations.		

Oral and Written Production	 Spoken Interaction	<p>SI1. repeat what has been said and convey this information to another person.</p> <p>SI.2. talk in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos.</p>
	 Spoken Production	<p>SP1. describe what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p>SP2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p> <p>SP3. express opinions of a short story, play, essay, or poem examined in class.</p>
	 Writing	<p>W1. express what has been learned, how it has been learned, and learning goals for the future.</p> <p>W2. summarize simple text dealing with familiar subjects (e.g., short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time.</p>

* The Review s Are In = When a new play or movie opens, the review s in newspapers and online start occurring at relatively the same time. Review s can be positive or negative.

Level: 10 th			Unit 2	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Language</u> <u>Forms</u></p> <p><u>Present tense</u> A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger)</p> <p><u>Past tense</u> I just read a book about ... Last night I saw a movie about__.</p> <p><u>Conditionals, 2nd and 3rd</u> – If I had enough time, I would have watched the movie again. – If I had had enough money, I would have bought</p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing experiences and events about stories and film reviews. • Talking about films and books. • Expressing opinions about stories and film reviews. • Summarizing stories previously read and film reviews. <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Practicing self-questioning strategies on a text before making decisions. – Respecting others’ opinions and emotions. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. – Willing to share own contributions in collaborative 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. – Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Distinguishing main points and specific details of relatively long discussions related to stories, from many web-based broadcasts/ memes, comics and posted poems.</p> <p>Planning Pre-listening: by motivating,</p>	<p>Using technically designed instruments for</p>

<p>the book and DVD.</p> <ul style="list-style-type: none"> - If I were you, I would post more on Facebook. <p><u>Determiners</u></p> <ul style="list-style-type: none"> - All the memes I saw today were about Mother's Day. - Neither the characters nor the plot interested me. - None of the themes you mentioned are my favorites. <p><u>Phrases for summarizing</u></p> <ul style="list-style-type: none"> - There are more similarities than differences. - They are really quite different because... - One of the few similarities/ differences is... <p><u>Phrases for organizing</u></p> <ul style="list-style-type: none"> - The most striking/ most obvious/ most important/ most apparent/ only/ 	<p>Connecting words expressing cause and effect, contrast etc.</p> <ul style="list-style-type: none"> - On the other hand, we could stay at home and watch a video. - However, this depends on the kind of book. - Therefore, it is interesting to watch the new movie. 	<p>work respectfully.</p> <ul style="list-style-type: none"> - Being aware of importance of constructive feedback. <p><u>Social Language samples</u></p> <ul style="list-style-type: none"> - Thumbs up (down) - Like (e.g. I got three "likes" on my post) <p><u>Idioms</u></p> <ul style="list-style-type: none"> - *The reviews are in! - Make a long story short - Read between the lines <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - A picture is worth a thousand words. -- Unknown Author - No man is an island. -- John Donne 	<p>contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time to audio recordings, videos or conversations, for general understanding of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies during.</p> <ul style="list-style-type: none"> - Recognizing the main points of a relatively long discussion, related to stories during <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>Listening for the second time for confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, regarding positive attitudes and stories of successful people.</p>	<p>co-assessment. and with the guidance of the teacher, the learner...</p> <p>L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English.</p> <p>L2. extracts specific details from many web-based broadcasts/ memes, comics, posts, poems.</p>
--	---	--	--	---

<p>main similarity/ difference is...</p> <ul style="list-style-type: none"> - Another/ An additional (subtler) similarity/ difference is... <p><u>Modals</u></p> <ul style="list-style-type: none"> - The author might have used fewer characters. - The movie should have had more action. <p><u>Reported speech (range of tenses)</u></p> <ul style="list-style-type: none"> - The lead in the movie then said that he would marry. - Social media is reporting that people are making the photo viral. - The reviewer indicated that he didn't like the movie. 		<ul style="list-style-type: none"> - Today a reader, tomorrow a leader. ~Margaret Fuller 	<ul style="list-style-type: none"> - Extracting the main points and specific details from many web-based broadcasts/ memes, comics and posted poems, supported by images and underlining/ circling key words and taking notes during <p>Post-listening: reacting to the content of the text or focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts and</p> <ul style="list-style-type: none"> - self & co-assessment using a variety of instruments (script-sound recognition, information gaps) for overall comprehension of the text. <p>Recognition of specific factual text and simple reports on familiar topics and various lengths (e.g., movie reviews, interviews, tweets, posts, etc.).</p> <p>Planning</p> <p>Pre-reading stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p>	<p>Using technically designed instruments such as a learning log, and, with the guidance of the teacher, the learner...</p> <p>R1. discriminates factual information from texts and simple reports on familiar topics.</p>
---	--	---	--	--




<p><u>Vocabulary</u></p> <p><u>Tell me a Story</u></p> <ul style="list-style-type: none"> - writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger <p><u>Thumbs Up/Thumbs Down</u></p> <ul style="list-style-type: none"> - tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction. <p><u>The Reviews Are In*</u></p> <ul style="list-style-type: none"> - characters, character development, plot, action, exposition, storytelling. <p><u>You Should Read This</u></p> <ul style="list-style-type: none"> - compose, create, 			<p>Reading for the first time by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts.</p> <ul style="list-style-type: none"> - Differentiating factual information from texts and simple reports during - Manipulating English language sounds by using prior knowledge in phonics, syllabification and word parts when reading texts during <p>Pair/group feedback for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Recognizing main information from texts of various lengths during <p>Reading for the second time by answering yes/no questions and</p> <p>Post-reading for reacting to the content of the text or for focusing on features/ language forms <i>and self and co assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction: repeating what has been said and conveying this information to another person and talking in detail about tweets, memes, poems, posts,</p>	<p>R2. manipulates English language sounds using knowledge in phonics,</p> <p>R.3. Recognizes information from texts of various lengths.</p> <p>Using technically designed instruments for self-assessment.,</p>
--	--	--	---	---



<p>post, present</p> <ul style="list-style-type: none"> - graphics, illustrations, pictures, photos, line art, images - metaphors, comparisons, contrasts, descriptions. 			<p>blogs, comics, short stories, videos.</p> <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task given by the teacher by using combinations of previously learned relevant sentence frames for cause and effect supported by physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> - simple face-to-face conversations and informal discussions including asking for help and giving help by practicing in dialogues/ modeled sentence frames for asking for reported speech and using combinations of previously learned relevant sentence frames with social courtesies for interrupting, changing topic, resuming or continuing an interaction. <p>Repeating</p> <ul style="list-style-type: none"> - what has been said, using turn-taking tactics to complete the requirements of the task and ensuring equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - by giving and asking personal opinions and starting, maintaining and closing simple face-to-face conversations and informal discussions about stories, from many web-based broadcasts/ memes, comics and posted poems, within a small or whole group. 	<p>such as a checklist, and with the guidance of the teacher, the learner...</p> <p>SI.1. repeats what has been said and conveys this information to another person.</p> <p>SI.2. interacts in a face to face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups.</p>
--	--	--	---	--

			<p>Expression of personal opinions of a short story, play, essay or poem, sustaining a conversational exchange with a peer and describing about what is occurring in tweets, blogs, short stories, videos.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation about healthy living, positive attitudes, plans for success and stories of successful people by selecting the appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation by using previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation with peers by using relevant previously learned sentence frames for giving opinions and justifications to prepare comments. <p>Describing</p> <ul style="list-style-type: none"> – what is occurring in tweets, blogs, short stories, videos, expressing personal opinions of a short story, play, essay or poem. <p>Sustaining</p> <ul style="list-style-type: none"> – a conversational exchange with peers after viewing similar scenes, analyzing them in a whole group with teacher direction; then, practicing asking and 	<p>Using technically designed instruments such as a rubric and, with the guidance of the teacher, the learner...</p> <p>SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p>SP2. sustains a conversational exchange with peers.</p> <p>SP3. expresses opinions of a short story, play, essay, or poem examined in class.</p>
--	--	--	--	--

			<p>responding to peers in a small group by making comparisons, and describing events before presentation.</p> <p>Expressing</p> <ul style="list-style-type: none"> – opinions of a short story, play, essay, or poem examined in class. <p>Production of narratives about what has been learned, how it has been learned, and learning goals for the future, summarizing simple text dealing with familiar subjects about short stories, videos, blogs and checking grammar conventions, spelling and punctuation.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing a narrative text about what has been learned, how it has been learned, and learning goals for the future, summarizing simple text about familiar subjects of short stories, videos, blogs and checking grammar conventions, spelling and punctuation within a small group or individually. – Drafting the narrative text by completing specific graphic organizers and sentence frames aimed at monitoring comprehension, restating a main idea in a few words, including a topic sentence (what you are writing about), supporting sentences (logical sequence of steps), concluding 	<p>Using technically designed instruments for co-assessment and self-assessment, such as a rubric, and with the guidance of the teacher, the learner...</p> <p>W1. expresses what has been learned, how it has been learned, and learning goals for the future.</p> <p>W2. summarizes</p>
--	--	--	--	--

			<p>sentence (an emphasis on the final product or process desired).</p> <ul style="list-style-type: none"> - Revising the narrative text by checking sentence sense and ideas and looking for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time, pair-share activity. - Editing the written production before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding to and sharing collectively:</p> <ul style="list-style-type: none"> - A story in several formats (genres): short story, comic, post, tweet, meme. - A short reflection/reaction written about the essential question of the unit in a blog - A reader`s theater using various literary genres. 	<p>simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).</p>
--	--	--	--	--

Level 10th		Unit 3
Scenario: A World of Differences		Themes: <ol style="list-style-type: none"> 1. These Are My People 2. Cultures, Subcultures and Cliques 3. Cultural Norms and Cultural Storms 4. I Am Not My Hair*
Enduring Understanding: The world is made up of diverse people groups who nurture one another.		
Essential Question: How does understanding people’s differences help us all become better human beings?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 <small>Listening</small>	L.1. understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. L.2. follow the main idea of audio text if the topic is familiar and the text can be replayed.
	 <small>Reading</small>	R.1. read textbook explanations and examples with aid of word list and/or dictionary support. R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand many subject specific words when encountered in text (e.g., diversity, culture, cultural norms, stereotypes) support reading comprehension by key words, diagrams and illustrations.
	 <small>Spoken Interaction</small>	SI.1. repeat what has been said and convey this information to another person. SI.2. express opinions about cultural identity and cultural diversity.

Oral and Written Production	 <p>Spoken Production</p>	<p>SP.1. express opinions on familiar subjects and ask for others' opinions.</p> <p>SP.2. derive interviews from others, if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.</p> <p>SP.3. explain and justify, briefly points of view, assumptions and plans.</p>
	 <p>Writing</p>	<p>W.1 express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity.</p> <p>W.2 write a simple, short descriptive narrative paragraph of personal experiences on cultural diversity, without using an aid such as a dictionary, and check it to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, spelling and basic punctuation, etc.).</p>

*I am not my hair = your hair does not determine who you are; you are not defined solely by your appearance.

Level: 10 th			Unit 3	
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>Broader range of intensifiers such as too, enough</u></p> <ul style="list-style-type: none"> – Jocks spend too much time in the gym. – nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone; etc.) – I have heard enough racist comments. <p><u>Conditionals, 2nd and 3rd</u></p> <ul style="list-style-type: none"> – If we had more understanding, we would get along with other people. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing people and places, feelings, emotions, and attitudes. • Expressing opinions, agreement and disagreement. • Managing interaction (resuming or continuing). <p><u>Discourse Markers</u></p> <p><u>Connecting words expressing cause and effect, contrast:</u></p> <ul style="list-style-type: none"> – On the other hand, we could go to the clinic. 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age). – Valuing and preserving own personal /country’s cultural identify. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Valuing an open-minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – Engaging in activation of prior knowledge and schemata, eliciting information e.g., predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. – Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extracting main ideas of audio texts and many television, radio, and web-based broadcasts/ announcements.</p> <p>Planning Pre-listening: by motivating, contextualizing, preparing and stating</p>	<p>Using technically designed instruments for co and self-assessment, such as a descriptive scale, and with the guidance of</p>

<p>– If I have been born somewhere else, I would have acted differently than I do now.</p> <p>– If we could make people listen to each other, we might see peace in the world.</p> <p><u>Contrasting opinions</u></p> <p>– On the one hand, different cultures are very interesting. On the other hand, different cultures can cause misunderstandings.</p> <p>– Mind you, he is still very much a citizen of Costa Rica.</p> <p>– All societies have cultural norms. Even though norms influence our values, attitudes, and how</p>	<p>– However, this depends on the number of passengers.</p> <p><u>Initiating and closing a conversation</u></p> <p>Initiating</p> <p>– Can I talk to you for a minute?</p> <p>– Excuse me, please. Do you have a minute?</p> <p><u>Managing interaction</u></p> <p>Interrupting</p> <p>– Sorry to interrupt you but ...</p> <p>– I have a question.</p> <p>– Could I interrupt here?</p> <p><u>Closing</u></p> <p>– It's been nice talking to you. See you later.</p> <p>– I'm sorry, I have to go now.</p> <p>– Must go.</p>	<p>shoes of others' and listening to their needs.</p> <p>– Adopting a non-judgmental attitude towards others cultural diversity.</p> <p><u>Social Language samples</u></p> <p>– Crossing cultures</p> <p>– People groups</p> <p>– Ethnic (or cultural) bias</p> <p><u>Idioms</u></p> <p>– Seek first to understand and then to be understood</p> <p>– To walk a mile in someone's shoes</p> <p>– To see eye to eye</p> <p>– All walks of life</p> <p><u>Proverbs / Quotes</u></p>	<p>the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time to audio recordings of long conversations from videos for general understanding, supported by images.</p> <p>– Distinguishing main ideas of many television, radio, and web-based broadcasts/ announcements during.</p> <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>Listening for the second time for confirming information individually by underlining / circling words or phrases, asking/ responding to literal questions about text (e.g., who, what, when, where, why, which, and how) in complete sentences to questions and statements, sharing one's views on facts, ideas, and/ or events, following multiple step directions, instructions, and procedures which include prepositional phrases</p>	<p>the teacher, the learner...</p> <p>L.1. distinguishes many television, radio, and web-based broadcasts/ announcements.</p> <p>L.2. extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements.</p>
--	--	---	---	--

<p>we behave, we are often unaware that we are influenced at all.</p> <p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> - What clique are you a part of? - What are some cultural norms that Costa Ricans have? - What makes a Costa Rican Costa Rican? <p><u>Phrasal verbs</u></p> <ul style="list-style-type: none"> - When I hang out with people like me, we often talk down to people not like us. - We don't put up with bullying. - I speak up when I hear someone putting another person down. <p><u>Managing interaction</u></p>	<p><u>Changing the topic</u></p> <ul style="list-style-type: none"> - Anyway..., by the way, there's something else I wanted to tell you... <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway..., anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... - So, as I was saying - Well... 	<ul style="list-style-type: none"> - Diversity is the one true thing we all have in common. Celebrate it every day. -- Unknown Author - All the human beings were born wonderfully different. -- Dr. José Angel Livraga 	<ul style="list-style-type: none"> - Extracting main idea of audio texts during <p>Post-listening: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts before</p> <ul style="list-style-type: none"> - self and co-assessment: using a variety of instruments (script-sound recognition, information gaps) for overall comprehension of the text. <p>Interpreting read textbook explanations, examples and many subject specific words when encountered in text about diversity, culture, cultural norms, and stereotypes.</p> <p>Planning</p> <p>Pre-reading stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them.</p>	<p>Using technically designed instruments such as a learning log, and, with the guidance of the teacher, the learner...</p> <p>R.1. recognizes textbook explanations and examples.</p> <p>R.2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets many subject specific words</p>
---	---	---	---	---

<p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... - So, as I was saying - Okay <p><u>Expressing agreement/ disagreement</u></p> <ul style="list-style-type: none"> - I think so too ... - Well, not really... - I'm sorry but I think you're wrong. - I see what you mean, but ... - Yes, I agree. - No, I disagree. <p><u>Modals</u></p> <ul style="list-style-type: none"> - Cliques are small exclusive groups of people that 			<ul style="list-style-type: none"> - Recognizing simple instructions and textbook explanations and examples during <p>Reading for the first time by circling key words and supported by diagrams and illustrations and the aid of word list and/ or dictionary.</p> <ul style="list-style-type: none"> - Manipulating English language word sounds by using prior knowledge in phonics during. <p>Pair/Group feedback for comparing comprehension of vocabulary, self-questioning (on what he/ she understood and did) explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Distinguishing many subject specific words supported by reading comprehension by following multiple step directions, instructions, and procedures which include prepositional phrases, - Interpreting relationships between main ideas and supporting ideas during. <p>Reading for the second time for clarifying and confirming predictions about text for accuracy by answering and formulating literal, predictive,</p>	<p>when encountered in text.</p>
---	--	--	--	----------------------------------



<p>might choose to separate themselves from others.</p> <ul style="list-style-type: none"> – Stereotypes may be positive or negative. – Subculture is a group having traits they have to follow that are different from others within the same culture. <p><u>Vocabulary</u></p> <p><u>These Are My People</u></p> <ul style="list-style-type: none"> – maleku, cabécar, bribri, ngäbe, buglé, boruca, térraba, chorotega, huetar – Hang out, talk down, put up, take out, speak up, put down – Some types of stereotypes include: 			<p>evaluative, and/ or personal response questions.</p> <p>Post-reading, summarizing main ideas and interpreting information (chronological sequence, comparison/contrast, cause/effect and using relevant sentence frames) for drawing conclusions and self and co-assessment, applying what was read in other situations using a variety of instruments for overall comprehension of the text.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Expression of opinions and Interaction repeating what has been said and.</p> <p>Checking</p> <ul style="list-style-type: none"> – comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> – language structure and content needed for the task by using linking words for time sequence and using combinations of previously learned relevant sentence frames. <p>Elaborating</p> <ul style="list-style-type: none"> – lengthy conversations including 	<p>Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner...</p> <p>SI.1. repeats what has been said and convey this information to another person.</p> <p>SI.2. expresses opinions about cultural identity and c diversity.</p>
---	--	--	--	--



<p>Gender, Race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, city of origin</p> <p><u>Cultures, Subcultures and Cliques</u></p> <ul style="list-style-type: none"> - Jocks, geeks, nerds, stoners (examples of cliques). - values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers <p><u>Cultural Norms and Cultural Storms</u></p> <ul style="list-style-type: none"> - Prejudice, racist, cliques, ethnic, form, peace, 			<p>asking for help and giving help by viewing, practicing and performing sentence structures for asking elaboration questions and open ended questions.</p> <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - In a conversation by repeating what has been said and conveying this information to another person and asking for reported speech in performing dialogues. <p>Expressing</p> <ul style="list-style-type: none"> - opinions about cultural identity and diversity. <p>Explanation of opinions on familiar subjects, formulation of question and points of view, briefly justifying, assumptions and plans.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation about inventions, living in a tech world and the next wave of innovations and how Internet is used in a safe way by selecting the appropriate resources to be used in small groups. <p>Organizing</p>	<p>Using technically designed instruments such as a checklist, and, with the guidance of the teacher, the learner...</p> <p>SP.1. expresses opinions on familiar subjects and ask for others' opinions.</p> <p>SP.2. asks question to others if the questions</p>
---	--	--	---	--

<p>insensitive, misunderstanding s, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.</p> <p><u>I Am Not My Hair*</u></p> <p>– education level, school or college attended, married or single, introverted or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams</p>			<ul style="list-style-type: none"> – a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation with peers, using sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group. <p>Explaining</p> <ul style="list-style-type: none"> – points of view and opinions on familiar subjects, by deriving question types in interview interventions and points of view, justifying, assumptions and plans, briefly, though there may be pauses for self-correction by participating, in a comprehensible and fairly fluent manner, small group presentations supported by functional language and illustrations. <p>Production of what has been learned, how it has been learned, and learning goals for the future and a simple, short descriptive narrative paragraph of personal experiences (without using an aid, such as a dictionary) about related to cultural diversity.</p>	<p>have been prepared beforehand.</p> <p>SP.3. explains points of view, justifying assumptions, and plans, briefly.</p> <p>Using technically designed instruments for assessment, such as a rubric, and with the guidance of the teacher, the learner...</p> <p>W.1. writes completing specific graphic organizers and sentence frames aimed</p>
--	--	--	--	---

			<p>Production</p> <ul style="list-style-type: none"> - Pre-writing of what has been learned, how it has been learned, and learning goals for the future and a simple, short descriptive narrative paragraph of related personal experience (without using an aid, such as a dictionary), related to cultural diversity. - Drafting of what has been learned, how it has been learned, and learning goals about for the future by completing graphic organizers. - Drafting a simple, short descriptive narrative paragraph related to a personal experience (without using an aid, such as a dictionary), related to cultural diversity, using supporting details, and variations of sentence frames previously learned along with signal words to convey thoughts in a connected manner. - Revising the production by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate 	<p>at monitoring comprehension.</p> <p>W.2.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting.</p>
--	--	--	--	--

			<p>items in a series, dates), spelling and punctuation accurately in a pair-share activity.</p> <ul style="list-style-type: none"> - Editing a simple, short descriptive narrative paragraph related to a personal experience (without using an aid, such as a dictionary) related to cultural diversity, individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out responding and sharing collectively:</p> <ul style="list-style-type: none"> - A survey to gather findings, regarding cultural norms and cliques at their school. - A cultural fair – “A Little Closer to Home” – (similar to what Culture Day is) including various cliques that can be found in their schools and others. The key is to encourage representing the groups respectfully and reflecting on the essential question of the unit. 	
--	--	--	---	--

Level 10th		Unit 4	
Scenario: Caution: Fragile World. Handle with Care		Themes: <ol style="list-style-type: none"> 1. What Makes Something Sustainable 2. Products and Practices around the World. 3. Products and Practices in Costa Rica 4. Am I Environmentally friendly? 	
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.			
Essential Question: Why is it important to focus on sustainable development?			
Linguistic Competencies		Goals	
Oral and Written Comprehension	 Listening	L.1. understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. L.2. follow the main idea of audio text about our sustainable world. L.3. understand the most important information in a news broadcast (television, Internet) when visuals support the message about the fragile world and the way of mitigating effects responsibly.	
	 Reading	R.1. use key words, diagrams, and illustrations to support reading comprehension R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.	

Oral and Written Production	 Spoken Interaction	<p>SI. 1. verbally indicate willingness to participate in activities.</p> <p>SI. 2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p>
		<p>SP.1. express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others' opinions.</p> <p>SP.2. explain and justify points of view briefly about the topic.</p>
	 Writing	<p>W.1. summarize simple text dealing with the subject.</p> <p>W.2. describe events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other in expository paragraphs and check written paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 10 th			Unit 4	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable agriculture produces food that is less harmful to the environment. – Sustainable farming focuses on raising food that is healthier than other types. – Sustainable farming is the best decision for our future. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83 per cent of the expected global population of 8.5 billion will be 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing habits, routines and things. • Understanding and using numbers and prices • Stating obligation and necessity. • Expressing opinions. <p><u>Discourse Markers</u></p> <p><u>Connecting words expressing cause and effect, contrast:</u></p> <ul style="list-style-type: none"> – On the other hand, we could take care of the planet. 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices – Analyze, think in a critical and creative way, make decisions – Find creative solutions and show initiative – Allow others to express themselves and to decode their emotions <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. – Valuing collaborative 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. – Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Distinguishing main points of even a relatively long audio text and the most important information in news broadcast (television, internet), when visuals support the message about the fragile world and the way of mitigating effects responsibly.</p>	<p>Using technically designed instruments for co and self-assessment, such</p>

<p>living in developing countries.</p> <p><u>Modals</u></p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. – Stores must give out recyclable plastic bags. – The government ought to improve the public transportation system. <p><u>Tag questions</u></p> <ul style="list-style-type: none"> – People should select energy-efficient cars. Shouldn't they? – We need to reduce our carbon dioxide footprint. Don't we? <p><u>Wh- Questions/ Yes-no questions</u></p>	<ul style="list-style-type: none"> – However, this is n everybody's business. <p><u>Initiating and closing a conversation</u></p> <p>Initiating</p> <ul style="list-style-type: none"> – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <p><u>Managing interaction</u></p> <p><u>Interrupting</u></p> <ul style="list-style-type: none"> – Sorry to interrupt you but ... – I have a question. – Could I interrupt here? <p><u>Closing</u></p> <ul style="list-style-type: none"> – It's been nice talking to you. See you later. – I'm sorry, I have to go now. – Must go. 	<p>team work.</p> <ul style="list-style-type: none"> – Taking sustainable actions in protecting the environment. – Giving and receiving constructive feedback. <p><u>Social Language examples</u></p> <p>Giving opinions:</p> <ul style="list-style-type: none"> – I agree – I totally agree with you. – Exactly! – I couldn't agree more. – That's true. – You're absolutely right. – I agree with some, but not all, of what you are saying: Perhaps, but ... – That may be the 	<p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time to audio recordings, videos or conversations, supported by images by underlining / circling words or phrases or note taking, during.</p> <ul style="list-style-type: none"> – Recognizing the main points of even a relatively long discussion by paraphrasing information during <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> – Differentiating and extracting the main points of a relatively long discussion during <p>Listening for the second time to confirm own information and to clear standard speech by combining and summarizing sentence frames previously learned.</p>	<p>as a checklist, and with the guidance of the teacher, the learner...</p> <p>L.1. paraphrases the main points of a relatively long discussion using standard English.</p> <p>L.2. extracts the main points of audio texts.</p> <p>L.3. extracts the most important information in news broadcast (television, internet).</p>
--	--	--	---	--

<p>– Am environmentally friendly?</p> <p>– What are some of the sustainability practices you currently use in your house or school?</p> <p>– When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much?</p> <p>– What should we do to increase awareness about sustainable development practices?</p> <p>– Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes?</p> <p><u>Connectors for Cause and Effect and Phrases for giving</u></p>	<p><u>Changing the topic</u></p> <p>– Anyway..., by the way, there’s something else I wanted to tell you...</p> <p><u>Resuming a conversation</u></p> <p>– Anyway..., anyway, what I was saying?</p> <p>– What were we talking about?</p> <p>– To get back to what I was saying</p> <p><u>Continuing</u></p> <p>– Anyway....</p> <p>– So, as I was saying, Well...</p>	<p>case, however ...</p> <p>– I disagree</p> <p>– I’m sorry, I can’t agree with ...</p> <p>– I’m sorry, but I disagree.</p> <p>– I’m afraid that isn’t right</p> <p>– Nonsense!</p> <p>– That makes no sense.</p> <p><u>Idioms</u></p> <p>– Buy local. Think global.</p> <p>– Reuse. Recycle. Reduce.</p> <p>– Join the green side.</p> <p>– A ray of sunshine.</p> <p>– A race against time.</p> <p>– Be clean, go green</p> <p><u>Proverbs / Quotes</u></p> <p>– Necessity is the mother of invention. -- Unknown Author</p>	<p>– Extracting the most important information in news broadcast main idea of audio texts about fragile world and the way of mitigating effects responsibly.</p> <p>Post listening organizing classroom talks and presentations of TV/ Internet programs, academic discussions and</p> <p>– self and co-assessment: using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.</p> <p>Interpretation of the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams), key words, and illustrations to support reading comprehension about sustainable development.</p> <p>Planning</p> <p>Pre-reading stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about, supported by typographical and visual clues, listing possible difficulties and strategies for coping them</p> <p>Reading for the first time to newspapers,</p>	<p>Using technically designed instruments for co and self-assessment and with the guidance of the teacher, the learner...</p> <p>R.1. discriminates key words, diagrams, and illustrations to support reading comprehension.</p> <p>R.2. manipulates English language sounds using</p>
--	--	--	--	---

<p><u>advice</u></p> <ul style="list-style-type: none"> – Because sustainable farming does not endanger public health, I recommend you support it. – We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. <p><u>Connecting words for Compare and Contrast</u></p> <ul style="list-style-type: none"> – Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. 		<ul style="list-style-type: none"> – A little bit of mercy makes the world less cold and more just. ~Pope Francis 	<p>charts and graphs by using combinations of sentence frames previously learned and using context to unlock the meaning of unknown words and relevant information.</p> <ul style="list-style-type: none"> – Differentiating key words, diagrams, graphs and illustrations in simple, clearly drafted print materials. – Manipulating English language word sounds by using prior knowledge in phonics. <p>Pair/Group feedback for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> – Interpreting important information to support reading comprehension when answering literal questions about text (e.g., who, what, when, where, why, which, and how). <p>Reading for the second time in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams) by summarizing main ideas and supporting details.</p> <p>Post-reading for reacting to the content of the text, for focusing on features/ language forms and drawing conclusions</p> <ul style="list-style-type: none"> – self and co-assessment, applying what 	<p>knowledge in phonics, syllabification and word parts.</p> <p>R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).</p>
--	--	--	---	---

<p>– Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO₂ emissions; however, we need to do more.</p> <p><u>Vocabulary</u></p> <p><u>What Makes Something Sustainable</u></p> <ul style="list-style-type: none"> – Sustainability – Environmentally friendly – Eco-friendly – Biodegradable – Carbon footprint <p>Energy efficient</p> <p><u>Products and Practices around the World.</u></p> <ul style="list-style-type: none"> – Caution, fragile, sustainable, sustainable 			<p>was read in other situations using a variety of instruments for overall comprehension of the text.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction: starting, maintaining and closing simple face-to-face conversation, expressing feelings and explaining the reasons for them regarding natural disasters, environmental problems, helping nature, nonprofits and NGOs.</p> <p>Checking</p> <ul style="list-style-type: none"> – comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> – language structure and content needed for the task. <p>Elaborating</p> <ul style="list-style-type: none"> – simple face-to-face conversational exchange with a peer in the classroom to express feelings and explain the reasons for them including asking for help and giving help by using combinations of previously learned relevant sentence frames. (e.g., I feel upset about...; I'm sorry to tell you.) <p>Using</p> <ul style="list-style-type: none"> – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. 	<p>Using technically designed instruments for co-assessment and self-assessment, such as a checklist, and with the guidance of the teacher, the learner...</p> <p>SI.1. indicates verbally willingness to participate in activities.</p> <p>SI. 2. starts maintains and closes a conversational exchange with a peer in the classroom.</p>
--	--	--	--	---

<p>practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimizes, energy consumption, alternative.</p> <ul style="list-style-type: none"> - reduce, reuse, and recycle <p><u>Products and Practices in Costa Rica</u></p> <ul style="list-style-type: none"> - locally, pesticides, biodegradable, Styrofoam, toxics, reduction, carbon dioxide, population, barriers - natural health products - printed on recycled paper <p><u>Am I Environmentally friendly?</u></p> <ul style="list-style-type: none"> - User-friendly - environment- 			<p>Interacting</p> <ul style="list-style-type: none"> - face-to-face conversational exchange with a peer, using sentence structures for agreeing or disagreeing (previously practiced and then use them spontaneously, to express feelings and explain the reasons for them, within small and then whole group settings. Finally performing interviews. <p>Explanation of opinions, deriving questions from others' opinions and justifying briefly points of view about the fragile world and the way of mitigating effects responsibly.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation about explanation of opinions, deriving questions from others' opinions and justifying points of view briefly about the fragile world and the way of mitigating effects responsibly. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with clear pronunciation and speaking at a normal speed by viewing or reading dialogues using relevant functional language, analyzing 	<p>Using technically designed instruments for co-assessment, such as a rubric, and with the guidance of the teacher, the learner...</p> <p>SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.</p> <p>SP.2. explains and</p>
--	--	--	--	--



<p>friendly</p> <ul style="list-style-type: none"> - ecofriendly alternatives - committed to green choices - going green 			<p>them in a whole group with teacher direction, taking notes for sentence patterns. Then practicing asking and responding to peers in a small group.</p> <p>Explaining</p> <ul style="list-style-type: none"> - opinions, deriving questions from others' opinions and justifying points of view briefly about the fragile world and the way of mitigating effects responsibly while using sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group. <p>Production: summarizes simple text and expository paragraphs of sustainable practices at home or school), using complete sentences that are connected to each other.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing summaries of simple text and descriptions of sustainable practices at home or school), using complete sentences that are connected to each other, spelled correctly and with. basic punctuation, accurate enough to be followed most of the time. - Drafting summaries of simple text by restating a main idea in a few words. 	<p>justify points of view briefly about the topic.</p> <p>Using technically designed instruments for co-assessment. and with the guidance of the teacher, the learner...</p> <p>W.1. summarizes simple text dealing with the subject.</p>
---	--	--	--	---




			<ul style="list-style-type: none"> - Drafting expository paragraphs of sustainable practices at home or school), using complete sentences that are connected to each other, spell correctly and with. basic punctuation, accurate enough to be followed most of the time which includes thesis statement (that states a position/claim) main reasons (arguments), facts and examples (evidence) conclusion (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand...). - Revising expository paragraphs: a) informative B) cause and effect or c) comparison / contrast. They include a topic sentence, supporting details, and a conclusion, focuses on facts and avoids sounding judgmental) after modeling and practice with relevant paragraph frames of sustainable practices at home or school), using complete sentences that are connected to each other by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas , using commas: (to punctuate items in a 	<p>W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.</p>
--	--	--	---	---

			<p>series, dates),spelling and punctuation accurately in a pair-share activity.</p> <ul style="list-style-type: none"> - Editing the expository paragraphs, individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out responding and sharing:</p> <ul style="list-style-type: none"> - A sustainable school proposal for the high school authorities with ideas on how to promote sustainable practices among learners and staff (including easy-to-follow sustainable actions for the high school community). - “How Big Is our Footprint?” Survey, using web tools, calculating the ecological footprints (the amount of natural resources consumption per year), for determining the footprint of the entire class. - Running discussion about reducing the footprint, responsibility for subsequent generations, the impact of their consumption, and more. - Organizing and implementing an Eco cafe 	
--	--	--	--	--

10th Grade

Unit 5

Scenario: #HighTech HighTouch		Themes: <ol style="list-style-type: none"> 1. Hot Apps 2. Danger Zones in a Digital World 3. Tech Tools for Positive Change 4. My Future is in My Hands
Enduring understanding: Technology is a powerful tool and, in the right hands, it can make the world a better or worse place.		
Essential Question: How can technology help me make my world better?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 <p>Listening</p>	Learner can... <p>L.1. understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.</p> <p>L.2. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p>L.3. follow the main idea of audio text if the topic is familiar and the text can be replayed.</p>
	 <p>Reading</p>	<p>R.1. understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).</p> <p>R.2 identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. understand clear, simple instructions with some visual support (e.g., how to use an app).</p>

Oral and Written Production	 Spoken Interaction	<p>SI.1. ask questions about procedures.</p> <p>SI.2. start, sustain and close a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p>
	 Spoken Production	<p>SP.1. express opinions on familiar subjects and ask for others' opinions.</p> <p>SP.2. explain and justify points of view, briefly, about the digital world.</p>
	 Writing	<p>W.1. summarize simple text dealing with familiar subjects.</p> <p>W.2. describe applications or tech tools (e.g., apps, video games, programs, tech tools) using complete sentences that are connected to each other and check written paragraphs for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 10 th			Unit 5	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Simple Passive</u></p> <ul style="list-style-type: none"> – Instagram was created as an online, photo-sharing, video-sharing and social networking service. – <i>This app was designed to provide free video and phone calls, messaging and group chats for up to 50 people.</i> – <i>Emoticons were designed to help make texts shorter.</i> – <i>Hashtags were created to help search for information.</i> <p><u>Present Perfect</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Giving directions and advice about useful hot apps. • Giving directions and advice about Danger Zones in a Digital World • Describing tech tools for positive changes in people’s lives. • Expressing opinions about how my future is in my hands. <p><u>Discourse Markers</u></p> <p><u>Connectors (Cause and effect)</u></p> <ul style="list-style-type: none"> – <i>I think/I believe that people</i> 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Being aware of the ethical responsibility when up or downloading data from the web. – Thinking critically when searching and visiting websites. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Practicing e-safety and ethical digital regulations. – Being socially creatively, and reflectively responsible 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. – Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extracting information from many television, radio, and web-based broadcasts/ announcements, spoken interactions at normal speed and main ideas of audio text, on familiar topics.</p>	<p>Using technically designed instruments for assessment, such</p>

<p><u>Continuous</u> – I have been using Facebook. You should too. – You have been looking for a new video game to play. What do you suggest?</p> <p><u>Present Perfect</u> – I have used Instagram but I don't really like it. – We have purchased a new computer. I think it's much faster. – The class has watched YouTube videos to learn English. I like it when we do that.</p> <p><u>Imperatives</u> – Use a nickname instead of your real name. – Check your settings. – Delete old accounts.</p>	<p>share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. – Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason</p>	<p>when interacting with others digitally – Respecting everyone's opinions.</p> <p><u>Social Language examples</u> – High tech – Smart phone – Buzzword – Deep dive – Abbreviations: (BTW =By The Way, FYI =For Your Information, IMO=In My Opinion, LOL=Laughing Out Loud or /Lots Of Laughs)</p> <p><u>Idioms</u> – Going viral – Break new ground – On the same wavelength – Pull the plug</p>	<p>Planning Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies. – Recognizing many television, radio, and web-based broadcasts/ announcements and conversations at normal speed</p> <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding. – Extracting main idea and details of from many television, radio, and web-based broadcasts/ announcements, spoken interactions of people when spoken at normal speed and main idea of audio text, on familiar topics by</p>	<p>as a reflective questionnaire, and with the guidance of the teacher, the learner...</p> <p>L.1. recognizes many television, radio, and web-based broadcasts/ announcements.</p> <p>L.2. recognizes information from spoken interactions spoken at normal speed.</p> <p>L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.</p>
--	---	---	---	---

<p>– Get anti-virus software.</p> <p>– Guard your personal information.</p> <p><u>Sequencing</u></p> <p>– First, go to the Apps store</p> <p>– Then, search for the app you want.</p> <p>– Next, tap to download</p> <p>– Finally, check the settings.</p> <p><u>Noun Phrases</u></p> <p>– <u>Mary</u> needs to know (math, science, logic, etc.) so he/she can _____.</p> <p>(job function)</p> <p>– (software engineers, systems analysts, web developers, graphic designers)</p> <p><u>First conditional</u></p>		<p>– Reinvent the wheel</p> <p>– Light years ahead</p> <p>– On the same wavelength</p> <p>– Leading edge</p> <p>– Bells and whistles</p> <p><u>Proverbs / Quotes</u></p> <p>– The future depends on what we do in the present. -- Mahatma Gandhi</p> <p>– Social and digital media is a bullet train, and that bullet train is not coming home. -- Howard Schultz</p>	<p>paraphrasing/ repeating information, asking questions and expressing one’s thoughts, responding to social conversations and expressing one’s thoughts, using combinations of summarizing sentence frames previously learned.</p> <p>Listening for the second time for confirming information by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, regarding positive attitudes and stories of successful people.</p> <p>Post-listening reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts.</p> <p>– self and co-assessment using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.</p> <p>Interpreting factual text and simple reports and clear, simple instructions with some visual support (e.g., how to use an app).</p> <p>Planning</p>	<p>Using technically designed instruments for co-assessment. And self-assessment, such as descriptive</p>
---	--	---	---	---



<p>– If I were you, I would be aware of (cyberbullying, identity theft, online predators, hacking, copyright infringement, plagiarism)</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p><u>Hot Apps</u> -Facebook, WhatsApp, Instagram, Twitter social apps interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts Skype, Messenger Viber, Spotify</p> <p><u>Danger Zones in a Digital World</u> – Virus, spam,</p>			<p>Pre-reading stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them.</p> <p>– Recognizing main ideas about factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas) and supporting details during.</p> <p>Reading for the first time by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, following simple instructions in texts or combinations of sentence frames previously learned to unlock the meaning of unknown words.</p> <p>– Manipulating English language word sounds by using prior knowledge in phonics during</p> <p>Pair/Group feedback for comprehension of vocabulary, self-questioning for comparing what he/ she understood</p> <p>Reading for the second time – Interpreting factual text and simple</p>	<p>scale, and with the guidance of the teacher, the learner...</p> <p>R.1. recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts</p> <p>R.3. interprets clear, simple instructions with some visual support (e.g., how to use an app).</p>
---	--	--	---	--




<p>– Risks of the digital world: cyber-bullying, identity theft, hacking, copyright infringement, plagiarism</p> <p><u>Tech Tools for Positive Change</u></p> <p>– Social network, website, sites, storyboard, Audacity, Google, Dropbox, YouTube Prezi, moviemaker,</p> <p><u>My Future is in My Hands</u></p> <p>– Technology to improve life not only within a career or profession</p> <p>– Software engineers, systems analysts, web developers, graphic designers</p> <p>– Instagram, Facebook,</p>			<p>reports, simple instructions with some visual support by summarizing, inferring main ideas of each paragraph, key word, explaining his/her own strategies for conveying meaning.</p> <p>Post-reading for reacting to the content of the text or for focusing on features/ language forms <i>and self and co assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction by starting, maintaining and closing a face-to-face with peer conversational exchange.</p> <p>Checking</p> <p>– comprehension of tasks given by the teacher.</p> <p>Planning</p> <p>– language structure and content needed for the task.</p> <p>Elaborating</p> <p>– starting, sustaining and closing a face-to-face conversational exchange with peers.</p> <p>Using</p> <p>– turn-taking tactics to complete the requirements of the task and ensure equal participation by all.</p> <p>Interacting</p> <p>– face-to-face conversational exchange</p>	<p>Using technically designed instruments for co-assessment., such as a learning log, and with the guidance of the teacher, the learner...</p> <p>SI.1. asks questions about procedures.</p> <p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p>
---	--	--	--	---

<p>Twitter, Snapchat</p>			<p>by asking questions about procedures, practicing and viewing similar scenes, (analyzing them in a whole group with teacher direction), taking notes for sentence patterns, modeled sentence frames for asking for clarification and confirmation, within small and then, whole group settings, finally performing interviews.</p> <p>Giving opinions, explanations and justifying points of view about hot apps, danger zones and tools for a positive digital world in our future.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation for giving opinions about hot apps, danger zones and tools for a positive digital world in our future supported by appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with clear pronunciation and speaking at a normal speed. <p>Giving opinions, explanations and</p>	<p>Using technically designed instruments for co and self-assessment, such as a checklist, and with the guidance of the teacher, the learner...</p> <p>SP.1. expresses opinions and asks for others' opinions about the digital world.</p> <p>SP.2. gives explanations and justifications on points of view, briefly.</p>
--------------------------	--	--	--	--

			<p>justifying</p> <ul style="list-style-type: none"> - points of view about hot apps, danger zones and tools for a positive digital world in our future, using sentence pattern structures to prepare spoken comments, viewing or reading dialogues using relevant functional language, analyzing them in a small/ whole group or with teacher direction. <p>Production of summaries of information of simple texts and expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing summaries of information and descriptions. - Drafting summaries of information by restating a main idea in a few words using simple sentences. - Drafting an expository paragraph which includes thesis statement (that states a position), main reasons (arguments), facts and examples (evidence), conclusion (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on 	<p>Using technically designed instruments for co and self-assessment, such as rubrics, and with the guidance of the teacher, the learner...</p> <p>W.1. summarizes simple text dealing with familiar subjects.</p> <p>W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.</p>
--	--	--	---	---

			<p>the one hand, Yet on the other hand...).</p> <ul style="list-style-type: none"> - Revising simple sentences, an opinion and descriptive paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), using commas: to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences., spelling and punctuation accurately in a pair-share activity. - Editing writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion after modeling and practice with relevant paragraph frames, individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out and responding and sharing:</p> <ul style="list-style-type: none"> - Own app, explaining what it will do, how it will work, what it will look like. - Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper. 	
--	--	--	---	--

Level 10th		Unit 6	
Scenario: What Comes Next?		Themes: <ol style="list-style-type: none"> 1. Pass or Fail? 2. College or Career? 3. Study Here or Abroad? 4. Getting By or Getting Ahead? 	
Enduring Understanding: Every day people are faced with choices - some big, some small - and the way people react to those choices shape their future.			
Essential Question: How do decisions we make today change our lives tomorrow?			
Linguistic Competencies		Goals	
		Learner can...	
Oral and Written Comprehension	 <p>Listening</p>	L.1. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. L.2. follow the main idea of audio text if the topic is familiar and the text can be replayed.	
	 <p>Reading</p>	R.1. understand factual text and simple reports on familiar topics (e.g., interviews). R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.3. use key words, diagrams, and illustrations to support reading comprehension. R.4. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.	

	 <p>Spoken Interaction</p>	<p>SI.1. interview others if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.</p> <p>SI.2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</p>
<p>Oral and Written Production</p>	 <p>Spoken Production</p>	<p>SP.1. describe personal goals and intentions.</p> <p>SP.2. express and ask for others’ opinions and needs on familiar subjects.</p> <p>SP.3. explain and justify points of view, assumptions, and future plans, briefly.</p>
	 <p>Writing</p>	<p>W.1. summarize simple text dealing with familiar subjects.</p> <p>W.2. write a report on an important personal experience (e.g., graduating from school, getting interviewed, and choosing a career) and check written summaries and reports to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 10 th			Unit 6	
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frames</u></p> <p><u>Past Tense</u></p> <ul style="list-style-type: none"> - I passed all my subjects but I failed to understand some things very well. - I want to be like my brother who went away to college. - I respected my friend's choice to study at INA and now he is a great mechanic. <p><u>Modals</u></p> <ul style="list-style-type: none"> - I might stay in my hometown, or go to San José to study. - You might schedule your interview in the 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing feelings, emotions, and attitudes about my goals for passing or failing. • Giving advice and suggestions about deciding to go to college or career. • Describing experiences, events and opinions about studying locally or abroad. • Stating obligation and necessity about getting by or getting ahead 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Being aware of own strengths and limitations. - Thinking critically about my own future for setting my goals. - Managing own emotions and self-control when interacting with others. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Being open to give and receive constructive feedback. - Showing interest and respect for 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Understanding information when people speak at normal speed on familiar topics and the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p>Planning</p>	<p>Using technically designed instruments for co</p>

<p>morning, or you could wait until the afternoon.</p> <ul style="list-style-type: none"> - You should ask yourself exactly what you want from a job or a career. - What could the speaker say in answer to the question? - Should you write about the paragraph you read? <p><u>Present continuous</u></p> <ul style="list-style-type: none"> - I'm doing my homework this evening. - I'm starting university in January. - We're planning to study in San José next year. - My teacher is thinking of taking a sabbatical year after next year. - As for now, I am 	<p>in the future.</p> <p><u>Discourse Markers</u></p> <p><u>Connecting words expressing cause and effect, contrast:</u></p> <ul style="list-style-type: none"> - On the other hand, I am going to work hard to reach my goals. - However, it will take lots of effort and sacrifices. <p><u>Initiating and closing a conversation</u></p> <p><u>Initiating</u></p> <ul style="list-style-type: none"> - Can I talk to you for a minute? - Excuse me, please. Do you have a minute? <p><u>Managing interaction</u></p> <p><u>Interrupting</u></p> <ul style="list-style-type: none"> - Sorry to interrupt you but ... - I have a question. - Could I interrupt here? 	<p>other's life and feelings with a non-judgmental attitude.</p> <p><u>Social Language samples</u></p> <ul style="list-style-type: none"> - A bright future - The near future - For the time being - In the near future... - Getting by/getting ahead. <p><u>Idioms</u></p> <ul style="list-style-type: none"> - The future's so bright, I gotta wear shades. - It's just around the corner. - Time flies. - Different strokes for different folks. - I've had a change of heart. - Hedge your bets 	<p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.</p> <p>Listening for the first time to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies.</p> <ul style="list-style-type: none"> - Recognizing when people speak at normal speed the main idea of audio text. <p>Pair/Group feedback: for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Extracting main idea of audio text if the topic is familiar and the text can be replayed.by paraphrasing/ repeating information, asking questions and expressing one's thoughts, responding to social conversations and expressing one's thoughts, using combinations of summarizing sentence frames previously learned. 	<p>and self-assessment, such as a checklist, and with the guidance of the teacher, the learner...</p> <p>L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.</p> <p>L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.</p>
--	---	--	---	---

<p>only focusing my attention on finishing my studies.</p> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> - You should shape up or you will have to drop out of school. - You need to find out what your choices are. - Don't give up your dreams. <p><u>Going to</u> <u>To talk about plans and intentions</u></p> <ul style="list-style-type: none"> - I'm <u>going to</u> have an interview next week. - He is <u>going to</u> move to the U.S. for an exchange program. <p><u>If clause</u></p> <ul style="list-style-type: none"> - We won't be able to get into the university <u>if</u> we 	<p><u>Closing</u></p> <ul style="list-style-type: none"> - It's been nice talking to you. See you later. - I'm sorry, I have to go now. - Must go. <p><u>Changing the topic</u></p> <ul style="list-style-type: none"> - Anyway..., by the way, there's something else I wanted to tell you... <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway..., anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... <p>So, as I was saying, Well...</p>	<p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - If you want to achieve greatness, stop asking for permission. -- Unknown Author - I've learned that making a 'living' is not the same thing as 'making a life'. -- Maya Angelou 	<p>Listening for the second time for confirming information by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, regarding positive attitudes and stories of successful people.</p> <p>Post-listening reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts.</p> <ul style="list-style-type: none"> - self and co-assessment using a variety of instruments (script-sound recognition, information gaps) for overall comprehension of the text. <p>Interpretation of factual text and simple reports on familiar topics, texts of various lengths as long as the words used are familiar.</p> <p>Planning</p> <p>Pre-reading stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual</p>	<p>Using technically designed instruments for co and self-</p>
--	---	--	--	---

<p>don't pass the bachillerato.</p> <ul style="list-style-type: none"> - <u>If</u> I graduate from high school, I will try to get a job soon. <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - I am a critical and business-oriented person. - I am math-oriented, so I'd like to study something related to that field. <p><u>Wh- questions</u></p> <ul style="list-style-type: none"> - What are your goals for the future? - What do you plan to do after graduating from high school? - Where would you like to study? - Which profession should I choose? 			<p>clues, listing possible difficulties and strategies for coping them.</p> <p>Reading for the first time by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, following simple instructions in texts or combinations of sentence frames previously learned to unlock the meaning of unknown words.</p> <ul style="list-style-type: none"> - Recognizing factual text and simple reports on familiar topics, key words, diagrams, and illustrations and texts of various lengths. - Manipulating English language word sounds by using prior knowledge in phonics, syllabification and word parts. <p>Pair/Group feedback for comprehension of vocabulary, self-questioning for comparing what he/ she understood.</p> <ul style="list-style-type: none"> - Interpreting factual text and simple reports and texts of various lengths as long as the words used are familiar and/or concern areas of student interest, supported by some visual support. <p>Reading for the second time by summarizing, inferring main ideas of each paragraph, key word, explaining his/her</p>	<p>assessment, such as a reflective log, and with the guidance of the teacher, the learner...</p> <p>R.1. recognizes factual text and simple reports on familiar topics.</p> <p>R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. uses texts of various lengths as long as the words used are familiar. Identifying relevant information and drawing conclusions.</p> <p>R.4. interprets texts of various lengths as long as the words used are familiar</p>
--	--	--	--	--

<p><u>Vocabulary</u></p> <p><u>Pass or Fail?</u> – Success, failure, choice, pass, fail,</p> <p><u>College or Career?</u> – College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent,</p> <p><u>Study Here or Abroad?</u> – Exchange program, academics, choose, decision making, goals.</p> <p><u>Getting by or Getting Ahead?</u> – Short- and long-term goals, getting by/ getting ahead, disciplined, down-</p>			<p>own strategies for conveying meaning.</p> <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms <i>and self and co-assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction: interviewing others by starting, maintaining and closing simple face-to-face conversation.</p> <p>Checking – comprehension of tasks given by the teacher.</p> <p>Planning – language structure and content needed for the task.</p> <p>Elaborating – simple face-to-face conversation by using combinations of previously learned relevant sentence frames, viewing interviews, deriving question types, practicing them in dialogues.</p> <p>Using – turn-taking tactics to complete the requirements of the task and ensure equal participation by all.</p> <p>Interacting – face-to-face conversation exchanges expressing feelings within small and</p>	<p>and/ or concern areas of student interest.</p> <p>Using technically designed instruments for co and self-assessment, such a questionnaire, and with the guidance of the teacher, the learner...</p> <p>SI.1. interviews</p>
---	--	--	--	--

<p>to-earth, hard-working, responsible, goal-oriented (business-; math-; music, etc.)</p>			<p>then whole group settings and finally performing interviews.</p> <p>Description of personal goals and intentions, expression and asking for others’ opinions and needs about personal plans for the future.</p> <p>Planning</p> <ul style="list-style-type: none"> – a presentation about decisions for the future by selecting the appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> – a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> – the presentation with clear pronunciation and speaking at a normal speed by describing personal goals, expressing and asking for others’ opinions and needs while viewing or reading dialogues using relevant functional language, analyzing them in a whole group with teacher direction, taking notes for sentence patterns and then, practicing asking and responding to peers in small groups. – Describing personal goals and 	<p>others if the questions have been prepared beforehand.</p> <p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p> <p>Using technically designed instruments for co and self-assessment, such as a checklist and with the guidance of the teacher, the learner...</p> <p>SP.1. describes personal goals and Intentions.</p>
---	--	--	--	---




			<p>intentions, expressing and asking for others’ opinions and needs about personal plans for the future by using future tense in complete sentences modeled on previously learned sentence frames while participating in a comprehensible manner with beginning fluency, providing appropriate responses to given formal and informal situations (though there may be pauses for self-correction), supported by illustrations within a small or whole group.</p> <p>Production of a summary of a text and a report based on real events/personal experience and, using accurate spelling and basic punctuation and grammar conventions.</p> <p>Production</p> <ul style="list-style-type: none"> – Pre-writing a summary of text and a report, using accurate spelling and basic punctuation and grammar conventions within a small group. – Drafting a summary of a text. – Drafting a report based on real events/personal experience which includes: a) a summary, b) background (which is optional and not always necessary), c) a body (main contents), 	<p>SP.2. expresses and asks for others’ opinions and needs.</p> <p>SP.3. explains and justifies points of view, assumptions, and future plans, briefly.</p> <p>Using technically</p>
--	--	--	--	---



			<p>the content may even include a simple, small chart or diagram. (When using headings and a list, it is more effective to write a short sentence or phrase to introduce the list) and d) recommendation or conclusion (use either one, depending on the subject/purpose of your report).</p> <ul style="list-style-type: none"> - Revising sentence frames, ideas, elements of the report, checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - Editing the report individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Essay about <i>future plans</i>. - A multi-step research Career Research: “<i>Planning my Future</i>”- Gallery Walk (learners explore different 	<p>designed instruments for co and self-assessment, such as rubrics, and with the guidance of the teacher, the learner...</p> <p>W.1. restates a main idea in a few words.</p> <p>W.2. writes a one-page report based on real events.</p>
--	--	--	---	--

			careers and professions they want to pursue, complete with educational requirements, salary and job opportunities)	
--	--	--	--	--

Level B1 Grade 11			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
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 (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., 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 beyond the classroom setting (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
<p>CEFR STANDARDS</p> <ul style="list-style-type: none"> Can note the main points of oral texts at a normal speed related to public (<i>transactional</i>) and vocational (<i>professional</i>) domains. <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> Can interact in conversations in order to share oral/written information (listening to speak/write). Can listen to different opinions or points of view of native speakers of 	<p>CEFR STANDARDS</p> <ul style="list-style-type: none"> Can manage more complex texts in the public (<i>transactional</i>) and vocational (<i>professional</i>) domains within transactional (job applications/situations, rental forms). Can apply strategies before, during and after reading a text in order to comprehend more accurately longer texts (narrative, expository). <p>INTEGRATION OF</p>	<p>CEFR STANDARDS</p> <ul style="list-style-type: none"> Can maintain interactions related to public (<i>transactional</i>) and vocational (<i>professional</i>) domains with emerging fluency while still relying on practiced language patterns. Can ask for clarification, check for comprehension in less predictable situations. Can explain a problem and propose a solution. Can handle routines and familiar topics with 	<p>CEFR STANDARDS</p> <ul style="list-style-type: none"> Can write longer texts with more varied sentence structures and a wider range of vocabulary through a series of connected paragraphs within expository (advertisement, resume, speech), narrative (biography, personal travelogue) and transactional (question and answer interview) genres. Sentences connect with each other in a more cohesive manner. <p>INTEGRATION OF LANGUAGE</p>

<p>English in order to express argumentations (listening to speak).</p>	<p>LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can extract specific information in short media reports, straightforward factual and printed texts to share inferences (reading to write/speak). • Can interpret passages for explaining own strategies to convey meaning about controversial issues (reading to speak/write). 	<p>spontaneous utterances.</p> <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can rehearse presentations supported by notes and illustrations and peer feedback (writing to read/speak). • Can express arguments/opinions when exchanging interactions (listening to speak). • Can interact in long conversations with peers and others about controversial issues using interaction and production strategies (listening to speak). 	<p>SKILLS</p> <ul style="list-style-type: none"> • Can organize thoughts and opinions expressed by group participants for writing persuasive paragraphs (listening to write). • Can write about on-line or printed controversial issues for presenting meaningful information to audiences, e.g. Impromptu speech (reading to write/speak).
---	---	--	--

Level 11th		Unit 1
Scenario: Recipes for success		Themes <ol style="list-style-type: none"> 1. Ingredients for Healthy Living 2. Add a Pinch of a Positive Attitude 3. Follow the recipe: A Plan for success 4. Give me a Taste: Stories of Successful People
Enduring Understanding: A positive attitude and a healthy life style help people to be successful in life.		
Essential Question: What is successful living?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people. L.2. understand the important details in a relatively long conversation that is overheard regarding positive attitudes and stories of successful people.
	 Reading	R.1. understand the main conclusions from straightforward, factual texts on subjects like, healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily. R.2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of successful people (e.g., magazines, brochures, information on the Internet).
Oral and Written Production	 Spoken Interaction	SI.1. give and ask personal opinions in an informal discussion with friends, agreeing and disagreeing politely regarding healthy living, positive attitudes, plans for success, and stories of successful people. SI.2. start, maintain and close simple face-to-face conversations on about healthy living, positive attitudes, plans for success, and stories of successful people.

	 <p>Spoken Production</p>	<p>SP.1. express feelings about healthy living, positive attitudes, plans for success, and stories of successful people and explain why I felt that way.</p> <p>SP.2. express arguments about healthy living, positive attitudes, plans for success, and stories of successful people well enough to be followed without difficulty most of the time.</p>
	 <p>Writing</p>	<p>W.1. write his/her reflective letter (“dear me...”) about own healthy living, attitudes and plans for a successful future.</p> <p>W.2. write an expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people, comparing and contrasting different opinions on the topic and check written paragraphs or letters to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 11 th			Unit 1	
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>2nd conditional if + past simple, would/could + infinitive</u></p> <ul style="list-style-type: none"> - What would you do if you run low of water and fresh food? - If I were a couch potato, I would <p><u>future continuous will be + present participle</u></p> <ul style="list-style-type: none"> - Kristen will be arriving soon in order to help with the community event - Will you be joining the organization 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Expressing opinions, agreement and disagreement about healthy habits. • Describing experiences and events about having a positive attitude in everything. • Describing future plans to become successful. • Describing past experiences of successful people <p><u>Discourse Markers</u></p> <p>Linkers: sequential – past time (later)</p> <ul style="list-style-type: none"> - He finished his 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Working on my own strengths and limitations. - Being flexible and open to changes to reach success in many areas of life. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Supporting classmates to reach goals together. - Promoting healthy habits for improving my family and classmates lives. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Couch potato - Fitness freak 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Distinguishing the main point and the important details of audio recordings and relatively long conversations regarding positive attitudes and stories of successful people.</p>	<p>Using technically designed instruments for co and self-assessment, such as a learning log, and with the guidance of the teacher, the</p>

<p>of the festival?</p> <p>Modals: <u>should have, might have, etc.</u></p> <ul style="list-style-type: none"> - You should go on a diet - You might plan your future <p>Phrasal verbs, <u>extended.</u></p> <ul style="list-style-type: none"> - Get ahead - In order to get ahead at work, she is working long hours and volunteering for many projects. - Draw up <p><u>Vocabulary</u></p> <p><u>Healthy living</u></p> <ul style="list-style-type: none"> - exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions diet, effect 	<p>letter of intent and then went out for a while. Later, he looked at it again to see if he had missed anything important. After that, he changed some things he'd written before. Finally, he placed it in his portfolio.</p> <p>Connecting words expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> - On the other hand, we could study for the test and then go out. - However, this depends on your attitude towards life challenges. <p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> - Yes, I suppose so. - I know how you feel - You know, I don't like her either. 	<p><u>Idioms</u></p> <ul style="list-style-type: none"> - In the bag <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Success is a journey not a destination. -- Unknown Author - Better late than never. -- Unknown Author 	<p>Planning</p> <p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them.</p> <p>Listening for the first time: to audio recordings, videos or conversations, supported by images, by underlining/circling words or phrases, responding to questions, or following multiple step directions, instructions, and procedures.</p> <ul style="list-style-type: none"> - Distinguishing main points and the important details of audio recordings by using previously learned language, connections and strategies, <p>Pair/Group feedback: for comparing what he/she understood, sharing one's views on facts, ideas, and/or events and, and explaining his/her own strategies for conveying meaning and checking understanding,</p> <ul style="list-style-type: none"> - Distinguishing important details in a relatively long conversation that is overheard <p>Listening for the second time: for</p>	<p>learner...</p> <p>L.1. distinguishes the main points and the important details of audio recordings.</p> <p>L.2. distinguishes the important details in a relatively long conversation.</p>
--	---	--	--	--

<p>education, fitness flexibility gain improvement</p> <p><u>Positive attitude</u></p> <ul style="list-style-type: none"> - helping out friends, role models, cooperate with the community activities and events, adaptable affectionate brave, bright broad-minded calm, determined emotional energetic friendly, optimistic passionate polite, reliable <p><u>Follow the recipe: a plan for success</u></p> <ul style="list-style-type: none"> - Perseverance, determination, humility, goal setting, planning, goals, objectives, reflective, smart 			<p>confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned,</p> <p>Post-listening: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts and self and co-assessment using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.</p> <p>Interpretation of main conclusions and specific information in straightforward, factual texts about healthy living, positive attitudes, plans for success and stories of successful people.</p> <p>Planning</p> <p>Pre-reading: stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them.</p>	<p>Using technically designed instruments for co and self-assessment, such as anecdotal report and with the guidance of the teacher, the learner...</p> <p>R.1. interprets the main conclusions from straightforward, factual texts.</p> <p>R.2. extracts specific information in straightforward printed text.</p>
--	--	--	---	--

<p>plan, fight, persistent determined stubborn, tireless, untiring</p> <p><u>Give me a taste:</u> <u>Stories of successful</u> <u>people</u></p> <ul style="list-style-type: none"> - Hard-working, trained outdoor, fitness family, friends open minded, healthy, wise 			<p>Reading for the first time: by answering literal questions about text. (e.g., who, what, when, where, why, which, and how) and locating information for a specific purpose that is relevant, irrelevant, or missing in functional text. (e.g., illustrations, diagram, sequence, signal words) supported with visuals.</p> <ul style="list-style-type: none"> - Recognizing the main conclusions from straightforward, factual texts about healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily by looking at the text together and discussing ideas and using prompt questions, <p>Pair/Group feedback: for comprehension of vocabulary, self-questioning (on what he/she understood for comparing what he/she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Interpreting main conclusions from straightforward, factual texts about healthy living, positive attitudes, plans for success, and stories of successful people. <p>Reading for the second time: by answering yes/no questions and summarizing, inferring main ideas of each paragraph.</p>	<p>Using technically designed instruments for co and self-assessment., such as checklist, and with the guidance of the teacher, the learner...</p> <p>SI.1. gives and asks personal opinions in an informal discussion.</p> <p>SI.2. starts, maintains and closes simple face-to-face conversation.</p>
--	--	--	---	--

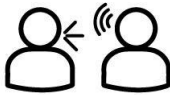


			<ul style="list-style-type: none"> - Extracting specific information in straightforward printed text <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms self and co assessment applying what was read to other situations using a variety of instruments for overall comprehension of the text.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction giving and asking personal opinions and starting, maintaining and closing simple face-to-face conversations and informal discussions about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using combinations of previously learned relevant sentence frames for cause and effect supported with physical or online resources. <p>Elaborating</p> <ul style="list-style-type: none"> - simple face-to-face conversations and 	<p>Using technically designed instruments for co and self-assessment., such as a rubric, and with the guidance of the teacher, the learner...</p> <p>SP.1. expresses feelings about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.</p>
--	--	--	---	---



			<p>informal discussions including asking for help and giving help by using combinations of previously learned relevant sentence frames with social courtesies for interrupting, changing topic, resuming or continuing an interaction.</p> <ul style="list-style-type: none"> - Using turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - by giving and asking personal opinions and starting, maintaining and closing simple face-to-face conversations and informal discussions about healthy living, positive attitudes, plans for success, and stories of successful people within a small or whole group. Finally performing interviews. <p>Description of feelings and arguments about healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation about healthy living, positive attitudes, plans for success and stories of successful people by selecting the appropriate resources to be used small groups. 	<p>Using technically designed instruments for co-assessment. and with the guidance of the teacher, the learner...</p> <p>W.1. writes his/her reflective letter ("dear me...") about own healthy living, attitudes and plans for a successful future.</p> <p>W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.</p>
--	--	--	---	--

			<p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> - feelings and arguments about healthy living, positive attitudes, plans for success, and stories of successful people by participating in individual presentations while using sentence frames and illustrations. <p>Production of reflective letter and expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing: a reflective letter and a detailed description about healthy living, positive attitudes, plans for success, and stories of successful people within a small or whole group by writing a text containing supporting arguments with evidence. - Drafting: an expository paragraph using first a graphic organizer to suit the 	
--	--	--	---	--

			<p>purpose of the interaction or presentation including a topic sentence (what you are writing about), supporting sentences (logical sequence of steps), concluding sentence (an emphasis on the final product or process desired)</p> <ul style="list-style-type: none"> - Drafting: a reflective letter including heading (address, date, and greeting), the body and closing (the ending and the signature). - Revising: reflective letters and expository paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - Editing reflective letter and expository paragraph individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p>	
--	--	--	---	--

			<ul style="list-style-type: none">- "A Life Project" Essay- A "Memory Box Treasure writing mini project.	
--	--	--	---	--

Level 11 th		Unit 2
Scenario: From the Wheel to the Drone		Themes: 1. Inventions that Have Changed our Lives 2. Living in a Tech World 3. Safety First 4. The Next Wave of Innovations
Enduring Understanding: Technology requires responsible users for an effective ethical response.		
Essential Question: How can technology make us closer or further apart?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	L.1. understand detailed oral instructions when supported by visuals such as textbook illustrations regarding technology. L.2. understand the main points of stories and other text read aloud in the classroom related to inventions, living in a tech world, safety, and the next wave of innovations.
	 Reading	R.1. follow simple instructions, for example for a video or computer game, using familiar type of technological devices, using social networks, and creating electronic accounts (e.g. Facebook, Twitter, Instagram, etc.). R.2. understand relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological advance.
Oral and Written Production	 Spoken Interaction	SI.1. participate in relatively lengthy conversations with peers on subjects of common interest such as technology, safety, and technological innovations. SI.2. express opinions and make suggestions about inventions, living in a tech world, safety, and the next wave of innovations while actively participating in group work.

	 <p>Spoken Production</p>	<p>SP.1. describe inventions, living in a tech world and the next wave of innovations, in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</p> <p>SP.2. explain how internet is used in a safe way.</p>
	 <p>Writing</p>	<p>W.1. write short detailed descriptions about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions).</p> <p>W.2. write an expository essay about safety while working on line and check written paragraphs or descriptions to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 11 th			Unit 2	
Learn to do	Learn to be and Live in Community	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Broader range of intensifiers (too, enough).</u></p> <ul style="list-style-type: none"> - The use of technology will be too important for future generation. - Banning commercial drones won't be enough to avoid aviation incidents <p><u>Comparative and superlative adjectives</u></p> <p>Technology makes life much easier for all of us and more comfortable to develop activities in fewer time.</p> <p>The solar furnace is one of the most powerful ways of generating the highest heat by using mirrors</p> <p><u>3rd conditional</u> <u>if + past perfect +</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing inventions that have changed people's lives. • Expressing opinions, agreeing and disagreeing about living in a Tech world. • Describing measures to take into account to surf the web safely. • Managing interaction (interrupting, changing topic, resuming and continuing) in interviews about the next wave of innovations. <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Engaging in true face-to-face communication and quality moments over digital means. - Valuing economic, sociocultural and ethical implication when using the latest tech innovations. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Valuing using conventional ways to communicate with others. - Demonstrating disposition to help each other' within 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extracting detailed oral instructions and the main points of stories and other texts.</p> <p>Planning</p>	<p>Using technically designed instruments for co and self-assessment, such as an anecdotal report and with the</p>

<p>conditional perfect. If I had built a time travel machine, I would have been around the world in seconds</p> <p><u>Will and going to for prediction</u></p> <ul style="list-style-type: none"> - I won't use on line dating sites because I like romantic, traditional and formal dating. <p>In the future, the transportation is going to be better</p> <p><u>Both, either, neither</u></p> <ul style="list-style-type: none"> - Both, the internet and the wheel are considered two of the most revolutionary invention of all. - In a near future, neither gasoline nor wires will be used. <p>Either gas or solar energy will be too important for housing electricity</p> <p><u>Vocabulary</u></p>	<p>Linkers: sequential – past time (later) He finished the e-mail and then went out for a while. Later, he looked at it again, to see if he had missed anything important. After that, he changed the text a little. Finally, he spellchecked it and send it.</p> <p>Connecting words expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> - On the other hand, we could buy a flash memory and some ink for the printer. - However, this depends on the budget you have to get a new tablet. <p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> - Right - Really? - Well, anyway - Oh I know. - Yes, I supposed so. - I know how you feel 	<p>collaborative environments while working with technology.</p> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Screenager - Game designers - Cybercast <p><u>Idioms</u></p> <ul style="list-style-type: none"> - All-singing, all-dancing ~Silver-surfer <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - The real problem is not whether machines think but whether men do. ~B.F. Skinner - You must do the thing you think you cannot do. 	<p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them.</p> <ul style="list-style-type: none"> - Distinguishing detailed oral instructions when supported by visuals such as textbook illustrations regarding technology by paraphrasing, using combinations of summarizing sentence frames previously learned <p>Listening for the first time: to audio recordings, videos or conversations, by underlining/ circling words or phrases, responding to questions, or following multiple step directions, instructions, and procedures</p> <p>Pair/Group feedback: for comparing what he/she understood, sharing one's views on facts, ideas, and/or events and, and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Extracting the main points and detailed oral instructions of stories and other text read aloud in the classroom related to inventions, living in a tech world, safety, and the next wave of innovations. <p>Listening for the second time: for</p>	<p>guidance of the teacher, the learner...</p> <p>L.1.distinguishes detailed oral instructions when supported by visuals.</p> <p>L.2. extracts the main points of stories and other text read aloud in the classroom.</p>
---	--	---	---	--

<p><u>Inventions that Have Changed our Lives</u></p> <ul style="list-style-type: none"> - Internet Smartphones Tablets, Video games PSP, Social Network Facebook, Twitter Instagram, Snapchat Upload, Download Share, Like Comment, Cyber Bullying <p><u>Living in a Tech World</u></p> <ul style="list-style-type: none"> - Pros and cons when you are on line (ethics, internet usage, privacy, cyberbullying, Human relationships versus technology, addictions and dependency, dating, social networks, etc.) - Facebooking Googling To tweet, Update Best technology to be wise users To be responsible Safety, Risk Information Selfies <p><u>Safety First</u></p> <ul style="list-style-type: none"> - Be careful 	<ul style="list-style-type: none"> - You know, I don't like her either. 	<p>~Eleanor Roosevelt</p>	<p>confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned,</p> <p>Post-listening: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts and self and co-assessment using a variety of instruments (script-sound recognition, information gaps) for overall comprehension of the text</p> <p>Interpretation of simple instructions and relations between main ideas and supporting ideas in topical articles and reports.</p> <p>Planning</p> <p>Pre-reading: stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them.</p> <ul style="list-style-type: none"> - Distinguishing simple instructions, for example for a video or computer game, 	<p>Using technically designed instruments for co and self-assessment. such as a reflective questionnaire, and with the guidance of the teacher, the learner...</p> <p>R.1. follows simple instructions.</p> <p>R.2. interprets relations between main ideas and supporting ideas in topical articles and reports</p>
--	--	---------------------------	--	---



<p>Don't share ... Respect Advice To denounce To report To communicate Don't expose Be smart</p> <p><u>The Next Wave of Innovations</u></p> <ul style="list-style-type: none"> - Robots Hologram Space traveling Electric motors Space ships 			<p>using familiar type of technological devices, and social networks by following multiple step directions, instructions, and procedures which include prepositional phrases,</p> <p>Reading for the first time: by answering literal, predictive, evaluative, and/ or personal response questions about text, underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts.</p> <ul style="list-style-type: none"> - Interpreting relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological advance. <p>Reading for the second time: by answering literal, predictive, evaluative, and/ or personal response questions about text and formulating, clarifying and confirming predictions about text for accuracy.</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms and self and co-assessment applying what was read to other situations using a variety of instruments for overall comprehension of the text.</p>	<p>Using technically designed instruments for co and self-assessment, such as a descriptive scale, and with the guidance of the teacher, the learner...</p> <p>SI.1. talks lengthy</p>
---	--	--	---	--




			<p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction with lengthy conversations expressing opinions and making suggestions about inventions, living in a tech world, safety, and the next wave of innovations, in group or peer work.</p> <p>Checking - comprehension of tasks given by the teacher.</p> <p>Planning - language structure and content needed for the task by using linking words for time sequence and using combinations of previously learned relevant sentence frames.</p> <p>Elaborating - lengthy conversations including asking for help and giving help by viewing, practicing and performing sentence structures for asking elaboration questions and open ended questions.</p> <p>Using - turn-taking tactics to complete the requirements of the task and ensure equal participation by all.</p> <p>Interacting - with lengthy conversations expressing opinions and making suggestions about inventions, living in a tech world, safety, and the next wave of innovations, in</p>	<p>conversations with peers on subjects of common interest.</p> <p>SI.2. expresses opinions/makes suggestions while actively participating in group work.</p> <p>Using technically designed instruments for co-assessment. and with the guidance of the teacher, the learner...</p> <p>SP.1. describes inventions, living in a tech world</p>
--	--	--	--	--

			<p>group or peer work within a small or whole group. Finally performing interviews.</p> <p>Explanation of inventions, living in a tech world and the next wave of innovations and explanation how internet is used in a safe way.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation about inventions, living in a tech world and the next wave of innovations and how internet is used in a safe way by selecting the appropriate resources to be used small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Describing</p> <ul style="list-style-type: none"> - inventions, living in a tech world and the next wave of innovations though there may be pauses for self-correction by participating in a comprehensible and fairly fluent manner pair presentations supported by sentence frames and illustrations. <p>Explaining</p>	<p>and the next wave of innovations in a comprehensible and fairly fluent manner</p> <p>SP.2. explains how internet is used in a safe way.</p> <p>Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner...</p> <p>W.1. writes short detailed descriptions about objects of interest explaining the advantages and disadvantages</p>
--	--	--	--	---

			<ul style="list-style-type: none"> - how internet is used in a safe and ethically responsible way. <p>Production of short detailed descriptions and expository essays about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions)</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing of short detailed descriptions and expository essays within a small or whole group by writing a text containing supporting arguments with evidence. - Drafting short detailed descriptions by writing a text that states a position/claim and supports arguments with evidence. - Drafting expository essays by including an introduction with a thesis statement, body paragraphs with supporting details, and a conclusion and using variations of sentence frames previously learned along with signal words to convey thoughts in a connected manner. - Revising short detailed descriptions and expository essays by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, 	<p>involved.</p> <p>W.2. writes expository essays.</p>
--	--	--	--	---

			<p>using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity.</p> <ul style="list-style-type: none"> - Editing short detailed descriptions and expository essays individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Reflective snapshots about technology. - Reflective video clips about technology in everyday life (ethical use). 	
--	--	--	--	--

Level 11 th		Unit 3
Scenario: The Earth–Our Gift and Our Responsibility		Themes: 1. Natural Disasters-Is Nature Against us? 2. What’s the Problem? 3. A Helping Hand 4. Who is Doing What?
Enduring Understanding: Responsible, sustainable and proactive actions have an impact and can postively transform the environment.		
Essential Question: What are the consequences of our positive actions on changing the environment?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. understand main ideas/concepts and key points/details of clear standard spech on familiar, everyday subjects related to natural disasters, environmental problems, helping nature, and nonprofit and NGOs. L.2. understand specific details in clear and organized classroom talks and presentations provided there is some prior knowledge of the topics: natural disasters, environmental problems, helping nature, and nonprofit and NGOs. L.3. understand the gist of TV programs on topics of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs when people speak clearly.
	 Reading	R.1. understand main idea and supporting details in straightforward factual texts regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, well enough to talk about them afterwards. R.2. understand most words in narrative and expository text, and extract the key ideas from those texts.
		SI.1. express feelings and explain the reasons for them in regards to natural disasters, environmental problems, helping nature, and nonprofit and NGOs clearly.

Oral and Written Production	 Spoken Interaction	<p>S.2. start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p>
	 Spoken Production	<p>SP.1. make announcements using simple words and phrasing about natural disasters, possible solutions, and organizations.</p> <p>SP.2. speak in a comprehensible and fairly fluent manner using a large number of different words and expressions regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, though there may be pauses for self-correction.</p>
	 Writing	<p>W.1. write in simple sentences, an opinion on controversial issues provided regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, related to the issue under examination.</p> <p>W.2. write a persuasive paragraph regarding environmental problems and helping nature and check written paragraphs, sentences, and opinions to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).</p>

Level: 11 th			Unit 3	
Learn to do	Learn to be and Live in Community	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Wh- in the past</u></p> <ul style="list-style-type: none"> - What happened in December 26 014 in Thailand? - When did the ozone layer problem start? - Where did hurricane Katrina hit the USA? <p><u>Modals: must/can't /have to for deduction</u></p> <ul style="list-style-type: none"> - We must take care of our environment, if we want to preserve life for the future generations. - We can't deny 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Talking about natural disasters. • Describing feelings, emotions and attitudes about environmental problems worldwide. • Initiating and closing conversations about possible solutions to help the environment. • Talk about Nonprofit and NGOs that help environment. <p><u>Discourse Markers</u></p> <p><u>Linkers: sequential – past time (later)</u></p> <ul style="list-style-type: none"> - They finished 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Engaging in setting own goals towards healthy and sustainable environment. - Engaging in own true actions to protect the environment. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Reflecting on local environmental needs for finding solution. - Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life. <p><u>Idioms</u></p> <ul style="list-style-type: none"> - sail close to the wind - at stake <p>Proverbs or Quotes</p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extracting ideas/concepts and key points/ specific details, and the gist in clear standard speech, organized classroom talks and presentations and TV programs.</p> <p>Planning</p>	<p>Using technically designed instruments for co and self-assessment, such as a learning log, and with the guidance of the teacher, the learner...</p> <p>L.1. paraphrases main</p>

<p>the importance of technology to help the environment</p> <ul style="list-style-type: none"> - People have to be environmentally responsible to save the planet. <p><u>Past continuous</u> Be past + gerund</p> <ul style="list-style-type: none"> - ONU was talking about the importance of emergency issues worldwide. <p><u>Simple past</u></p> <ul style="list-style-type: none"> - NGO's proposed different solutions to stop animal extinction. <p><u>Vocabulary</u></p> <p><u>Natural Disasters</u> -- Is Nature</p>	<p>picking up the garbage from the beach then they started to classify it. Later, they put it in big plastic bags, to take it for recycling.</p> <ul style="list-style-type: none"> - After that, they put all the garbage bags into a truck. - Finally, the garbage was taken to a recycling place. <p><u>Connecting words expressing cause and effect, contrast, etc.:</u></p> <ul style="list-style-type: none"> - Consequently, because of, Due to, In spite of, Despite, Although - On the other hand, we could make a recycling campaign at school. - However, people still throw garbage to the rivers. <p><u>Markers to structure informal spoken discourse</u></p> <ul style="list-style-type: none"> - Oh I know. - Yes, I supposed so. - I know how you feel 	<ul style="list-style-type: none"> - A recipe for disaster - No quick fix - A race against time - Ripple effect - To sweep something under the carpet <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - We won't have a society if we destroy the environment. -- Margaret Mead 	<p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them.</p> <ul style="list-style-type: none"> - Recognizing main ideas/ concepts, and key points, about natural disasters, environmental problems, helping nature, and nonprofit and NGOs by paraphrasing, using combinations of summarizing sentence frames previously learned, <p>Listening for the first time: to audio recordings, videos or conversations, supported by images, by underlining/ circling words or phrases, responding to questions, or following multiple step directions, instructions, and procedures,</p> <p>Pair/Group feedback: for comparing what he/she understood, sharing one's views on facts, ideas, and/or events and, and explaining his/her own strategies for conveying meaning and checking understanding.</p> <ul style="list-style-type: none"> - Extracting specific details and getting the gist of TV programs on topics of personal interest regarding natural disasters, environmental problems, 	<p>ideas/ concepts and key points.</p> <p>L.2. extracts specific details and getting the gist.</p> <p>L.3. extracts the gist of TV programs.</p>
--	---	--	--	--

<p><u>Against us?</u> -- Atmosphere, Biodegradable, materials, chemicals, spoiled, destroyed, Deforestation Depletion Erosion Hurricane Twister Flooding Earthquake Drought Land Sliding</p> <p><u>What's the Problem?</u></p> <p>– Catastrophe destruction, suffering, death, Contaminate –dirty, harmful chemicals, poison, Deforestation Overcrowded cities Greed Fossil fuels exploitation Over production of</p>	<p>– You know, I don't like it either.</p>		<p>helping nature, and nonprofit and NGOs when people speak clearly, supported by images,</p> <p>Listening for the second time: for confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned,</p> <p>Post-listening: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts, self and co-assessment using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.</p> <p>Interpretation of main ideas and supporting details in straightforward factual texts and most words in narrative and expository texts regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p> <p>Planning</p> <p>Pre-reading: stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information</p>	<p>Using technically designed instruments for co- and self-assessment, such as an anecdotal report, and with the guidance of the teacher, the learner...</p> <p>R.1. summarizes main idea and supporting details.</p> <p>R.2. interprets most words in narrative and expository texts.</p>
---	--	--	---	---





<p>Consumerism Global warming Ozone layer depletion Acid rain Aerosol Animal welfare Carbon monoxide</p> <p><u>A helping Hand (possible solutions)</u></p> <ul style="list-style-type: none"> - Conservation, protection, prevent <p>Environmenta l group Green issues Pressure group Recycle Reuse Reduce Safe Environmenta lly aware Green energies</p> <p><u>Who is Doing What?</u></p> <ul style="list-style-type: none"> - NGOs- Nonprofit 			<p>and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them.</p> <ul style="list-style-type: none"> - Differentiating main idea and supporting details in straightforward factual texts by summarizing them. <p>Reading for the first time: texts by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts</p> <p>Pair/Group feedback: for comprehension of vocabulary, self-questioning (on what he/she understood, summarizing, inferring main ideas of each paragraph, key words) and explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time: by answering yes/no questions, using combinations of sentence frames previously learned and context to unlock the meaning of unknown words.</p> <ul style="list-style-type: none"> - Interpreting most words in narrative and expository text, and extracting the key ideas from those texts <p>Post-reading: for reacting to the content of the text or for focusing on features/ language</p>	<p>Using technically designed instruments for co- and self-assessment. Such as a reflective journal, and with the guidance of the teacher, the learner...</p> <p>SI.1. expresses feelings and explains the reasons for them in simple face-to-face conversation.</p>
---	--	--	---	--


<p>Natural disasters, aid response, Humanitarian, economic consequence volunteering Nonprofit and NGOs (Greenpeace, EWS-WWF, ocean pollution control org</p>			<p>forms <i>and self and co assessment.</i></p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction by starting, maintaining and closing simple face-to-face conversation and express feelings and explain the reasons for them regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task. <p>Elaborating</p> <ul style="list-style-type: none"> - simple face-to-face conversation to express feelings and explain the reasons for them including asking for help and giving help by using combinations of previously learned relevant sentence frames. (e.g., I feel upset about; I'm sorry to tell you). <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - face-to-face express feelings and explain the reasons for them, within small and 	<p>S.2. starts, maintains and closes simple face-to-face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p> <p>Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner...</p> <p>SP.1. makes announcements using simple words and phrasing in a presentation.</p> <p>SP.2. speaks in a comprehensible and fairly fluent manner using a</p>
--	--	--	--	--

			<p>then whole group settings. Finally performing interviews.</p> <p>Description of natural disasters, environmental problems, helping nature, and nonprofit NGOs and announcements.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation about natural disasters, environmental problems, helping nature, and nonprofit NGOs by selecting the appropriate resources to be used small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with clear pronunciation and speaking at a normal speed. <p>Describing</p> <ul style="list-style-type: none"> - making announcements about natural disasters, environmental problems, helping nature, and nonprofit by participating in a comprehensible manner with beginning fluency, providing appropriate responses to given formal and informal situations, though there may be pauses for self-correction supported by sentence frames and illustrations. 	<p>large number of different words and expressions.</p> <p>Using technically designed instruments for co- and self-assessment. Such as rubrics, and with the guidance of the teacher, the learner...</p> <p>W.1. writes in simple sentences, an opinion on controversial issues.</p> <p>W.2. writes a persuasive paragraph regarding environmental problems and helping nature.</p>
--	--	--	--	--

			<p>Production of simple sentences, an opinion and persuasive paragraphs on controversial issues regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, related to the issue under examination.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing: simple sentences, an opinion and persuasive paragraphs within a small group. - Drafting: short opinions by writing a text that states a position. - Drafting: a persuasive paragraph which includes thesis statement (that states a position/claim) main reasons (arguments), facts and examples (evidence) conclusion (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand...). - Revising: simple sentences, an opinion and persuasive paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete 	
--	--	--	--	--

			<p>ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity.</p> <ul style="list-style-type: none"> - Editing: simple sentences, an opinion and persuasive paragraphs individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Environmental art and craft supporting ecology project for the high school or community. - A proposal of own nonprofit organization and NGO (in pro of an environmental issue). 	
--	--	--	--	--

Level 11 th		Unit 4
Scenario: Get Ready. Get set. Go!		Themes: <ol style="list-style-type: none"> 1. Get ready: Take a Look at your Dreams and Fears 2. Get Set: College or Career? 3. Surviving or Thriving? 4. Go! The Future is Now
Enduring Understanding: Decisions can have positive and negative consequences in the future.		
Essential Question: How can decisions define my future?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. understand the main point and the important details of audio recordings, provided standard language is used and the topic is one of interest. L.2. understand the main points in a relatively long conversation that is overheard.
	 Reading	R.1. read short media reports on familiar events. R.2. distinguish between different text purposes (to inform, to argue a point, etc.). R.3. understand most words in narrative and expository text, and extract the key ideas from those texts.
Oral and Written Production	 Spoken Interaction	SI.1. speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. SI.2. participate in group work, expressing opinions and making suggestions actively.
	 Spoken Production	SP.1. express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on the value of developing soft skills). SP.2. present an argument clearly enough to be understood most of the time.

	 <p>Writing</p>	<p>W.1. list the advantages and disadvantages of things which are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events).</p> <p>W.2. write a descriptive paragraph about universities, majors or soft skills and check written paragraphs or lists to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).</p>
--	--	---

Level: 11 th		Unit 4		
Learn to do	Learn to be and Live in Community	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Adverb</u></p> <ul style="list-style-type: none"> – My Professor of literature tells stories well. – In this University you hardly have to work. It's easy. <p><u>Modals: might, may, probably</u></p> <ul style="list-style-type: none"> – We may go to college next year. – We might not have time off during test evaluation week. <p><u>Future continuous</u> <u>Will+ be+ gerund</u></p> <ul style="list-style-type: none"> – Alex will be arriving later today. He should be punctual to 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Describing dreams and fears about the future. • Talking about college or career decisions. • Describing soft skills needed to be successful in working life. • Initiating and closing conversations about future plans regarding jobs and studies. <p><u>Discourse Markers</u></p> <p>Linkers: sequential – past</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Making decisions that benefit my future. – Managing soft skills at different scenarios. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Respecting everyone's choices regarding their future. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Having a part time job <p><u>Idioms</u></p> <ul style="list-style-type: none"> – Pull your weight – Office politics – Call the shots – Move up the 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. – Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extracting the main points and the important details of audio recordings and relatively long conversations about dreams, fears, college or career, soft skills and future.</p> <p>Planning</p> <p>Pre-listening by motivating, contextualizing,</p>	<p>Using technically designed instruments for co and self-assessment. Such as learning logs, and with the guidance of the teacher, the</p>

<p>keep his job.</p> <p><u>complex questions tags</u></p> <ul style="list-style-type: none"> - This job is interesting, isn't it? - This enterprise doesn't offer social security insurance, does it? <p><u>Embedded Questions</u></p> <ul style="list-style-type: none"> - Main question / statement + interrogative+ subject + verb + object / complement <p>Do you know when I can apply for the job?</p> <p><u>Vocabulary</u></p> <p><u>Get ready: Take a Look at your Dreams and Fears</u></p> <ul style="list-style-type: none"> - college high school Teachers 	<p>time (later)</p> <ul style="list-style-type: none"> - He finished filling out the university applications then he checked them. - Later, he looked at them again, to see if he had missed anything important. - After that, he decided to mail them. - Finally, he waited for university's answer. <p>Connecting words expressing cause and effect, contrast, etc.:</p> <ul style="list-style-type: none"> - On the other hand, we take a course to sharpen our soft skills. - However, the university offers new majors. 	<p>ranks.</p> <ul style="list-style-type: none"> - Breathing down my neck <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Communication –the human connection-is the key to personal and career success. -- Paul J. Meyer - What is the recipe for successful achievement? To my mind there are just four essential ingredients; Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team. -- Benjamin Franklin Fairless 	<p>preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them.</p> <p>Listening for the first time: to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies.</p> <ul style="list-style-type: none"> - Distinguishing the main point and the important details of audio recordings and relatively long conversations. <p>Pair/Group feedback: for comparing what he/she understood, explaining his/her own strategies for conveying meaning and checking understanding and confirming information.</p> <ul style="list-style-type: none"> - Extracting the main point and the important details of audio recordings and relatively long conversations. <p>Listening for the second time: from stories by underlining /circling words or phrases, responding to questions, and following multiple step directions, instructions, and procedures which include prepositional phrases.</p> <p>Post-listening: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and</p>	<p>learner...</p> <p>L.1. distinguishes the main point and the important details of audio recordings.</p> <p>L.2. extracts the main points in a relatively long conversation.</p>
---	---	---	--	--

<p>Counselors Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters)</p> <p><u>Get Set: College or Career?</u></p> <ul style="list-style-type: none"> - Soft skills (punctuality, responsibility, initiative, etc.) - Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) - Having a part time job <p><u>Surviving or Thriving?</u></p> <ul style="list-style-type: none"> - College dressing - College 	<p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> - Right - Really? - Well, anyway - Oh I know. - Yes, I suppose so. - I know how you feel. - You know, I don't like her either. 		<p>expressing thoughts before and sharing views on the events, themes, characters, setting making text-to-self; text-to-text; text-to-world connections and self and co-assessment using a variety of instruments (script-sound recognition, information gaps) for overall comprehension of the text.</p> <p>Extracting information from short media reports, text purposes, and most words in narrative and expository texts about dreams, fears, college or career, soft skills and future.</p> <p>Planning</p> <p>Pre-reading: stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them.</p> <ul style="list-style-type: none"> - Distinguishing short media reports, different text purposes (to inform, to argue a point, etc.) and most words in narrative and expository text, and extract the key ideas from those texts. <p>Reading for the first time: by carrying out completion exercises, a set of written multiple-step directions/ instructions including</p>	<p>Using technically designed instruments for co- and self-assessment, such as graphic organizers, and with the guidance of the teacher, the learner...</p> <p>R.1. reads short media reports on familiar events.</p> <p>R.2. distinguishes between different text purposes (to inform, to argue a point, etc.).</p> <p>R.3. extracts the key ideas from narrative and expository texts.</p>
---	---	--	--	--




<p>problems</p> <ul style="list-style-type: none"> - Being positive to reach your goals - Developing a positive attitude towards life events and jobs. - Being open to changes, creative and proactive <p><u>Developing Your Soft Skills</u></p> <ul style="list-style-type: none"> - punctuality, responsibility, initiative - Letters - Applications - Curriculums - Recruitment <p><u>Go! The Future is Now.</u></p> <ul style="list-style-type: none"> - Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc., having a 			<p>prepositional phrases and most words in narrative and expository text.</p> <p>Pair/Group feedback: for comparing what he/she understood and did, explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Extracting the key ideas and details from passages and text information of short media reports, different text purposes (to inform, to argue a point, etc.) and most words in narrative and expository text, and extract about dreams, fears, college or career, soft skills and future, <p>Reading for the second time: the key ideas from passages, observing phrasing, punctuation and expressions, answering literal, predictive, evaluative, and/or personal response questions and formulating, clarifying and confirming predictions about text for accuracy, reading aloud or comprehension of vocabulary, self-questioning (on what he/she understood, summarizing, inferring main ideas of each paragraph, key words) and explaining his/her own strategies for conveying meaning and</p> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms <i>and self and co assessment</i>, applying what was read to other situations using a variety of instruments for overall comprehension of the text.</p>	<p>Using technically designed instruments for co- and self-assessment, such as learning logs, and with the guidance of the teacher, the learner...</p> <p>Sl.1. speaks in a comprehensible and fairly fluent</p>
--	--	--	---	--



<p>part time job, Enterprises, business</p> <ul style="list-style-type: none"> - Enterprises - Companies <p>Human resources department CEO</p> <p>Soft skills (punctuality, responsibility, initiative, etc.)</p> <p>Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.)</p> <p>Moving out of the home-time to live alone</p>			<p style="text-align: center;"><u>Oral and Written Production</u></p> <p style="text-align: center;">Interaction in a comprehensible and fairly fluent manner actively participating in group work, expressing opinions and making suggestions about dreams, fears, college or career, soft skills and future.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using linking words for time sequence and using combinations of previously learned relevant sentence frames. <p>Elaborating</p> <ul style="list-style-type: none"> - lengthy conversations including asking for help and giving help by viewing, practicing and performing sentence structures for stating a position, providing an opinion, giving justifications, making comparisons and examples and other details. <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - in a comprehensible and fairly fluent manner actively participating in group work, 	<p>manner using a large number of different words and expressions, though there may be pauses for self-correction.</p> <p>SI.2. participates in group work, expressing opinions and making suggestions actively.</p> <p>Using technically designed instruments for co- and self-assessment. Such as rubrics, and with the guidance of the teacher, the learner...</p> <p>SP.1. expresses an opinion on different topics.</p> <p>SP.2. expresses an</p>
---	--	--	---	--

			<p>expressing opinions and making suggestions about dreams, fears, college or career, soft skills and future with beginning fluency and providing appropriate responses to given formal and informal situations.</p> <p>Expression of opinions and arguments clearly enough about dreams, fears, college or career, soft skills and future.</p> <p>Planning</p> <ul style="list-style-type: none"> - a presentation about dreams, fears, college or career, soft skills and future by selecting the appropriate resources to be used in small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Expressing</p> <ul style="list-style-type: none"> - opinions and presenting arguments clearly enough about dreams, fears, college or career, soft skills and future by participating in a comprehensible and fairly fluent manner in individual presentations supported by sentence frames and illustrations. <p>Production of a list of advantages and disadvantages and descriptive paragraphs</p>	<p>argument clearly enough to be understood most of the time.</p> <p>Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner...</p> <p>W.1. lists the advantages and disadvantages of things which are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events).</p> <p>W.2. writes a descriptive paragraph about universities, majors or soft skills.</p>
--	--	--	---	--

			<p>about dreams, fears, college or career, soft skills and future.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing: a list of advantages and disadvantages and descriptive paragraphs within a small or whole group by using previously learned sentence frames for monitoring comprehension. - Drafting: a list of advantages and disadvantages of things about dreams, fears, college or career, soft skills and future by using varied sentence structures and a wider range of vocabulary, - Drafting: a descriptive paragraph with a topic sentence (what you are writing about) supporting sentences (provide details explaining or supporting the topic sentence) concluding sentence (a sentence that summarizes the ideas expressed in the paragraph) about dreams, fears, college or career, soft skills and future by using varied sentence structures and a wider range of vocabulary. Sentences connect with each other more cohesively using signal words. - Revising: a list of advantages and disadvantages and descriptive paragraphs about dreams, fears, college or career, soft skills and future by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, 	
--	--	--	---	--

			<p>proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, cohesion, concrete ideas , using commas: (to punctuate items in a series, dates),spelling, punctuation in a pair-share activity.</p> <ul style="list-style-type: none"> - Editing a list of advantages and disadvantages and descriptive paragraphs about dreams, fears, college or career, soft skills and future individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - Writing future goals (pros and cons) of the major’s academic possibilities and occupations. - Running a debate or a vocational café. 	
--	--	--	---	--

Level 11th		Unit 5
Scenario: Really??? (Controversial issues)		Themes: <ol style="list-style-type: none"> 1. You gotta be kidding...World facts 2. Shut up...Issues from Health and Medicine 3. No way...Controversies and the Law 4. OMG... Stereotypes and Cultural Differences
Enduring Understanding: What is considered right can be relative depending on personal points of view.		
Essential Question: How our point of view depends upon the way we look at it?		
Linguistic Competencies		Goals
		Learner can...
Oral and Written Comprehension	 Listening	L.1. understand the main points of stories and other texts read aloud in the classroom about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences. L.2. understand classroom talk between two or more native speakers, only occasionally needing to request clarification.
	 Reading	R.1. understand short media reports about world facts, issues of health and medicine, controversies from the law and stereotypes and cultural differences. R.2. understand straightforward, factual text about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences satisfactorily.
	 Spoken Interaction	SI.1. start a conversation and help to keep it going about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences. SI.2. take part in long conversations with peers about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences, if others make an effort as well.

<p>Oral and Written Production</p>	 Spoken Production	<p>SP.1. provide detailed, practical instructions to explain a process with which they are familiar (e.g., animal rights, UFO’s, controversial issues).</p> <p>SP.2. express an opinion about world facts, issues from health and medicine, stereotypes and cultural differences and issues such as giving a short talk on animal rights, UFO’s, controversial issues.</p>
	 Writing	<p>W.1. write a short summary of a piece of literature or audiovisual production.</p> <p>W.2. write short persuasive paragraph about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>W.3. spell and show basic punctuation accurately enough to be followed most to the time.</p> <p>W.4. check written summaries and paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).</p>

Level: 11 th			Unit 5	
Learn to do	Learn to be and Live in Community	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Past tense responses</u> subject+main verb in past simple Mass protests and strikes received the media attention last month.</p> <p><u>Present perfect 'have' / 'has' + the past participle</u> Some countries have confirmed the practice of voluntary euthanasia.</p> <p><u>Reported speech (range of tenses)</u> Most men said that they fell in love at the first sight. Most of my friends say that they would not like to have plastic surgery.</p>	<p><u>Functions</u></p> <p>Describing past experiences stories and news about world international issues.</p> <p>Expressing agreement/ disagreement about health and medical facts.</p> <p>Describing feelings, emotions, and attitudes when talking about controversial topics related to law.</p> <p>Managing interaction (interrupting, changing topic, resuming or continuing) when expressing opinions about cultural patterns.</p>	<p><u>Psycho-social</u></p> <p>Appreciating human and animal rights. Analyzing implications in local and global decisions.</p> <p><u>Sociocultural</u></p> <p>Respecting everyone’s cultural differences.</p> <p><u>Social Language Samples</u> Really??? Seriously?</p> <p><u>Idioms</u> culture shock Really? OMG</p> <p><u>Proverbs / Quotes</u> I have a dream that one day this nation</p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - Engaging in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - Introducing different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. <p><u>Oral and Written Comprehension</u></p> <p>Extracting the main points of stories and other texts and a classroom talk between two or more native speakers about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>Planning</p>	<p>Using technically designed instruments for co- and self-assessment, such as checklists, and with the guidance of the teacher, the learner...</p>

<p>Simple passive [Thing doing action] + [verb] + [thing receiving action] In brief, I can say that animals are used by scientists in laboratory testing because they are still considered lesser beings.</p> <p><u>Vocabulary</u></p> <p>World international: news, Costa Rica, the happiest country in the world, UFO existence, etc.</p> <p>Health and Medicine, in vitro conception, xenophobia, nursing, Euthanasia, abortion, cloning</p> <p>Law can be controversial: Discrimination,</p>	<p><u>Discourse Markers</u></p> <p>Linkers: sequential – past time (later)</p> <p>He got in an accident and then he called the ambulance. Later, he went to the hospital. After that, he got a cast on his leg. Finally, he went home to rest.</p> <p>Connecting words expressing cause and effect, contrast, etc.: On the other hand, we could sue this person.</p> <p><u>Markers to structure informal spoken discourse</u></p> <p>However, to do that you need to spend a lot of money Right Really? Well, anyway</p>	<p>will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' ~Dr. Martin Luther King Jr.</p> <p>Life is meant to be shared. We need each other. ~Lailah Gifty Akita,</p>	<p>Pre-listening: by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them.</p> <p>Listening for the first time: to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies.</p> <ul style="list-style-type: none"> - Interpreting the main point and important details of main points of stories and other texts read aloud in the classroom about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences. <p>Pair/Group feedback: for comparing what he/she understood, explaining his/her own strategies for conveying meaning and checking understanding and confirming information.</p> <p>Listening for the second time: by summarizing main ideas/concepts and supporting details from expository, narrative and transactional texts (e.g., letters).</p> <ul style="list-style-type: none"> - Extracting main points of stories, from other texts and from classroom talk between two or more native speakers, 	<p>L.1. interprets the main points of stories and other text read aloud in the classroom.</p> <p>L.2. extracts the main points from classroom talks.</p>
--	--	--	--	--

<p>Gender equality, legalizing drugs, Animal mistreated or too much care?, corruption</p> <p>Cultural patterns: Differences and similarities (food, clothes, gender relationships, racism, music, senior citizens and children care, beliefs, culture shock, beauty, stereotyping, ethnics, etc.).</p>	<p>Oh I know. Yes, I supposed so. I know how you feel</p> <p>You know, I don't like her either...</p>		<p>Post-listening: reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts before and sharing views on the events, themes, characters, setting making text-to-self; text-to-text; text-to-world connections and self and co-assessment using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.</p> <p>Extracting short media reports and straightforward, factual text about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences satisfactorily.</p> <p>Planning</p> <p>Pre-reading stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, using a KWL chart or listing possible difficulties and strategies for coping them.</p> <ul style="list-style-type: none"> – Interpreting short media reports about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences. 	<p>Using technically designed instruments for co-assessment. and with the guidance of the teacher, the learner...</p> <p>R.1. draws conclusions on short media reports.</p> <p>R.2. extracts key points in straightforward, factual text</p>
---	---	--	--	---

			<p>Reading for the first time by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts for drawing conclusions.</p> <p>Pair/Group feedback for comparing what he/she understood and did, explaining his/her own strategies for conveying meaning, summarizing, inferring main ideas of each paragraph, (words) and explaining his/her own strategies for conveying meaning.</p> <ul style="list-style-type: none"> - Extracting short media reports about world facts, issues straightforward and factual text about world facts. <p>Reading for the second time by answering yes/no questions.</p> <p>Post-reading for reacting to the content of the text or for focusing on features/ language forms and self and co-assessment by applying what was read to other situations using a variety of instruments for overall comprehension of the text.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Interaction by starting a conversation and helping to keep it going and taking part in long conversations with peers about world facts, issues from health and medicine,</p>	<p>Using technically designed instruments for co- and self-assessment, such as learning logs, and with the guidance of the teacher, the learner...</p> <p>SI.1. starts a conversation and helps to keep it going.</p> <p>SI.2. takes part in long conversations with peers, if others make an effort as well.</p> <p>Using technically designed instruments for</p>
--	--	--	---	---

			<p>controversies from the law and stereotypes and cultural differences.</p> <p>Checking</p> <ul style="list-style-type: none"> - comprehension of tasks given by the teacher. <p>Planning</p> <ul style="list-style-type: none"> - language structure and content needed for the task by using combinations of previously learned relevant sentence frames for giving opinions and justifying them. <p>Elaborating</p> <ul style="list-style-type: none"> - lengthy conversations including asking for help and giving help by using combinations of previously learned relevant sentence frames with specific details. <p>Using</p> <ul style="list-style-type: none"> - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. <p>Interacting</p> <ul style="list-style-type: none"> - by starting a conversation and helping to keep it going and taking part in long conversations in groups or peers. And finally performing interviews. <p>Expressing opinions of world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>Planning</p>	<p>co-assessment. Such as semantic maps, and with the guidance of the teacher, the learner...</p> <p>SP.1. explains a process providing detailed, practical instructions.</p> <p>SP.2. expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences.</p> <p>Using technically designed instruments for co-assessment, such as rubrics and journals, and with the guidance of the teacher, the learner...</p> <p>W.1. writes a short</p>
--	--	--	--	---

			<ul style="list-style-type: none"> - a presentation about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences and processes by selecting the appropriate resources to be used small groups. <p>Organizing</p> <ul style="list-style-type: none"> - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details, examples and physical /digital resources. <p>Rehearsing</p> <ul style="list-style-type: none"> - the presentation with peers. <p>Expressing opinions</p> <ul style="list-style-type: none"> - about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences by participating in a comprehensible and fairly fluent manner in paired presentations supported by sentence frames and illustrations. <p style="text-align: center;">Production of a summary of a piece of literature and short persuasive paragraphs about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences.</p> <p>Production</p> <ul style="list-style-type: none"> - Pre-writing: a summary of a piece of literature and short persuasive paragraphs within a small or whole group by using varied 	<p>summary of a piece of literature or audiovisual production.</p> <p>W.2. writes short persuasive paragraph.</p>
--	--	--	--	--

			<p>sentence structures and a wider range of vocabulary. Sentences connect with each other more cohesively using signal words.</p> <ul style="list-style-type: none"> - Drafting: a persuasive paragraph which includes thesis statement (that states a position/claim), main reasons (arguments), facts and examples (evidence) conclusion (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand...). - Revising: summary of a piece of literature and short persuasive paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - Editing summary of a piece of literature and short persuasive paragraphs individually before publishing. <p style="text-align: center;"><u>Integrated Mini Project</u></p> <p>Participating, thinking, acting out, responding and sharing:</p> <ul style="list-style-type: none"> - A survey about a controversial issue. 	
--	--	--	---	--

			- A recorded inspirational video (TedEx in the class), using cell phones or role-play it. Writing memories for the class yearbook.	
--	--	--	---	--

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 upcoming 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 strategic competence.

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 oral erosion and setting up several situations to compare results; or designing a piece of furniture and building a prototype.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Assessment: Requires the learner to provide a 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 competencies 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.

References

- Alderson, J., & Clapham, C. (1995). *Language test construction and evaluation*. Cambridge [England: Cambridge University Press.
- Alderson, J. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.
- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: Partnership for Reading.
- Ausubel, D. P. (1964). Adults versus Children in Second-Language Learning: Psychological Considerations. *The Modern Language Journal*, 48(7), 420-424.
- Beacco, J. (2010). *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Strasbourg: Council of Europe.
- Birch, B. (2002). *English L2 reading getting to the bottom*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Brown, D. (1993). *Principles of Language Learning and Teaching* (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall Regents.
- Brown, D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- Brown, D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson/Longman.
- Brown, D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Brown, J., & Hudson, T. (2002). Criterion-referenced Language Testing. *Cambridge Applied Linguistics*.
- Brown, J. (2005). *Testing in language programs*. Upper Saddle River, N.J.: Prentice Hall Regents.
- Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.
- Common European framework of reference for languages: Learning, teaching, assessment*. (2003). Cambridge, U.K.: Press Syndicate of the University of Cambridge.
- Coombe, Folse & Hubley (2007) *A Practical Guide for Assessing Language Learners*. University of Michigan.

Cordoba, P., Coto, R., & Ramirez, M. (2005). La enseñanza del inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica. *Act. Inv. En Educ. Actualidades Investigativas En Educación*, 5 (002), 1-12.

Delors, J. (1996). *Learning, the treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO Pub.

Dockstader, J. (1999) Teachers of the 21st century know the what, why and how of technology. *The Journal*, 26(6), 73-75

Dudeny, G. & Hockly, N. (2008) How to Teach English with Technology. Malaysia: Pearson Education Limited.

Education in a multilingual world. (2003). Paris: UNESCO.

Finalized English Language Proficiency (ELP) Standards. (2015, March 6). Retrieved December 9, 2015, from <http://www.azed.gov/english-language-learners/elps/>

Freire, P., & Freire, A. M. A. (1997). *Pedagogy of the heart*. Bloomsbury Publishing USA.

Fried-Booth, D.L. (2002). *Project Work*, Oxford: Oxford University Press.

Gardner, R.C., Clair, R. N. S. & Giles, H. (Eds.). (1979). *Language and social psychology* (pp. 45-65). Oxford: B. Blackwell.

Hughes, A. (2000). *Testing for language teachers*. Cambridge [England: Cambridge University Press.

In the loop: A reference guide to American English idioms. (2010). Washington DC: Office of English Language Programs: United States Department of State.

Iwai, Y. (2011). The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL teachers. *The Reading Matrix* 11 (2), 150, 159.

Jacobs, B., & Schumann, J. (1992). Language acquisition and the neurosciences: Towards a more integrative perspective. *Applied Linguistics*, 13 (3), 282-301.

Lam, W. (2010). Metacognitive strategy teaching in the ESL oral classroom. *Australian Review of Applied Linguistics*, 33 (1), 2.19-2.19. DOI: 10.2104/ara1 1002.

Macintyre, P., & Charos, C. (1996). Personality, Attitudes, and Affect as Predictors of Second Language Communication. *Journal of Language and Social Psychology*, 15 (1), 3-26.

- Madsen, H. (1983). *Techniques in testing*. New York, NY: Oxford University Press.
- McKay, P. (2006). *Assessing young language learners*. Cambridge, UK: Cambridge University Press.
- Ministerio de Educación Pública (2015) Informe de Diagnóstico: Programas de Estudio de Inglés para Preescolar, Primaria y Secundaria. San José, Costa Rica: MEP.
- Ministerio de Educación Pública (2007) Política Educativa: El Centro Educativo como eje de la Calidad de la Educación Costarricense. San José, Costa Rica: MEP.
- Ministerio de Educación Pública (1996). Política Educativa hacia el Siglo XXI. San José, Costa Rica: MEP.
- Muñiz, J. (2010). Las teorías de los tests: teoría clásica y teoría de respuesta a los ítems. *Papeles del psicólogo*, 31 (1), 57-66.
- North, B., Ortega, A., & Sheehan, S. (2010). A core inventory for general English. *London, UK: British Council/EAQUALS*.
- Oxford, R. (2003). *Language Learning Styles and Strategies*. Oxford: GALA.
- Peregoy, S. F., Boyle, O. F., & Phillabaum, S. (2007). Reading, writing, and learning in ESL: A resource book for K-12 teachers. *TESOL Quarterly*, 41(1), 214.
- Perez Cordova, R. Á. (2002). El constructivismo en los espacios educativos. *Editorial Cartago, Costa Rica. Impresora Obando SA*, 5.
- Picardo, E. (2014) From Communicative to Action-Oriented: A research Pathway. Curriculum Services, Canada.
- Pimenta-Prieto, J. (2011). *Las competencias en la docencia universitaria*. Pearson Educación de México, de C.V.
- Purpura, E. J (2014) *Assessing Grammar. The Companion to Language Assessment*, First Edition by John Wiley & Sons, Inc.
- Purpura, E. J (1999) *Language Learner Strategies and Styles in Celce Murcia, D. Bringtone, & A.Snow (Eds.), Teaching English as a Second or Foreign Language (4th ed.) Boston, MA: Heinle Cengage Learning.*
- Puren, J. (2014) “Enfoque comunicativo versus perspectiva orientada a la acción social”. Ponencia presentada en el Encuentro sobre Lenguas Minoritarias y Educación. Universidad de Oviedo (29-31 marzo, 2006).

Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.

Reza-Ahmadi, M. & Pourhossein - Gilakjani, A., (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research JLTR*, 2 (5), 977-988. doi:10.4304/jltr.2.5.977-988.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.

Richards, J., & Hull, J. (2005). *Interchange: Full contact* (3rd ed.). Cambridge, UK: Cambridge University Press.

Robinson, D., Gabriel, N., & Katchan, O. (1994). Personality and second language learning. *Personality and Individual Differences*, 16 (1), 143-157.

Rubin, J. (1994). A Review of Second Language Listening Comprehension Research. *The Modern Language Journal*, 78 (li), 199-221.

Satori, M. (2012). The Role of Working Memory in L2 Listening Comprehension.

Smith S. B., Simmons, D. C., & Kame'enui, E. J. (1998). Phonological awareness: Research bases. In D. C. Simmons & E. J. Kame'enui (eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates.

Teachers of English to Speakers of Other Languages, Inc. (2001) Scenarios for ESL Standards-Based Assessment.

Tobon-Tobon, S., Garcia-Fraile, J. & Pimienta Prieto, J., (2010). *Secuencias Didacticas: Aprendizaje y evaluacion de competencias*. Pearson Educacion.

Van Ek, J., & Trim, J. (1998). *Threshold*. Cambridge, UK: Cambridge University Press.

Van Ek, J., & Trim, J. (1998). *Waystage*. Cambridge, UK: Cambridge University Press.

Van Ek, J., & Trim, J. (2009). *Breakthrough*. Cambridge, UK: Cambridge University Press.