



Ministerio de Educación Pública
Dirección de Desarrollo Curricular
Departamento de Educación de Personas Jóvenes y Adultas

**DESCRIPTORES PARA LAS INSTITUCIONES IPEC,
Y CINDEA DE LA EDUCACIÓN DE PERSONAS
JÓVENES Y ADULTAS**

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PRESENTACIÓN

El presente documento denominado “Directrices y Lineamientos Técnico-Administrativos en las modalidades de Educación de Personas Jóvenes y Adultas”, es el producto de un proceso de coordinación de la Dirección Curricular en los Departamentos de Educación de Personas Jóvenes y Adultas, Tercer Ciclo y Educación Diversificada, I y II Ciclos, Evaluación de los Aprendizajes y la Dirección de Educación Técnica y Capacidades Emprendedoras del Ministerio de Educación Pública.

Esta coordinación involucra autoridades nacionales, regionales, así como docentes, estudiantes, padres de familia y organizaciones gubernamentales y no gubernamentales, que apoyan y fortalecen la Educación de Personas Jóvenes y Adultas (EPJA), para obtener mayor cobertura, equidad, inclusión y calidad en los procesos educativos.

El propósito de este documento es garantizar el uso transparente y eficiente de los recursos públicos disponibles para los servicios educativos y la puesta en práctica de las diferentes modalidades de la Educación de Personas Jóvenes y Adultas (EPJA).

El Departamento de Educación de Personas Jóvenes y Adultas (DEPJA) de la Dirección de Desarrollo Curricular, es el ente técnico responsable de analizar, formular, planificar, asesorar, investigar, evaluar y divulgar todos los aspectos relacionados con el currículo de la educación de personas jóvenes y adultas y la prestación del servicio de educación pública en los ciclos, niveles y modalidades de la EPJA que se encuentran debidamente autorizados.

Los lineamientos técnicos para las modalidades EPJA dadas en este documento, mantienen el sustento en la Política Educativa actual y en el marco legal vigente.

Rige a partir de su publicación.

**OFERTA CONVENCIONAL PLAN DE
ESTUDIOS PARA LA EDUCACIÓN DE
JÓVENES Y ADULTOS**

INGLÉS II NIVEL

MÓDULO 46

INGLÉS PARA LA COMPRENSIÓN Y PRODUCCIÓN ORAL Y ESCRITA

ATENCIÓN: INGLÉS

NIVEL II

ÁREA SOCIO-PRODUCTIVA

TIPO DE MÓDULO CONVENCIONAL

CRÉDITOS 18

LECCIONES 5

PERÍODOS 4

Purpose

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 Policy pillars: Sustainable Development, Digital Citizenship and Global

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.

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.

Table 1: General Competences

General Competences			
Declarative Knowledge	Skills and know-How	Existential knowledge	Ability to Learn
Resulting from empirical and	Ability to carry out metacognitive	Culture related factors (willingness	Language & Communication Awareness

formal knowledge	procedures accompanied by forms and existential competence	to engage with other people in social interaction)	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

The specific- language competences are called upon by the learner when performing language tasks: linguistic, sociolinguistic and pragmatic.

Table 2: 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 Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle (II Level) and Diversified Education (III Level):

Table 3.

	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
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Basic User		<p>help.</p> <ul style="list-style-type: none"> • Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of 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

<p>Basic User</p>		<p>(such as verbs tenses, use of prepositions, articles).</p> <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 leisure like a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency every day or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).

<p>Independent User</p>	<p>B1</p>	<ul style="list-style-type: none"> • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
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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, 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 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 A2+ or B1 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 and the expected outcome 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 a task-based approach combined with the action-oriented approach.
- Grammar is developed by combining both inductive and deductive instruction within meaningful context.

- 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 learners 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 learners 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.

The teacher must follow 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.

Strategies for Teaching the Linguistic Competences

Listening

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

Active Listening Attitudes in English

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

Nonverbal Cues

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

Verbal

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

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

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.

- 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.

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.

Secondary school

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

All levels

The teaching of speaking at all levels aims at the practice and production of speech that is fluent and phrasal, not limited to isolated words. The learner has to be taught survival language and fillers to negotiate and get meaning across in and out of the classroom (for example, “excuse me”, “What did you say?” “How do you say...?” “Well...”, “you know...”, “I mean”). Learners have to perform real life tasks that can be used in real exchanges out of the classroom setting. Therefore, more of the speaking tasks must have an interactive and spontaneous outcome. Learners should be taught words, phrases, idioms and colloquial language. Phonemic awareness along with phonological awareness will be developed progressively so that learners get the stress, rhythm and intonation of natural English speech. (Brown, 2001). Finally, the quality and quantity of learners’ exposure to English as well as their use of English is fundamental. As the saying goes, “practice makes perfect”.

Writing

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

- **Brainstorming**
- **Organization of information through graphic organizers and outlines**
- **Drafting and revision**
- **Editing and final copy**

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

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.

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 competence. It also identifies students' needs and areas of intervention.

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

Summative assessment is centered in the strategies implemented to develop competence. It evaluates student learning at the end of an instructional unit by comparing it against a standard or benchmark. The information provided by this type of assessment can be used formatively to guide their efforts and activities in subsequent courses.

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

1. Selecting the goal(s) or can do statements and linguistic skills.
2. Determining the type of task the learner has to perform in real-life within the theme and scenario of the unit, e.g., introducing someone, greeting someone, giving personal information.
3. Selecting a task that will allow the learner to demonstrate what they can do.

4. Selecting the indicators and performance levels (criteria) that will be used to assess the performance of the learner during the task.
5. Informing in advance and discussing with students the criteria that will be used to assess the task so they know what is expected and can assess their own performance as well.






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

Template Elements

The following images show the official template for the new plan format for Third Cycle (II Level) and Diversified Education (III Level) :

Level:

Unit:

Scenario:		Themes:	
Enduring understanding			
Essential Question:			
Linguistic Competencies		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>Phonemic Awareness/ Phonology</u> <u>Vocabulary</u>	<u>Functions</u> <u>Discourse Markers</u>	<u>Psycho-social</u> <u>Sociocultural</u>	<u>Pre-teaching</u> <u>Oral and Written Comprehension</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

Scope and Sequence of Scenarios and themes in Third Cycle (II Level) and the

II LEVEL				
SCENARIOS	I PERIOD	II PERIOD	III PERIOD	IV PERIOD
	Here I Am!	Let's Celebrate Costa Rican Culture!	Something to Celebrate!	Online & Connected
	Enjoying Life	Getting from Here to There	Going Shopping!	Lights, Camera & Action
	Getting Back to Nature	My High School...Our place	Unforgettable Events	In the Public Eye
	Checking Things off a Shopping List	Let the Good Times Roll	Amazing Costa Rica Time to Have Fun!	Unexpected Situations Open a Book, Open Your Mind

II LEVEL				
CEFR BANDS	I PERIOD	II PERIOD	III PERIOD	IV PERIOD
	Band A1	Band A1	Band A2	Band A2/B1
		Band A2	Band A2/B1	

II Level Band : A1			
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 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 <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> Can respond with learned words, phrases, formulaic expressions and body 	<p>CEFR STANDARDS</p> <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>. <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> Can predict parts of a story 	<p>CEFR STANDARDS</p> <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. 	<p>CEFR STANDARDS</p> <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).

<p>language (listening to speak).</p> <ul style="list-style-type: none"> • Can recognize words, phrases, formulaic expressions (listening to read). • Can fill in gapped texts (listening to write). 	<p>based on pictures reading to speak)</p> <ul style="list-style-type: none"> • 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). 	<p>INTEGRATION OF LANGUAGE SKILLS</p> <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). 	<ul style="list-style-type: none"> • Can write personal information to interact (writing to speak). • Can write simple descriptions and proofread them (writing to speak)
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II Level Band: A2			
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 	<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 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 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>words and information to report orally (listening to speak).</p> <ul style="list-style-type: none"> • Can recognize pieces of information to complete sentences frames (listening to write). • Can recognize basic simple information to support reading comprehension (listening to read). 	<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 (reading to speak). • Can follow simple model sentence frames and expressions in narratives, reminders by taking notes to write responses and reporting (reading to write/speak). 	<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 words to choose from (reading to speak/write). • 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 style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can write cards, simple messages, brochures and invitations for others to read (writing to read). • Can write simple directions for others to follow (writing to listen). • Can plan; organize written information to deliver an oral presentation (writing to speak).
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II Level B1			
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, 	<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 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 	<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>web-based broadcast announcements, videos, audio recordings to ask for clarification and expressing thoughts (listening to speak).</p> <ul style="list-style-type: none"> • Can interpret online explanations supported by resources to convey meaning in texts (listening to read). • Can write different text types heard to check comprehension in collaborative work before editing (listening to write /speak). 	<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 information (reading to write). • Can read familiar and unfamiliar topics for self-correction after listening to the oral version (reading to listen). 	<p>searching for vocabulary and grammar structures.</p> <p>INTEGRATION OF 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>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can write to exchange personal experiences (writing to speak). • Can use graphic organizers to plan language, content and express information (writing to speak/write). • Can react to an oral text expressing written thoughts and feelings (listening to write).
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I PERIOD (BAND A1)

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
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).</p>

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> <ul style="list-style-type: none"> – I am handsome. 	<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. – Oh, I have my 	<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 different ages and 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>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>Listening for the first time: to audio recordings,</p>	<p>Using technically designed instruments such as learning logs, and with the guidance of the teacher, the learner...</p>

<p>– She is intelligent. – They are selfish.</p> <p><u>Intensifiers</u> Very, really, super,</p> <p><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><u>Vocabulary</u></p> <p><u>Hello, Hi there, Hey-Bye</u></p> <p>– Hi – Hi there – Hey – Hello – Good morning/ afternoon/ evening</p> <p><u>Building Community</u></p> <p>– May I come in? – Could you repeat,</p>	<p>backpack but not my homework! – She loves her mom because she is very special.</p>	<p><u>Social Language Samples</u></p> <p>– Hey – Howdy – So far, so good – Hey buddy – Hey guys – Hey dude</p> <p><u>Idioms</u></p> <p>– Feeling Ok – I’m cool – What’s new?</p> <p><u>Proverbs / Quotes</u></p> <p>– A friend in need is a friend indeed. -- Unknown Author</p>	<p>videos or conversations for general understanding of the text.</p> <p>– 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.</p> <p>– 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> <p>Pair/Group feedback: for comparing what he/she understood and explaining his/her own strategies for conveying meaning and checking understanding.</p> <p>– Recognizing basic greetings, farewells, common expressions of politeness, classroom language, and personal information questions.</p> <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 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 simple instructions, specific</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>
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<p>please?</p> <ul style="list-style-type: none"> - 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, frustrated, annoyed, threatened, furious, bored, satisfied, shocked, 			<p>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 new words, when a specific grapheme is changed, added, or removed (e.g., face to place). <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 	<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>
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<p>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>main information about text (heard or read) with instructional support by sharing with peers.</p> <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 style="text-align: center;">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, country of citizenship and other. <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, 	<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 information to others.</p>
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			<p>classroom language and personal information, asking for help if needed.</p> <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> <ul style="list-style-type: none"> - himself/herself and his/her family simply to the class considering body language. <p>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 pictorial organized by topic. <p>Production</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 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>
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			<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. 	
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Unit 2

Scenario: Enjoying Life		Themes: 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
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. L3. understand sounds, simple phrases and information.
	 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		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.

	 Spoken Interaction	
	 Spoken Production	SP.1 describe how they enjoy life by using simple, standard expressions.
	 Writing	<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>

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> – Always Sometimes Never</p> <p><u>Wh questions</u> – What’s your daily routine? – I have breakfast at 6:30 a.m. – I go to high school.</p> <p><u>Present tense</u> Subject+verb+complement – I watch TV in the afternoon.</p> <p><u>Phonology</u></p> <p>Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</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><u>Connecting words (and, but, because)</u> Ex. She likes to watch television and listens to music a lot. I don’t like chicken but</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>Social Language</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 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. Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L1. identifies the sound of words heard in context.</p>



<p><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 - Junk Food: fast food - Eating schedule - Drinking water 	<p>I like fish. I go to bed early because my job starts at 7:00.</p>	<p><u>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 	<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>Distinguishing sounds, brief simple instructions, main information, and some expressions</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</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>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. recognizes by manipulating English language sounds using knowledge in</p>
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<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>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 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 	<p>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>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</p>
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			<p>complete sentences.</p> <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>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>Production of information about themselves in short sentences</p>	<p>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>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>
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			<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 or some guided writing - 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>W1. writes labels on familiar objects in a picture or diagram.</p> <p>W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.</p>
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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>	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>	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 s/he 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>

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 Costa Rican natural beauty. • Telling about natural world wonders. • Describing where I can go to enjoy natural beauties. <p><u>Discourse Markers</u></p> <p>Connecting words (and, but, because)</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 and showing responsibility when doing the tasks.</p> <p>Listening for the first time: to audio</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifies instructions for games and follows teacher or students' modeling of the activity.</p> <p>L.2. recognizes some isolated vocabulary,</p>




<ul style="list-style-type: none"> - Short vowel sounds (-at, -en, -ad) in orally stated single-syllable words. (e.g., pen, hat, mad, etc.) <p><u>Vocabulary</u></p> <p><u>Natural Wonders in My Backyard</u></p> <ul style="list-style-type: none"> - nature, living, non-living things, trees, plants, rivers, lakes, mountains, flowers, bugs, rocks, flora, fauna, hot springs, volcanoes, etc. <p><u>Marvels in Costa Rica</u></p> <ul style="list-style-type: none"> - Costa Rica Natural Marvels National Parks Biological Reserves caves, beaches volcanoes, lake, rivers, mountains cloud/rain/dry forest <p><u>World Natural Wonders</u></p> <ul style="list-style-type: none"> - Mount Everest 	<ul style="list-style-type: none"> - Ex. She went to Angel Waterfall and she loved it. - I don't have money but I want to go to Poas Volcano. - I visited Tempisque River because my cousin lives near there. 	<p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Let's save our planet. - Stop and smell the roses. - When it rains, it pours. 	<p>recordings, videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - Identifying instructions, isolated vocabulary and terms supported with modelling physical and mental visuals by responding physically and orally, taking turns and participating appropriately. - Telling the main idea from the oral input heard by naming with simple sentences what the oral input is about. <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 - Recognizing by physically and orally responding, taking turns and participating appropriately. <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 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>terms, and main ideas from specific subject areas.</p> <p>L.3. recognizes specific information about natural beauties and wonders.</p> <p>Using technically designed instruments</p>
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<p>Harbor-Rio de Janeiro Great Barrier Reef Victoria Falls Paricutin Volcano Grand Canyon Aurora Borealis</p> <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>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>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>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>
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			<p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms and <i>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 choosing from options in an illustrated word bank. <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 	<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 he or she said more slowly.</p> <p>SI.3. asks people for information related to places, tours and plans.</p>
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			<p>small group.</p> <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 groups. <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 	<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>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>
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			<p>writing activity and then independently writing within a series of sentence frames.</p> <ul style="list-style-type: none"> - 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 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 	
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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	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. L.2. understand what is being said about shopping for groceries and clothing. L.3. understand most of a story when read slowly and accompanied by pictures.
	 Reading	R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts. R.2. recognize previously encountered parts of words, prefixes, and suffixes. R.3. understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.
	 Spoken Interaction	SI.1. ask and tell others his/her desires about shopping prices, size and where to get things. SI.2. ask somebody to speak more slowly when needed. SI.3. buy things in shops by pointing or other gestures that can support what he/she says.

Oral and Written Production		SI.4. use simple numbers in everyday conversations for example prices.
	 Spoken Production	SP.1. give basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops). SP.2. describe shopping items using simple words and sentence frames (e.g. their size, color, material, price).
	 Writing	W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.) 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.).

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> <ul style="list-style-type: none"> - I need to buy _____, Do you have any _____? , I'm looking for a bank. <p><u>WH questions and other</u></p> <ul style="list-style-type: none"> - Where can I buy the vegetables? <p><u>Modals</u></p> <ul style="list-style-type: none"> - Can you do a price check for me? <p><u>Countable and Uncountable Nouns</u></p> <ul style="list-style-type: none"> - She has eight oranges in her fridge. - How much money 	<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. I bought a pair of tennis shoes but I didn't buy socks because I didn't have money.</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. - Saving for a rainy 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Participating in warm-up activities e.g. 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>Listening for the first time: to audio recordings,</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied.</p> <p>L.2. recognizes what is</p>

<p>do you have?</p> <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><u>My Family's Grocery</u></p>		<p>day.</p> <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> – Every shop has its trick. -- Italian proverb 	<p>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 the text or for focusing on features/ language forms and self/ co-assessment.</p> <p>Distinction of sounds, phonics, syllabification, and word parts, words, prefixes, and suffixes,</p>	<p>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>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,</p>
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<p><u>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, evening gown, pajamas, ring, earrings, 			<p style="text-align: center;">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 with sentence frames). <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 	<p>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, catalogues and everyday signs and short texts.</p> <p>Using technically designed instruments such as anecdotal reports, and with the guidance of the</p>
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<p>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 have any small change." "Do you have change for this?" "May I have the receipt, please?," 			<p>reading aloud with a partner and completing a graphic organizer.</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 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 including asking for help and giving help by using sentence frames and numbers for prices. <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>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 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</p>
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<p>"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>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>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 	<p>shopping items using simple words and sentence frames. (for example their size, color, material, price)</p> <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>
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			<p>words (and, but, because) and a series of sentence frames within a shared writing activity, and then independently writing.</p> <ul style="list-style-type: none"> - 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. 	
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II PERIOD (BANDS A1/A2)

Unit 1

Scenario: Let's Celebrate Costa Rican Culture!

Themes:

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	<p>L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays).</p> <p>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.</p>
	 Reading	<p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2 recognize vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).</p> <p>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 1st).</p>
		<p>SI.1. answer simple questions using individual words, expressions, or short sentences.</p>

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>

Unit 1				
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> Connecting words (and, but, because)</p> <ul style="list-style-type: none"> Ex. She loves to celebrate her _____ 	<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 _____ 	<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>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</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>L.2. recognizes pieces of short information and what is being said about _____</p>

<p>Phonology</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>Vocabulary</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> <ul style="list-style-type: none"> - Community Day 	<p>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>Rica's identity by collaborating and /on participating in the celebrations.</p> <p><u>Social Language</u></p> <p><u>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. 	<ul style="list-style-type: none"> - Observing by using visual aids, basic phrases, and 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>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</p>	<p>holidays and celebrations.</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</p>
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<p>Community traditions Patron Saint Day</p> <p><u>Costa Rican communities</u></p> <p>– “Guanacastequedada” 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, Nicoya’s Party Annexation Day, The Day of the Virgin of Los Angeles, Mother’s Day, Independence Day, Culture Day, Christmas Day</p>			<p>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> <ul style="list-style-type: none"> – Differentiating vocabulary and important information <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>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>
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			<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 with peer using basic language, answering and asking simple questions for specific information</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 (e.g., How do you celebrate Mother's Day?) <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 style="text-align: center;">Description of family/community/ other national communities' holidays and celebrations</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 information regarding holidays and celebrations.</p> <p>SI.3. interacts using basic language.</p> <p>Using technically designed instruments such as checklists,</p>
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			<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>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, 	<p>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 inquiries about others.</p> <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>
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			<p>connecting words (and, but, because) and complete sentences within a series of sentence frames, independently.</p> <ul style="list-style-type: none"> - 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 - Create your own holiday and the cards that will celebrate it - Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences 	
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Unit 2

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/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>

Unit 2				
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><u>Connecting words (and, but, because)</u></p> <ul style="list-style-type: none"> - She lives next to my house and her uncle's house, too. - I can't go to the post office but I can go to the 	<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 opportunities. <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 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 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 	<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>L.2. recognizes figures</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, supermarket/grocery 	<p>church.</p> <ul style="list-style-type: none"> - I love to go to the movie theater because I love movies. 	<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>language from a video/audio input.</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"> - 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 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>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/students' modeling of the activity.</p> <p>L.4. recognizes the main idea of presentations related to places, goods and services.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the</p>
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<p>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><u>Knowing what I need and</u></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 matching illustrations with topics. <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>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>Using technically designed instruments such as rubrics and checklists, and with the guidance of the</p>
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<p><u>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>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>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>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>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,</p>
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			<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 simple descriptions of places by seeing a demonstration and then writing independently. – 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>bike).</p> <p>SP.3. describes briefly weekend or holiday plans.</p> <p>Using technically designed instruments such as rubrics and checklists, for self- 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>
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			<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 	
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Unit 3

Unit 1		Themes:
Scenario: My High School...Our place.		<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
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	 <p>Listening</p>	<p>L.1. understand others' expressions of interests regarding school activities (e.g., likes and dislikes, indicating preferences about subjects and school activities).</p> <p>L.2. understand short, clear and simple instructions and explanations when delivered slowly.</p> <p>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.</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. find important information in simple text (e.g., schedules, times and dates).</p> <p>R.3. understand the gist of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar.</p>

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>

Unit 3

Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p>Grammar & Sentence Frames</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 yes/no Questions</u></p> <ul style="list-style-type: none"> - Do you like math? - Does she like English? - Is he in your French class? 	<p>Functions</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>Discourse Markers</p> <p>First, we have a science lesson. Then, we go to a language lab. After that, we take a math test. Finally, our last class ends</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> - Discovering my strengths and areas for improvement. - Making right decisions about school responsibilities and rights. <p>Sociocultural</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>Pre-teaching</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>Oral and Written Comprehension</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>Listening for the first time: to audio recordings,</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 and dislikes, indicating preferences</p>

<p><u>Future Tense</u></p> <ul style="list-style-type: none"> - We are going to make a pizza this evening. - Are you going to study this weekend? <p><u>Information questions</u></p> <ul style="list-style-type: none"> - What classes do you have in the morning? - When do you have English classes? - What time does he study math? <p><u>Possessive Pronouns</u></p> <ul style="list-style-type: none"> - My favorite subject is English. - His favorite teacher is Juan. - Her favorite class is math. <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> 	<p>at 4:00. ended at 4:00.</p>	<ul style="list-style-type: none"> - Cut class- to not attend class - Pull an all-nighter- to stay up very late studying - Pop quiz- an unannounced quiz (very common in the US) - Straight A's- perfect grades. <p><u>Idioms</u></p> <ul style="list-style-type: none"> - To be a copycat - Learn something by heart - Teacher's pet <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand. -- Unknown Author 	<p>videos or conversations for general understanding of the text.</p> <ul style="list-style-type: none"> - 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>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 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>Listening for the second time</p> <ul style="list-style-type: none"> - 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>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 sounds, phonics, syllabification, and word parts, important information, the gist, most of</p>	<p>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>Using technically designed instruments, and with the guidance of the teacher, the learner ...</p>
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<p>favorite subject is Spanish.</p> <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 in the morning, afternoon, evening. - I attend science classes on Monday - I study at noon, night. <p><u>Phrasal Verbs:</u></p> <ul style="list-style-type: none"> -attend classes -go to high school 			<p>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 supported by a word bank. <p>Reading for the second time</p> <ul style="list-style-type: none"> - 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>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>
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<p>-do homework</p> <p><u>Phonology</u></p> <ul style="list-style-type: none"> - Long vowels (eat, oat) - Reading two-syllable and compound words, using letter-sound knowledge. (fireball) <p><u>Vocabulary</u></p> <p><u>High school. Bring it on!</u></p> <ul style="list-style-type: none"> - Hall, playground, gym, sports field, corridor, lab, teacher's lounge, school, school uniforms. <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, 			<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 with expressions of common interest, asking and answering simple questions in familiar dialogues</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 of familiar dialogues, 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 support to peers by determining the appropriate response to given formal and informal situations. <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"> - 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>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>Using technically designed instruments, for self- and co-assessment such as rubrics and checklists and with the guidance of the</p>
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<p>principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers, school bags</p> <p><u>What is your next class?</u></p> <p>– First, second, last, my first class, What’s your schedule?, What classes do you have? When do you have lunch? It starts at... What time does it end? timetable. What’s your favorite class? recess/brake time</p> <p><u>High School Through my Friend’s Eyes</u></p> <p>Return to school, visits and exchanges,</p>			<p>Planning</p> <p>– a presentation by selecting the appropriate resources to be used by small groups or whole class.</p> <p>Organizing</p> <p>– a presentation by practicing a dialogue in a small group and using sentence frames and illustrated word banks.</p> <p>Rehearsing</p> <p>– the presentation with peers by acting out short dialogues prepared in advance.</p> <p>Explaining</p> <p>– 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> <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> <p>– Pre-writing of short sentences, simple notices, and explanations by using key words and phrases including parts of previously learned sentence frames.</p> <p>– Drafting information for notices by writing heading (eye catcher), body (brief information with short sentences using key words and phrases including</p>	<p>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-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>
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<p>parents' day, sports/dance competitions, English day, matches, festivals, fairs, parades, lessons, games, playtime, school clubs and open house.</p>			<p>parts of previously learned sentence frames), authority or contact person (person name, phone and e-mail).</p> <ul style="list-style-type: none"> - 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, subjects and schedules of high school of his/her friends and peers, 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"> - 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. 	
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| | | | <ul style="list-style-type: none">- 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. | |
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Unit 4



Scenario: Let the Good Times Roll!

Themes:

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 characters.</p>
Oral and Written Production		<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>

	 Spoken Interaction	<p>SI.3. ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.</p>
	 Spoken Production	<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>
	 Writing	<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>

Unit 4				
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: 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 pass the ball to other player. Finally, the winner team is the one</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 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 	<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 clear, slow, and basic text read aloud.</p> <p>L.2. recognizes</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>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 united. -- Alexander von Humboldt 	<p>phrases by matching words or phrases with definitions or meanings.</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"> - 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 using transition words. <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, words, dates and facts, some key terminology, the main</p>	<p>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.</p> <p>Using technically designed instruments such as rubrics and checklists and with the guidance of the</p>
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<p>Two-syllable and compound words 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><u>Ready to play: Tell me</u></p>			<p>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, 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>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</p>	<p>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>R.4. recognizes most of what occurs in a well-structured short story and the story's main characters</p>
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<p><u>the rules.</u></p> <ul style="list-style-type: none"> - Rules to play sports and videogames. <p><u>Up close and personal:</u> <u>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><i>and self/ co-assessment.</i></p> <p><u>Oral and Written Production</u></p> <p>Interaction using invitations, exchanging information, 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>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>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>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>
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			<p style="text-align: center;">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> <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 	<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 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</p>
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			<p>key words, phrases, completing a graphic organizer or gapped text and following a model, including parts of previously learned sentence frames independently.</p> <ul style="list-style-type: none"> - 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 teacher. - 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>regarding sports or videogames for personal use.</p> <p>W.3. writes an introduction or conclusion to a story with the help of a dictionary.</p>
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III PERIOD (BANDS A2/B1)

Unit 1		
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	 Listening	L.1. understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations). L.2. understand specific details in an audio advertisement if it is delivered clearly and related to his/her interest. L.3. understand the gist of overheard conversations generally.
	 Reading	R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. 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. R.3. understand chronological order within special sentence structures using linkers: sequential past time.
		SI.1. ask and answer about local holidays, celebrations and festivals.

Oral and Written Production	 Spoken Interaction	<p>SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World.</p> <p>SI.3. accept or refuse invitations politely.</p>
	 Spoken Production	<p>SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.</p> <p>SP.2. describe what he/she did on his /her last holiday, individually.</p>
	 Writing	<p>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.</p> <p>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.).</p>

Unit 1

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 on your last holiday 	<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 celebration or 	<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>Proverbs / Quotes</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 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 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. recognizes main information in short, straightforward audio.</p> <p>L.2. distinguishes specific details in an</p>

<p>celebration? – I gathered with my family. – Did you enjoy it? – Yes, I did.</p> <p><u>Past Continuous Yes/no and Information Questions</u></p> <p>– What were they doing in the festival? – People were drinking and having fun. – What was she doing?</p> <p><u>Zero Conditional</u></p> <p>– 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> <p><u>Phonology</u></p>	<p>festival.</p> <p><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>– The more you praise and celebrate your life, the more there is in life to celebrate. – Oprah Winfrey</p>	<p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>– Recognizing main information by using pictures, drawings, and body language from a video/audio input.</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 specific details by restating orally with key vocabulary accompanied by drawing and labeling a diagram, or using sentence frames.</p> <p>Listening for the second time</p> <p>– 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> <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 sounds, phonics, syllabification, and word parts, words, clear-cut instructions and in special sentence structures</p>	<p>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>Using technically designed instruments such as</p>
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<p>Practicing digraphs (th, sh, ph)</p> <p><u>Vocabulary</u></p> <p>Holidays _____ and Celebrations with my <u>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 Carnival, African-inspired</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> <ul style="list-style-type: none"> – Distinguishing chronological order within special sentence structures. <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><u>Oral and Written Production</u></p>	<p>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 within special sentence structures.</p> <p>Using technically</p>
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<p>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. Yi Peng Lantern Festival, Thailand. Buddhist merit, floating lights The Carnival of Venice, Italy. Venetian masks, carnival, theaters troupes. La Tomatina, Throw tomatoes Christmas, New Year, Thanksgiving, Easter, Halloween.</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</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"> - 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 	<p>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 refuses invitations politely.</p> <p>Using technically</p>
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			<p>dialogues prepared in advance choosing from word banks and sentence frames for reference.</p> <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 festivals and what he/she did on his /her last holiday by choosing from word banks and sentence frames for reference. <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>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>Using technically designed instruments, for self- and co-assessment and with the guidance of the teacher, the learner...</p>
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			<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 message), to (the person the message is for), Subject (what the message is about), body (the message itself), and contact person (person name). - 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 	<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 holidays, festivals or celebrations.</p>
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			<p>celebrations in a group activity.</p> <ul style="list-style-type: none"> - 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 holiday/festival/celebration, including where it is celebrated, when it is celebrated, history, activities people do and traditions, food). - A storytelling of the most memorable holiday. 	
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Unit 2

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
Oral and Written Comprehension	 Listening	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). 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).
	 Reading	R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts. R.2. understand short instructions illustrated through step-by-step visuals (e.g., following simple map's directions). R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).

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).</p>

Unit 2				
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 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>Rules to go shopping.</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 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</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.</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 the church. <p><u>How much / How many</u></p>	<p>First, you have to go to the mall. 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>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>Differentiation of sounds, phonics, syllabification, and word parts, words, short instructions and the important information, directions in texts</p> <p>Planning Pre-reading: Stating the task goal, sharing what</p>	<p>L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>Using technically designed instruments such as rubrics and checklists and, with the guidance of the teacher, the learner...</p>
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<p>– How much does it cost? – How many cookies do you need?</p> <p><u>Demonstratives</u> (those/these, this, that)</p> <p>– How much are these/those shoes? – Those are fifteen thousand colones.</p> <p><u>Determiners (any-some)</u></p> <p>– Yes, I have some. – I don't have any.</p> <p><u>Count / Uncountable Nouns</u></p> <p>– Is there any milk? – How much rice do you need?</p> <p><u>Zero Conditional</u></p> <p>– If you go shopping, you need to:</p> <p><u>Phonology</u></p> <p>– Practicing words</p>			<p>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> <p>– Identifying sounds, phonics, syllabification, and word parts by manipulating reading digraphs (th, sh, ph).</p> <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>Reading for the second time</p> <p>– 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 and self/ co-assessment.</p> <p><u>Oral and Written Production</u></p> <p>Interaction, asking (appropriate questions,</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 material and city maps, GPS gadgets).</p>
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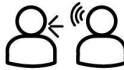

<p>with the final e (-ake, -ute, -ime)</p> <p><u>Vocabulary</u></p> <p><u>Welcome to my town.</u> – Appliance store, bakery, bank, bus station, clinic, clothing store, coffee shop, convenience store, drugstore, flower shop, etc.</p> <p><u>Getting what I need at the right place</u></p> <p><u>Goods</u> Goods are things that you can keep, eat, or use. food, clothing, toys, furniture, toothpaste, game, book, flower, paint, toys, tools, books, pets, plants, household goods.</p> <p><u>Service</u> A service is something that someone does for you.</p> <p>fix cars, get a checkup,</p>			<p>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>Interacting – 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> <p>Giving recommendations about convenient places to shop, locations and directions</p> <p>Planning</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 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>
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<p>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> Right over there, nearby, around the corner, down the street, next to, about five minutes from here, turn left / right, go across, go down, 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>			<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 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>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 	<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>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>
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			<p>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.</p> <ul style="list-style-type: none"> - 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. - 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 	<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>
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			<p>of buildings or stores) to give locations and directions.</p> <ul style="list-style-type: none"> - Telling how to get to selected locations in Costa Rica using digital or physical maps. 	
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Unit 3

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	Learner can...	Goals
Oral and Written Comprehension	 Listening	<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>
	 Reading	<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 Interaction	<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>

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>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 past time.</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 in 	<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 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 learners' contributions in class, and uses these responses as models for their own.</p> <p>L.2. distinguishes the</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 cat / cut</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>each person’s life and feelings.</p> <ul style="list-style-type: none"> – Respecting human rights principles and inclusiveness. <p><u>Social Language 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>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>Recognition of sounds, phonics, syllabification, and word parts, main ideas, main information and a few details, in different texts.</p>	<p>main points of an age-appropriate audio-visual presentation.</p> <p>L.3. recognizes the gist of a short text.</p> <p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>R.1. identifies English</p>
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<p>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. - The news that day 			<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> <ul style="list-style-type: none"> - Recognizing main ideas, main information and a few details by applying knowledge of word order (syntax) to confirm decoding of text. <p>Post-reading: for reacting to the content of the</p>	<p>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>Using technically</p>
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<p>was filled with the worst pictures.</p> <p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> – How did you decide to do that? – What other places did you visit? – When did that world event happen? <p><u>Vocabulary</u></p> <p><u>Personal life</u></p> <ul style="list-style-type: none"> – Birthday, wedding, my first kiss/boyfriend/girlfriend, my best cellphone, my unforgettable Christmas present <p><u>Events with my Family</u></p> <ul style="list-style-type: none"> – New Year's Eve/Day, Family meeting/reunion – Easter vacation/Holy week – Soccer game match 			<p>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 asking for assistance and asking questions, giving answers about a personal, family, national or worldwide event</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 of familiar dialogues, supported by physical or online resources. <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>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"> – through asking for assistance and asking questions, giving answers about a personal, family, national or worldwide event by choosing from previously learned sentence 	<p>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, family, national or worldwide event.</p> <p>Using technically designed instruments, such as rubrics and checklists and with the guidance of the</p>
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<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 			<p>frames and varying them to suit their purpose.</p> <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>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</p>	<p>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>Using technically designed instruments, for self- and co-assessment and with the guidance of the teacher, the learner...</p> <p>W.1 writes short dialogues about personal events.</p> <p>W.2. gives personal reactions to a piece of age-appropriate literature.</p>
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			<p>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 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.). – 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. 	
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			<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 photomontage (or painted/ drawn mural) about national or worldwide events. 	
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Unit 4

Scenario: Amazing Costa Rica!		Themes: 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
Oral and Written Comprehension	 Listening	Learner can... 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.

	 Spoken Production	<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>
	 Writing	<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>

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>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 your next vacation? 	<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 and showing responsibility when doing the tasks.</p> <ul style="list-style-type: none"> – Recognizing verbal instructions by following 	<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 key words related to the topic when a text is</p>

<p>– I am going to visit my relatives.</p> <p>– What will you do on first day of vacation?</p> <p><u>Prepositional Phrases (time)</u></p> <p>– I’m going visit my friends in Limon next week, next month, next year,</p> <p><u>First Conditional</u></p> <p>– If I visit Guanacaste, I will go to the beach.</p> <p>– If I visit Cartago, I am going to visit the Irazú Volcano.</p> <p><u>Phonology</u></p> <p>minimal pair sounds:</p> <p>æ /ʌ</p> <p>cat / cut</p> <p>ankle / uncle</p> <p>ran /run</p> <p>drank / drunk</p> <p>match / much</p> <p><u>Vocabulary</u></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</u></p> <p><u>Samples</u></p> <p>– Ecotourism</p> <p><u>Idioms</u></p> <p>– Tourist trap</p> <p>– Off the beaten path</p> <p><u>Proverbs / Quotes</u></p> <p>– It is good to have an end to a journey; but it is the journey that matters, in the end. ~Unknown Author</p>	<p>multi-step instructions/directions including prepositional phrases.</p> <p>Listening for the first time: to audio recordings, videos or conversations for general understanding of the text.</p> <p>– Differentiating key words related to the topic by pointing to the words as they are being read and/or reading chorally.</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</p> <p>– 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> <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 information in short narratives and finds links and connections between events</p> <p>Planning</p>	<p>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 of the teacher, the learner...</p>
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<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><u>Traveling necessities: What to wear, what to</u></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> <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>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>
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<p><u>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 			<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 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> <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>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 questions about vacation plans and provides some brief indication of reasons for their opinions.</p>
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			<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>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 enjoy tourist attractions and stories by using complete sentences based on previously learned sentence frames, including transition words and visual aids. <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>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>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</p>
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Production of timelines of a dream vacation, notes, and word webs and simple brochures using headings, bullets and conventions

Production

- **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 article agreement, capitalization, using commas, etc.) in groups and pair-share.
- **Editing** timelines of a dreamed vacation, notes, and word webs and simple brochures, before publishing.

Integrated Mini Project

Participating, thinking, acting out, responding and sharing:

- Brochures about rural tourism
- A dream vacation plan, making the itinerary, where to go, what to do, why to go there, where to stay

instruments, for self- and co-assessment and with the guidance of the teacher, the learner...

W.1. writes a timeline of a dream vacation.

W.2. writes a brochure with the aid of a writing frame.

Unit 5

Scenario: Time to Have Fun!

Themes:

1. Let's Workout
2. Once Upon a Time I Enjoyed...
3. Try it!
4. The Most Fun I've Ever Had!

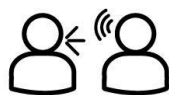
Enduring Understanding: Leisure activities help people get together, learn something new, stay out of trouble and have fun.

Essential Question How do leisure activities benefit our life?

Linguistic Competencies

Goals

Learner can...



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.

Oral and Written Comprehension



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>

Unit 5				
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</u> + <u>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> – (always, hardly ever,</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 and</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></p> <ul style="list-style-type: none"> – What's on? – It came out last week. <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 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</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 at normal speed about leisure activities.</p>

<p>never, often, rarely, seldom, sometimes, usually)</p> <p><u>Expressions of frequency</u></p> <ul style="list-style-type: none"> – Once in a while. – Twice in a month. – Every now and again. <p><u>Comparative and Superlative:</u></p> <ul style="list-style-type: none"> – smarter/smarter – prettier/the prettiest – most famous – the better/the best <p><u>Phonology</u></p> <ul style="list-style-type: none"> – minimal pair sounds: 3: / ɔ: heard / abroad hurt / morning assert / assort surge / doors work / walk bird / bored fur / f or shirt / short 	<p><u>effect, contrast</u></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><u>Markers to structure informal spoken discourse</u></p> <ul style="list-style-type: none"> – Right – Really? – Oh, I know. – Yes, I suppose so. 	<ul style="list-style-type: none"> – Look like a million dollars <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> – All truly great thoughts are conceived while walking.~Friedrich Nietzsche 	<p>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 specific information in social conversations by rephrasing/ repeating data. <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 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>Listening for the second time</p> <ul style="list-style-type: none"> – 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 multiple step directions, instructions, and procedures that include prepositional phrases and asking questions to clarify ideas, and concepts after practicing with modeled sentence frames, supported with textbook illustrations. <p>Post-listening for reacting to the content of the</p>	<p>L.2. discriminates main ideas and key points.</p>
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<p>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, come, done, drunk, driven, eaten, felt, 			<p>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 using knowledge in phonics, syllabification and word parts by practicing minimal pair sounds: з: / џ. <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. 	<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 important information.</p> <p>R.4. extracts the main points and supporting details in simple, clearly drafted print materials.</p>
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<p>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 enjoying my time at the party. - Have you ever been to Italy? 			<ul style="list-style-type: none"> - 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, asking questions and giving answers about experiences, events, past experiences</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 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 	<p>Using technically designed instruments, for self- and co-assessment and with the guidance of the teacher, the learner...</p> <p>SI.1. discusses different things to do for fun.</p> <p>SI.2. asks and answers questions about experiences, events, past experiences.</p>
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			<p>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> <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 appropriate resources to be used in small groups or whole class. <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>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>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</p>
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			<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. - 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>description of personal experiences without using an aid, such as a dictionary.</p>
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			<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 	
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IV PERIOD (BANDS A2/B1)

Unit 1

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	 Listening	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.
	 Reading	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	 Spoken Interaction	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>

Unit 1				
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 / statements of facts:</u></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>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>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 production of others. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Willingness to share and work cooperatively in teamwork. - Responsibility for sharing personal information and others' information 	<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 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 some colloquial expressions related to media, virtual communities, apps and media safety.</p>

<p><u>Future Continuous:</u> <u>Form:</u></p> <ul style="list-style-type: none"> - Will be/going to + present participle - She will be arriving too late at the conference. <p><u>Intensifiers:</u></p> <ul style="list-style-type: none"> - too, enough, extremely, especially, exceptionally, fantastically, fully, quite, terribly, totally, among others. <p><u>Complex Question Tags</u></p> <ul style="list-style-type: none"> - isn't it? / aren't they? - don't you? / can you? - doesn't he? - Will she? - Won't you? <p>Phonology</p>	<p>Discourse Markers</p> <p>Linkers: sequential – past time (later)</p> <ul style="list-style-type: none"> - He finished the e-mail and then went out for a while. <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 Spell checked it and sent it.</p> <p><u>Connecting words expressing cause and effect, contrast, etc.</u></p> <ul style="list-style-type: none"> - We can use a Power Point presentation. On the other hand, we can also watch a new video from You Tube. - This program is the best and you can download it for 	<p>on the Internet.</p> <ul style="list-style-type: none"> - Showing respect for others when using social networks and apps. <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> - Keep someone posted - Apps - ASAP / BRB - Cutting edge - Leading edge <p><u>Idioms</u></p> <ul style="list-style-type: none"> - You rock - Go the extra mile <p><u>Proverbs / Quotes</u></p> <ul style="list-style-type: none"> - The human spirit must prevail over technology. -- Albert Einstein 	<ul style="list-style-type: none"> - Observing colloquial expressions by using pictures, drawings, and body language from media, virtual communities, apps and media safety. <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 colloquial expressions by imaging, pointing to, moving, miming, using pictures or drawings. <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 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>Listening for the second time</p> <ul style="list-style-type: none"> - 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 	<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>
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<p>– Practicing minimal pair sounds: j / dʒ your / jaw yet / jet yolk / joke year / jeer yob / job</p> <p>– Practicing minimal pair sounds: ʃ / 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>free. However, it depends on the number megabytes you have in your computer because it is really heavy.</p>		<p>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 social networks) by completing a set of written multiple-step directions/instructions.</p> <p>– Manipulating English language sounds, using knowledge in phonics, syllabification and word parts by practicing minimal pair sounds: /dʒ and ʃ/s.</p> <p>Pair/Group feedback: for comparing what he/</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 phonics, syllabification and word parts.</p> <p>R.3. distinguishes between factual and fictional text.</p>
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<p>– Facebook, Twitter, LinkedIn, Instagram.</p> <p><u>New Media and Public Safety</u></p> <p>– tabloid, yellow journalism, print media, media bias sponsor, mainstream, smartphone, tablets, iPad, Newspaper, radio, advertisement, platforms, blog, website, entries, blogosphere, broadcasting.</p> <p><u>The Magical World of Apps</u></p> <p>– Use, monthly visitors, compete rank, last updated, number of downloads, opinions</p> <p>– WhatsApp, Waze, Line, Trip Advisor, Photo Editors,</p>			<p>she understood and did, explaining his/her own strategies for conveying meaning.</p> <p>Reading for the second time</p> <p>– 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> <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 telling information and expressing opinions about media, virtual communities, apps and safety</p> <p>Checking</p> <p>– comprehension of tasks given by the teacher.</p> <p>Planning</p> <p>– language structure and content needed for asking for, giving, telling information and expressing opinions about media, virtual communities, apps and safety, using a</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 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>
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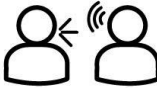

<p>Dropbox, Bitmoji, – Snapchat, Crackle.</p>			<p>sentence frame of familiar dialogues, supported by physical or online resources.</p> <p>Elaborating</p> <ul style="list-style-type: none"> – by practicing new language patterns for giving and telling information. <p>Using</p> <ul style="list-style-type: 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 story he/she read about media, apps, virtual communities, 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, networks, and security. <p>Rehearsing</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 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</p>
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			<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>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 	<p>language used in the story.</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 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>
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			<p>writing.</p> <ul style="list-style-type: none"> - 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 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. - 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. 	
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			<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. 	
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Unit 2

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 influence people's lives, positively or negatively.		
Essential Question: What impact does television/documentaries have on our lives?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	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. L.2. understand the main idea of an age appropriate audio-visual presentation. L.3. understand media presentations on familiar events or places delivered clearly and at a slow pace.
	 Reading	R.1. understand the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports. R.2. understand English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand subject specific words when encountered in text. R.4. understand the main idea and supporting details in straightforward physical or electronic letters and messages.

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>

Unit 2				
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 programs, 	<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, shows and 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>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 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. 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><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 graphemes that sound different in Spanish: A, H, I, J, 	<p>documentaries and news.</p> <p><u>Discourse Markers</u></p> <p>Linkers: sequential – past time (later)</p> <ul style="list-style-type: none"> – She saw a documentary and then thought it over for a while. <p>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>	<p><u>Social Language 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 thumps 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>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, 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 	<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>
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<p>Q, R, U, Z.</p> <ul style="list-style-type: none"> Minimal pair sounds: <ul style="list-style-type: none"> s/z sip / zip sue / zoo place /plays rice / rise ice/eyes minimal pair sounds: <ul style="list-style-type: none"> s / θ sin / thin sum / thumb sank / thank sink / think saw / thaw <p><u>Vocabulary</u></p> <p><u>What's on TV?</u></p> <ul style="list-style-type: none"> comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons <p><u>The Best Show Ever...</u></p> <ul style="list-style-type: none"> prime time, showcase, episode, trailer, full-length 			<p>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> <ul style="list-style-type: none"> Identifying the important information by answering literal questions about text (e.g., who, what, when, where, why, which, and how). 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. 	<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, 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</p>
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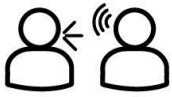

<p>film, short-length film, host_</p> <p><u>The World Through the Lens of the Documentary</u></p> <p>- film crew, premiere, real world screenwriter, screenplay, role, supporting actor/cast/ filmmaker, real people, feature films, series, film documentaries, box office, hit, documentaries, voice-overs, narrator, title screens, host, outstanding roles models.</p> <p><u>Daily News</u></p> <p>- Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news.</p>			<p>- 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> <p>Post-reading: for reacting to the content of the text or for focusing on features/ language forms and <i>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> <p>- comprehension of tasks given by the teacher.</p> <p>Planning</p> <p>- language structure and content needed for the task by using sentence frames supported by physical or online resources.</p> <p>Elaborating</p> <p>- 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> <p>Using</p> <p>- turn-taking tactics to complete the</p>	<p>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 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>
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			<p>requirements of the task and ensure equal participation by all.</p> <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 small groups or whole class. <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 	<p>Using technically designed instruments such as rubrics and 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</p>
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			<p>partner or small group.</p> <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 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. – 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>teacher, the learner...</p> <p>W.1. writes simple, short descriptions of 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>
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			<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.	
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Unit 3

Scenario: In the Public Eye!		Themes: 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
	Learner can...	
Oral and Written Comprehension	 Listening	<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>
	 Reading	<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		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 group situation.

	 Spoken Interaction	<p>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.</p>
	 Spoken Production	<p>SP.1. describe personal and other people's stories of success.</p> <p>SP.2. describe contributions of nationally and internationally outstanding figures.</p>
	 Writing	<p>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.).</p>

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>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</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 	<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, contextualizing, preparing and stating the task goal, sharing what he /she</p>	<p>Using technically designed instruments, and with the guidance of the teacher, the learner...</p> <p>L.1. identifying information 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</p>

<p>been tired if she had gone to bed earlier.</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: nk / ŋ think / thing sank / sang 	<p>about outstanding figures' positive and questionable 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 	<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>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</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>Listening for the second time</p> <ul style="list-style-type: none"> – 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 	<p>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>
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<p>bank / bang rink / ring sunk / sung</p> <p>- minimal pair sounds: - t / - d heart / hard plate / played bet / bed bought / bored hurt / heard</p> <p>- Variant vowels and diphthongs (-oi, -ou). " -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>read.</p> <p>Initiating and closing a conversation</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>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>Reading for the first time</p> <p>- 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</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 familiar topics.</p>
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<p><u>National Role Models Then –and- 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 			<p>discussions.</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"> – 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 (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. 	
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<p>efforts, fighting social injustices, raising money, sick or injured people, supporting, relief, efforts contributing financially to hospitals, hosting free events, support philanthropic efforts.</p> <p><u>Breaking News: 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, 			<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 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 question types 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>	<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 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>
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<p>plastic surgery, image, nutrition, popularity,</p> <ul style="list-style-type: none"> - pictures, videos, movies, celebrity breakups, blogs, newspaper, magazine, latest couples, gossip. 			<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> <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 	<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> <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</p>
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			<p>by participating in small group presentations while using sentence frames and illustrations.</p> <p>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 group. - 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 	<p>learner...</p> <p>W.1. writes a narrative paragraph of personal and other people's stories of success.</p>
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			<p>publishing.</p> <p><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. 	
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Unit 4

Scenario: Unexpected Situations		Themes: 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	 Listening	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. L.2. understand the main points of even a relatively long discussion about unexpected situations if the people involved do not speak too quickly. 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.
	 Reading	R.1. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest. R.2. identify English language sounds using knowledge in phonics, syllabification and word parts. R.3. understand academic explanations and examples with aid of word list and/or dictionary support.
Oral and Written Production		SI.1. offer suggestions in unexpected situations. SI.2. make complaints and unanticipated appointments in different situations.

	 <p>Spoken Interaction</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>

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>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:</u></p>	<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>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>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 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. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements</p>



<p><u>Use of "will and going to".</u></p> <ul style="list-style-type: none"> - I will buy a ticket for next week. - 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 	<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 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>Social Language Samples</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>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>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</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>Using technically designed instruments, and with the guidance</p>
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<p>weekend.</p> <ul style="list-style-type: none"> - She is going to call 911. <p>Present _____ Perfect <u>Continuous</u></p> <ul style="list-style-type: none"> - <u>I've been waiting</u> for over 30 minutes and my meal still hasn't come. - I have been on the phone for over 40 minutes waiting for your answer. <p><u>Phonology</u></p> <ul style="list-style-type: none"> - Silent letters (kn, wr, gn) - Pronunciation of irregular present verbs ending in third person singular “-s”, “-es”, “-ies”. - Minimal pair sounds: ʃ /tʃ shoes/choose 	<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>details, academic explanations and manipulating English language sounds using knowledge in phonics, syllabification and word parts</p> <p>Reading for the first time</p> <ul style="list-style-type: none"> - 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). - 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>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"> - Interpreting academic explanations by identifying words used for chronological sequence, comparison/ contrast, cause /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>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>
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<p>sheep/cheap wash/watch mash/match cash/catch <u>Vocabulary</u></p> <p><u>Home Emergencies</u> Body parts - head, face, eyes, ear, nose, cheek, mouth, lip, tongue, chin, chest, shoulder, back, elbow, hand, arm.</p> <p>Common illnesses and symptom - headache, earache, stomachache, sore throat, cold, virus, cough, infection, rash sunburn, runny nose, dizzy, nauseous, vomit, bruise, swollen, itchy.</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 making complaints and appointments, interviewing others, offering suggestions about unexpected situations</p> <p>Checking - comprehension of tasks given by the teacher.</p> <p>Planning - 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> <p>Elaborating - complaints and appointments, interviews offering suggestions, commenting on points of view, and assumptions about unexpected situations including asking for help and giving help by viewing dialogues and taking notes for sentence patterns.</p> <p>Using - turn-taking tactics to complete the requirements of the task and ensure equal participation by all.</p> <p>Interacting - making complaints and appointments, offering suggestions, commenting on points of view,</p>	<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 unexpected situations if the questions have been prepared beforehand.</p> <p>Using technically designed</p>
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<p>Medicines</p> <ul style="list-style-type: none"> - prescription, injection, stitches, aspirin lotion, capsule, pill, ointment antacid, cold tablets, cough syrup. <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, 			<p>and assumptions about unexpected situations by practicing asking and responding to peers in a small group, finally performing interviews.</p> <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 presentations. <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 	<p>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 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,</p>
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<p>delayed flight, flights cancelled</p> <p><u>Unanticipated</u> <u>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> <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>describing events and real events that include characters, plot, and setting.</p> <ul style="list-style-type: none"> - 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 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 	<p>everyday situation, appointments or something you made a complaint about.</p>
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Unit 5		
Scenario: Open a Book, Open Your Mind		Themes: 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. SI.2. interview others about biographies and Costa Rican legends if the questions have been

Oral and Written Production	 Spoken Interaction	<p>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>

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>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 	<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>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>	<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>Listening for the first time: to audio recordings, videos or conversations for general understanding</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 topic and if the people involved use Standard English and do not speak too quickly.</p>

<p>buy a big house.</p> <ul style="list-style-type: none"> - She would pass the exam if she ever studied. <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><u>Keep it simple:</u> <u>Haikus/ Limerick.</u></p> <ul style="list-style-type: none"> - Haikus Poem, three lines, popular activity, (9th to 12th centuries from Japan) ", Haikus masters Basho, 	<p><u>Discourse Markers</u></p> <p>Connecting words 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. - However, this depends on the number of books you've read. <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> <u>Interrupting</u></p> <ul style="list-style-type: none"> - Sorry to interrupt 	<ul style="list-style-type: none"> - Book smart vs. street smart - <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 Sweeney 	<p>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 facts, ideas, and/or events. <p>Post-listening for reacting to the content of the text or for focusing on features/ language forms</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>
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<p>Issa, Buson, 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, 	<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 was saying</p> <p><u>Continuing</u></p> <p>Anyway....</p>		<p>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>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"> - Differentiating relevant information, drawing conclusions, sounds, phonics, syllabification, 	<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 information in factual text and simple reports on familiar topics.</p>
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<p>readings, poems, writing, novel, plot, material, 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> <ul style="list-style-type: none"> - Legends, culture past, stories moral, The “Cadejos”, La “Segua”, The Ox-less Carts, The Souls, The Stone of Aserri and The Witch Zarate, 	<p>So, as I was saying Okay</p>		<p>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 style="text-align: center;"><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>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 	<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 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>
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<p>Iztaru legend, Witch of Escazu, Legend of Turrialba, etc.</p>			<p>sentence structures for agreeing or disagreeing.</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"> - 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 and finally, performing interviews. <p style="text-align: center;">Description of favorite comic strips, biographies of national and international writers and Costa Rican legends</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 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 	<p>Using technically designed instruments, and with the guidance of the teacher, the 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</p>
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			<p>legends by participating in pair presentations while using sentence frames and illustrations.</p> <p>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 birth; death, if pertinent; major achievements/education/ work facts/ what makes the person significant. - 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 	<p>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 biographies of famous Costa Rican or international writers or author.</p>
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			<p>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"> - A play based on a legend/ biography - Legend on a comic strip format (digital/ paper) - A literary fair 	
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