



Dirección de Desarrollo Curricular
Departamento
Tercer Ciclo y Educación Diversificada

**Guía pedagógica para el desarrollo del
taller de inglés para la conversación:
English on the Spot (EOS)**

Tercer Ciclo de la Educación General Básica

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<i>Siglas</i>	7
<i>Apartado I. Sobre la guía pedagógica para el desarrollo del taller de English on the Spot (EOS)</i>	8
Presentación	8
Objetivo del documento	8
Desarrollo de competencias	8
Descripción del taller de EOS	9
Objetivos del taller de English on the Spot (EOS)	10
Perfil de la persona docente	11
Perfil de salida en nivel de dominio lingüístico esperado para la persona estudiante en noveno año	11
Papel de la persona estudiante	11
<i>Apartado II. Enfoque teórico que sustenta la propuesta del taller English on the Spot (EOS)</i>	13
El enfoque orientado a la acción (Action -Oriented Approach)	13
Las tareas lingüísticas (tasks) en el enfoque orientado a la acción (AOA)	14
Tareas complejas	16
<i>Apartado III. Estrategias de mediación para las competencias de interacción, expresión oral en continuo y producción escrita</i>	17
Estrategias para la interacción y la expresión oral en continuo	17
Estrategias de interacción	18
Turnos de palabra	18
Cooperación	18
Solicitud de aclaraciones	18
<i>Expresión oral en continuo y expresión escrita: definición, actividades y estrategias</i>	19
Estrategias de expresión oral en continuo	19
Planificación	20
Compensación	20
Control y corrección	20
<i>Ambiente de aprendizaje seguro</i>	20
Ambiente de respeto mutuo	21
Tolerancia	21
Ambiente del aula	22

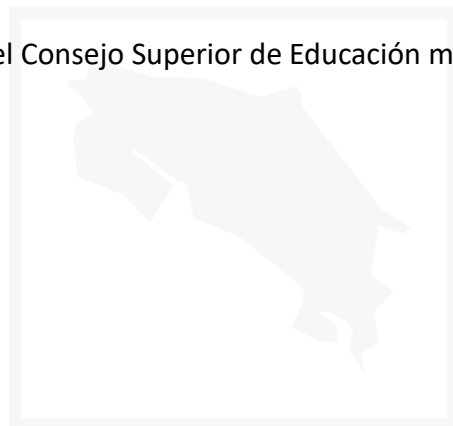


Interacción, apoyo entre pares y con la persona docente	22
Participación sana en el aula	22
<i>Mediación de los aprendizajes</i>	22
<i>Prácticas esperadas en el taller EOS</i>	23
Apartado IV Evaluación para el aprendizaje	26
El tratamiento del error en las clases de EOS	26
Evaluación para el aprendizaje.....	27
Apartado V Prueba Oral	29
Prueba de expresión oral en continuo	32
Apartado VI Articulación con actividades del calendario escolar	33
Apartado VII Monitoreo y seguimiento	33
Monitoreo anual de progreso	33
Etapas del monitoreo	33
<i>Continuidad del taller English on the Spot en centros educativos</i>	34
Apartado VIII Organización del taller	35
Duración y proyección de niveles	35
Numero de lecciones asignadas al taller y organización de horarios	35
Apartado IX Elementos que componen el taller	36
Ventajas que aporta la metodología de clase invertida/ <i>flipped classroom</i>	38
Beneficios en el aula	38
Competencias literarias y uso de literatura	39
Componentes del proyecto literario.....	40
Evaluación del proyecto literario	41
Fase 1: Participar/Negociar para el proyecto	43
Fase 2: Pensamiento/planificación del proyecto	43
Fase 3: Representación y completar proyecto oral y escrito.....	43
Fase 4: Responder y compartir el proyecto	43
Ejemplo de lista de cotejo para el proyecto literario	44
Apartado X Planeamiento didáctico	46
Tomar en consideración los siguientes aspectos:	46
Abordaje de las competencias del programa de inglés para las personas docentes que lo imparten en el área académica y las que imparten en taller English on the Spot.....	46
Distribución de lecciones y cartel de alcance y secuencia	47



Cada semana (6 lecciones de 40 minutos)	47
Cada unidad (6 semanas, 36 lecciones de 40 minutos)	48
<i>Apartado XI Evaluación del taller EOS</i>	120
Estrategias para el proceso de evaluación de los aprendizajes	120
<i>Referencias bibliográficas</i>	124
<i>Anexos</i>	126
Anexo 1: Recursos para la Clase invertida	126
Anexo 2: Plantilla de planeamiento	127
Anexo 3: Instrumento para trabajo cotidiano	128
Anexo 4 Enlaces para el fortalecimiento de competencias de las bandas esperadas en las plataformas sugeridas de British Council, Cambridge, Oxford, American Literature y Commonlit, Speechace entre otras.	129
Anexo 5: Instrumento para prueba oral	144

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Siglas

CSE	Consejo Superior de Educación
DDC	Dirección de Desarrollo Curricular
DRE	Dirección Regional Educativa
DTCED	Departamento de Tercer Ciclo y Educación Diversificada
DVA	Despacho del Viceministerio Académico
EOS	English on the Spot
INCO	Inglés para la Conversación
MCERL	Marco Común Europeo
MEP	Ministerio de Educación Pública
PELEx	Programa de Evaluación en Lengua Extranjera



Apartado I. Sobre la guía pedagógica para el desarrollo del taller de *English on the Spot* (EOS)

Presentación

Esta guía pedagógica brinda a las personas docentes del taller de inglés para la conversación: *English on the Spot* (EOS) información importante para el desarrollo progresivo de cada escenario mediante un ambiente interactivo que permitirá observar el progreso de la competencia comunicativa en el idioma inglés en cada persona estudiante.

Objetivo del documento

Este documento pretende ser una referencia con sugerencias para la mediación pedagógica, evaluación para el aprendizaje, prueba oral, integración curricular, monitoreo, seguimiento, organización del taller, elementos del taller y planeamiento didáctico del taller.

Desarrollo de competencias

El taller EOS, se desarrollará con un enfoque por competencias, en el marco de las competencias básicas costarricense establecidas por la Administración y plasmadas en la Ruta de la Educación 2022- 2026 y aprobadas por el Consejo Superior de Educación, a saber:

- **Competencia para la ciudadanía responsable y solidaria.** Implica la construcción de una comunidad local, nacional y global, comprometiéndose



con el cumplimiento de los derechos humanos y de los valores éticos universales.

- **Competencias para la vida.** Busca el desarrollo integral y la consecución de proyectos de vida individuales y colectivos en los cuales se plantean y analizan situaciones problemáticas para generar alternativas de soluciones eficaces y viables.
- **Competencia para el empleo digno:** Consiste en aprender a gestionar entornos multilingües y pluriculturales, en constante cambio, que pueden incluir personas de diferentes campos, y diversas fuentes de información o redes de datos. Además, esta incluye fijación de metas que permitan superar los obstáculos, con resiliencia, esfuerzo, y tolerancia a la frustración para desempeñarse en una labor específica.

Descripción del taller de EOS

El taller de inglés para la conversación: *English on the Spot* (EOS) Tercer Ciclo de la Enseñanza General Básica tiene como propósitos orientadores los siguientes:

- Enriquecer la enseñanza y aprendizaje del inglés en Tercer Ciclo de colegios académicos tradicionales.
- Ampliar las opciones y oportunidades para la población estudiantil según sus intereses y habilidades.
- Alcanzar un mayor desarrollo de la competencia comunicativa en el idioma inglés.



- Realizar acciones que permitan mejores niveles de desempeño lingüístico de la comunidad estudiantil al finalizar la Educación Diversificada.
- Contribuir al cumplimiento de las metas establecidas en el Plan Estratégico Nacional PEN 2050.

Objetivos del taller de English on the Spot (EOS)

1. Mejorar el nivel de dominio lingüístico en las competencias de producción e interacción oral y producción escrita en las personas estudiantes del sistema educativo costarricense público, para alcanzar un nivel de salida mínimo de A2 según el Marco Común Europeo de Referencia para las Lenguas (MCER).
2. Desarrollar en el estudiantado una actitud positiva hacia el enriquecimiento del aprendizaje y su el bagaje lingüístico y cultural en la lengua inglesa fomentando la curiosidad, la creatividad y la confianza en el uso del inglés.
3. Utilizar las tecnologías de comunicación para ampliar las oportunidades de interacción y producción oral; de esta forma lograr desarrollar en las personas estudiantes la competencia comunicativa que le permita interactuar en forma oral y escrita a un nivel de salida mínimo de A2 según el MCER.
4. Propiciar la formación de nuevos ciudadanos, que se integren en forma proactiva, crítica y exitosa al mundo globalizado, mediante el fortalecimiento de la identidad nacional y global, utilizando sus conocimientos, destrezas y habilidades lingüísticas para abordar desafíos y oportunidades en un entorno globalizado.



Perfil de la persona docente

La persona docente es uno de los pilares principales del taller. Su función incluye la motivación, el liderazgo, la guía y la enseñanza a la persona estudiante. Además, es el modelo lingüístico en el aula, por lo que el perfil requerido para impartir el taller *English on the Spot* **debe ser** de usuario independiente/avanzado **igual o superior a B2 consolidado** en el Marco Común Europeo (MCE) de Referencia para las Lenguas, por cuanto es un estándar internacional que se utiliza para indicar el nivel de comprensión oral y escrita, expresión oral y escrita de una lengua. La asignación de lecciones estará sujeta a comprobación de la banda lingüística requerida y de acuerdo con los requerimientos del puesto por parte de la Dirección de Gestión del Talento Humano.

Perfil de salida en nivel de dominio lingüístico esperado para la persona estudiante en noveno año

La persona estudiante que participe del taller *English on the Spot* (EOS) debe lograr un nivel de dominio lingüístico de **igual o superior a A2** en el Marco Común Europeo de referencia para las Lenguas (MCERL).

Papel de la persona estudiante

La persona estudiante es el principal actor del proceso educativo. Con el fin de lograr el desarrollo de la competencia comunicativa en el taller EOS, es de suma importancia que:

- aprenda a utilizar los recursos lingüísticos y temáticos apropiados al escuchar, leer, hablar y escribir para la realización de las tareas lingüísticas.



- utilice capacidades personales y sociales, por ejemplo, compromiso, actitud positiva, cooperación, respeto de turnos de palabras, empatía y otros valores universales al interactuar y producir en el idioma.
- participe en los procesos de evaluación de aula y estandarizada de forma comprometida con su mejor esfuerzo.





Apartado II. Enfoque teórico que sustenta la propuesta del taller *English on the Spot* (EOS)

El enfoque orientado a la acción (Action -Oriented Approach)

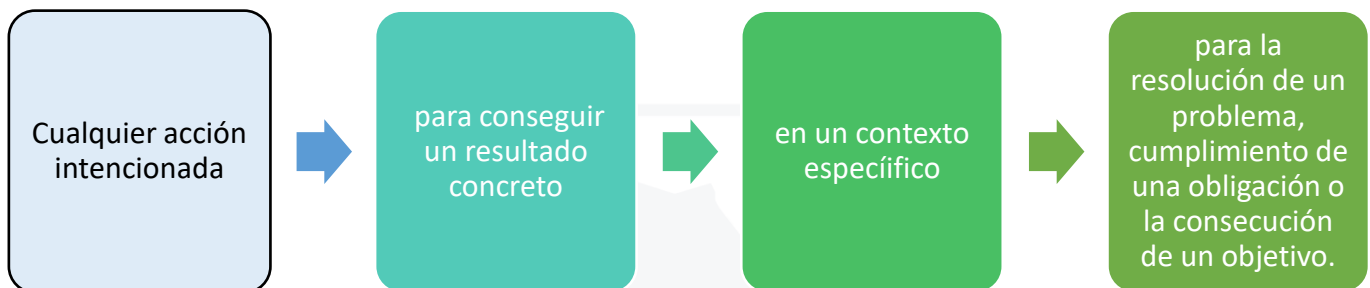
El enfoque orientado a la acción (*Action-Oriented Approach*) enfatiza la autenticidad de los escenarios para el desarrollo de tareas comunicativas, con un énfasis en materiales auténticos y autonomía para investigar. Se promueve la agencia la cual permite decidir cómo llevar a cabo la tarea, proyecto, la colaboración y la co-construcción. Se otorga importancia al desarrollo de la autoeficacia y la metacognición la cual se ve presente en la mediación pedagógica del programa. Además, se destaca el uso del idioma meta, a partir de dominios y escenarios auténticos de comunicación, con el objetivo de que las personas estudiantes, como agentes sociales de cambio, desarrollen las competencias generales y específicas, demostrando autonomía y responsabilidad en el proceso de enseñanza-aprendizaje. Se promueve un andamiaje progresivo en la mediación para mejorar el desempeño en la comprensión oral y escrita, interacción y producción oral y escrita. Así mismo, se enfatiza una evaluación para el aprendizaje que implica que los aprendientes tengan el conocimiento previo necesario para realizar las tareas, fomentando la motivación al resaltar el progreso y los logros más que fracasos.



Las tareas lingüísticas (tasks) en el enfoque orientado a la acción (AOA)

La competencia se logra en la integración de los saberes (saber conocer, saber hacer, saber ser y vivir en comunidad) pero se determina el logro de esta en el **hacer**. Por lo tanto, el desempeño será el mayor reto que la persona docente estimula, potencia y valora en la persona estudiante.

Este desempeño, se desarrolla por medio de la realización de tareas “**tasks**”, las cuales *según el* (MCERL, p.10) son definidas como:



Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Hay tareas lingüísticas simples y complejas. Una tarea simple es un acto de palabra muy concreto, sencillo con un número de pasos menor por ejemplo la discriminación de un sonido; mientras que, una tarea compleja involucra un número mayor de actos de palabra, interacciones, mini-tareas incorporadas, tiempo, duración y apoyo utilizado como comprender y reaccionar ante una conversación telefónica o desarrollar un proyecto integrador.

La tarea es altamente inclusiva porque permite determinar, por parte de la persona docente, los niveles de desempeño de la persona estudiante en la experiencia de aprendizaje.



La persona docente propone tareas lingüísticas, individuales y colectivas, inmediatas o prolongadas en el tiempo, de comprensión oral y escrita y producción oral y escrita, con el fin de privilegiar naturalmente la práctica del enfoque orientado a la acción (AOA).

Durante el desarrollo de tareas (*tasks*), se debe garantizar que los aprendientes promuevan un sentido de comunidad para la reflexión, diálogo y toma de decisiones y que participe activamente en los procesos de auto y coevaluación.

A continuación, se brindan una serie de ejemplos de tareas auténticas simples y complejas:



Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Tareas complejas

Comprar un regalo para un miembro de la familia.

Estás en el centro comercial y tienes problemas para encontrar el regalo perfecto para un miembro de la familia. Describe la persona al asistente de ventas y responde preguntas sobre lo que gusta y no le gusta a tu familiar.

Pedir prestado artículos escolares a un compañero de clase.

Llegaste a clase de inglés solo para descubrir que dejaste tu mochila en casa. Pregúntale a tres amigos sobre el horario del día y si pueden prestarte los materiales que necesitas para pasar el día.

Pedir y dar direcciones en un lugar público.

Estás en una estación de tren, bus o en un aeropuerto y quieres encontrar una heladería. Le preguntás a una persona en el quiosco de información cómo encontrar tu destino. Un turista te ve con tu helado y te pide las mismas direcciones. Explicá cómo llegar.

Fuente: Curriculum Services Canada, A Guide to Reflective Practice for Core French Teachers, The Action-Oriented Approach. Module 3. Ministry of Education and the Government of Canada through the Department of Canadian Heritage.



Apartado III. Estrategias de mediación para las competencias de interacción, expresión oral en continuo y producción escrita.

Estrategias para la interacción y la expresión oral en continuo

Una de las metas fundamentales del taller de inglés para la conversación es la discusión de temas, las dinámicas interactivas, la resolución de problemas, la investigación, la construcción de soluciones y el desarrollo de tareas simples o complejas. Para lograr estos objetivos, es necesario implementar una serie de estrategias de interacción y expresión oral.

A continuación, se presentan las estrategias que la persona docente debe promover durante el desarrollo de las tareas simples o complejas para la apropiación de estas por parte del estudiantado en su proceso de aprendizaje.



Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Estrategias de interacción

La interacción es un elemento fundamental en el taller English on the Spot, ya que permite a los estudiantes desarrollar competencias comunicativas e interactuar de manera efectiva en el idioma inglés. Las estrategias de interacción son herramientas que las personas estudiantes pueden utilizar para mejorar su capacidad de comunicación y participación en conversaciones y discusiones en inglés.

Las principales estrategias de interacción son:

Turnos de palabra

Estrategia que implica el iniciar, mantener y finalizar una interacción, permitiendo a las personas estudiantes participar en una conversación o discusión que inició con expresiones aprendidas que le permiten ganar tiempo para elaborar ideas.

Cooperación

Fomenta un discurso colaborativo el cual ayuda al desarrollo de discusiones al confirmar la comprensión oral, relacionar ideas, resumir puntos clave e involucrar a otros en la conversación.

Solicitud de aclaraciones

Estrategia que promueve la participación activa en una conversación para confirmar la comprensión oral, pedir aclaraciones, repetir ideas, verificar la comprensión oral y corregir posibles malentendidos.



Expresión oral en continuo y expresión escrita: definición, actividades y estrategias

La competencia de expresión oral y escrita (habla-escritura) se refiere a la producción de textos orales o escritos por parte del usuario de la lengua, los cuales son recibidos por uno o más oyentes o lectores. Algunas actividades de expresión oral incluyen: realizar comunicados públicos (información, instrucciones, etc.), dirigirse a un público (discursos en reuniones públicas, conferencias universitarias, sermones, espectáculos, comentarios deportivos, presentaciones de ventas, etc.), leer en voz alta un texto escrito, hablar apoyándose en notas, en un texto escrito o en elementos visuales (esquemas, imágenes, gráficos, etc.), representar un papel ensayado, hablar espontáneamente, descripción de experiencias, argumentación (por ejemplo, en un debate), declaraciones públicas y hablar en público. En el caso de expresión escrita algunas actividades incluyen producir párrafos, descripciones, cartas, informes, redacciones, etc.

Estrategias de expresión oral en continuo

La expresión oral en continuo es una de las competencias clave que se desarrolla en el taller *English on the Spot*. Esta competencia se refiere a la producción de textos orales por parte del usuario de la lengua, los cuales son recibidos por uno o más oyentes.

Para fortalecer la expresión oral en continuo, se implementan una serie de estrategias durante el desarrollo de las tareas. Estas estrategias también deben ser apropiadas por los estudiantes en su proceso de aprendizaje.

Las principales estrategias de expresión oral en continuo son:



Planificación

La estrategia de la planificación permite a la persona estudiante preparar lo que se va a decir, seleccionar la información, determinar cómo se va a expresar, ensayar y prever las reacciones de los oyentes.

Compensación

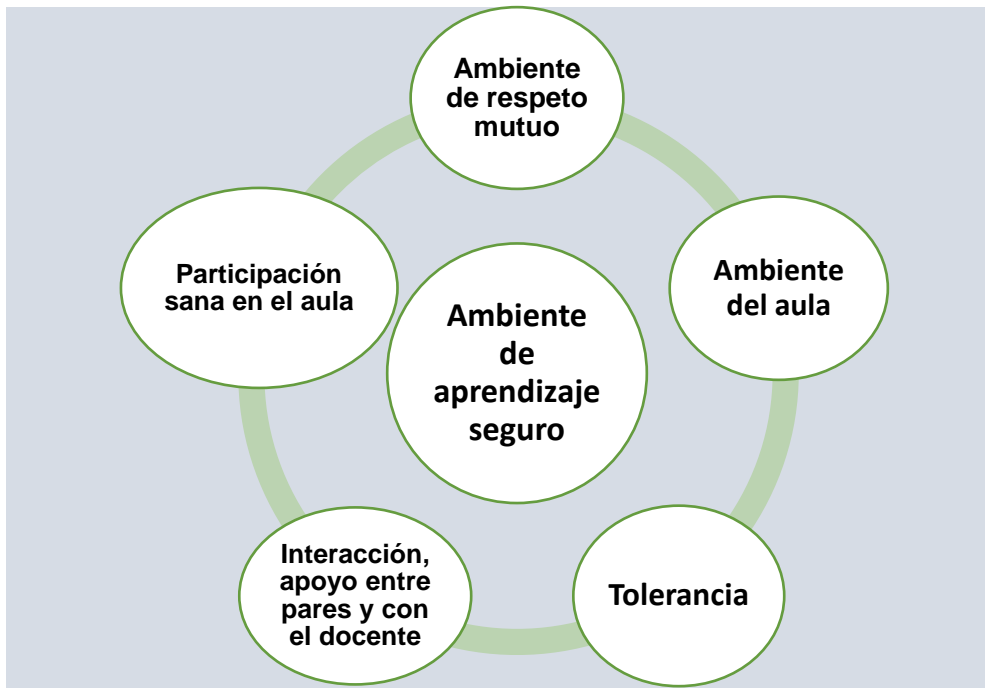
La estrategia de la compensación facilita la fluidez en la comunicación mediante el uso de recursos lingüísticos como gestos, definiciones, sinónimos o ejemplos para mantener el flujo de la conversación.

Control y corrección

La estrategia de control y corrección fortalece la producción oral al identificar errores, reformularlos y expresar las ideas de manera correcta, promoviendo la precisión en la comunicación.

Ambiente de aprendizaje seguro

El desarrollo de estas estrategias y la realización de tareas simples o complejas se debe realizar en un ambiente de aprendizaje seguro. A continuación, se presentan algunas recomendaciones clave para lograrlo:



Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Ambiente de respeto mutuo

- Construir relaciones positivas entre las personas estudiantes.
- Se respeta al otro y se recibe de vuelta el mismo respeto.
- Comprender y valorar al otro, su forma de ver y vivir la vida, su actitud ante las cosas, sus intereses, sus necesidades y sus inquietudes.
- Valorar el esfuerzo de la persona estudiante y proveer realimentación específica y oportuna.
- Celebrar lo que las personas estudiantes pueden hacer en inglés.

Tolerancia

- Se respeta las opiniones, ideas o actitudes de las demás personas, aunque no coincidan con las propias.



Ambiente del aula

- Encuentre en cada persona estudiante la cualidad o característica que lo hace único y muy especial.
- Tener su clase organizada creando estructuras y rutinas para los estudiantes.
- Provea oportunidades para trabajar en parejas, grupos e individualmente.
- Organice el tiempo para que las personas estudiantes puedan trabajar y hacer consultas.

Interacción, apoyo entre pares y con la persona docente

- Este reúne a las personas para que puedan explorar soluciones o desafíos compartidos y sentirse respaldados por otros con experiencias similares.
- Escuche y comprenda a sus estudiantes.

Participación sana en el aula

- La clase debe ser un buen foro para fomentar la participación sin comentarios negativos, sin burlas y siempre en búsqueda de ese ambiente sano de interacción.
- Trate a las personas estudiantes con igualdad y respeto.
- Establecer un ambiente positivo y de altas expectativas de logro lingüístico.

Mediación de los aprendizajes

Las tareas y las estrategias deben ser incluidas en la mediación de los aprendizajes. Es importante señalar que en el proceso de mediación de los aprendizajes se debe implementar la mediación pedagógica propuesta en el programa de estudios para cada competencia, de manera que se diseñen las secuencias de aprendizaje con los andamiajes correspondientes de acuerdo con los pasos pedagógicos que se presentan en la siguiente tabla:



Pre-teaching	
<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. 	
Oral Production	
Spoken Interaction	Spoken Production
<ul style="list-style-type: none"> ✓ Planning, Organizing, Rehearsing, Interacting 	<ul style="list-style-type: none"> ✓ Planning, Organizing, Rehearsing, Producing
Written Production	
<ul style="list-style-type: none"> • Pre-writing, Drafting, Revising, Editing, Publishing 	

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Prácticas esperadas en el taller EOS

Con el propósito de ampliar lo anterior, se anotan algunas de las prácticas esperadas en la clase de inglés:

1. Promoción del rol de la persona estudiante quien es autónomo, pero trabaja de forma colaborativa con otros para resolver problemas utilizando las herramientas disponibles.
2. Fomento de la metacognición, el pensamiento reflexivo y las estrategias de pensamiento crítico para el logro exitoso de las tareas (*tasks*).
3. Promoción de tareas auténticas (*tasks*) que respondan a las siguientes preguntas: *When would this task occur in real life? / What is the task purpose? What will be accomplished?*



4. Tareas que se convierten en acciones que la persona estudiante realiza para construir competencias generales y competencias específicas y desarrollar así la competencia comunicativa.
5. Tareas centradas en escenarios y dominios (socio-interpersonal, socio-transaccional, académico y profesional) alineados con experiencias reales.
6. Técnicas de negociación y lenguaje auto afirmativo en las reglas clase y la socialización de estas, desde el primer día.
7. Monitoreo y realimentación oportuna.
8. Empleo de “tiempo en espera” para dar oportunidad a todas las personas estudiantes para que elaboren su respuesta.
9. Dosificación adecuada de contenidos nuevos y su constante reciclaje.
10. Enseñanza de estrategias de aprendizaje (enseñar a aprender).
11. Utilización de gran variedad de recursos con propósito pedagógico.
12. Utilización del error como un recurso de aprendizaje.
13. Evidencia de la vivencia de valores en la mediación pedagógica.
14. **Desarrolla la clase de inglés en el idioma meta (en inglés).**
15. Centrar la atención en el estudiante, alrededor del cual gira el aprendizaje del idioma inglés, como proceso, a partir de los programas de estudio.
16. Potenciar los intereses, aspiraciones y necesidades reales, por medio del uso del idioma, alrededor de temas de utilidad.



17. Desarrollar las competencias lingüísticas (interacción, expresión oral en continuo y producción escrita) en forma natural e integrada, con el propósito de que el estudiantado se comunique.
18. Utilizar la lengua meta para realizar acciones específicas en contextos de la vida real de manera significativa.
19. Incluir las TIC como una herramienta importante para crear experiencias de aprendizaje significativas.
20. Desarrollar la conciencia intercultural para facilitar la comunicación entre culturas.
21. Enseñar vocabulario, sintaxis, y fonología con un abordaje comunicativo de acuerdo con las temáticas desarrolladas para facilitar la comunicación.

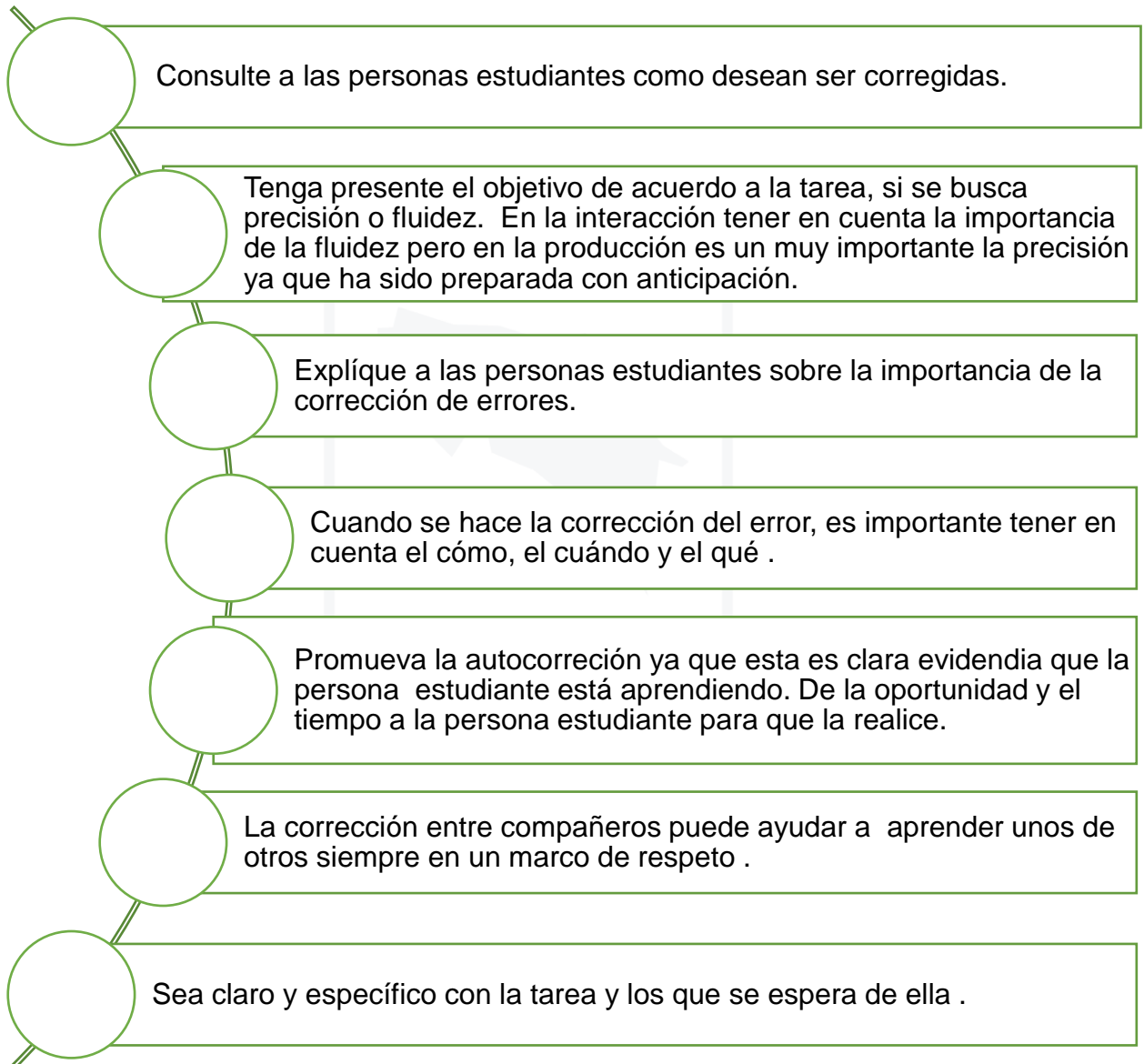




Apartado IV Evaluación para el aprendizaje

El tratamiento del error en las clases de EOS

Cuando un error sucede, es una gran oportunidad para el aprendizaje. A continuación, se brindan algunas recomendaciones:



Fuente: Budden, J. <https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/error-correction>.



Evaluación para el aprendizaje

En el taller EOS la evaluación debe ser para el aprendizaje, la cual ayuda a que el estudiante mejore sus competencias lingüísticas. Entre sus principales beneficios se indican los siguientes:



Se profundiza en lo que se aprende y el porque se aprende.



Permite que la enseñanza sea creativa y flexible.



Motivación, autonomía y compromiso por parte de la persona estudiante.



Mejora los resultados de las personas estudiantes tanto a nivel de aula como a nivel estandarizado.



Facilita la comprensión para adaptar la enseñanza a las necesidades del estudiantado.



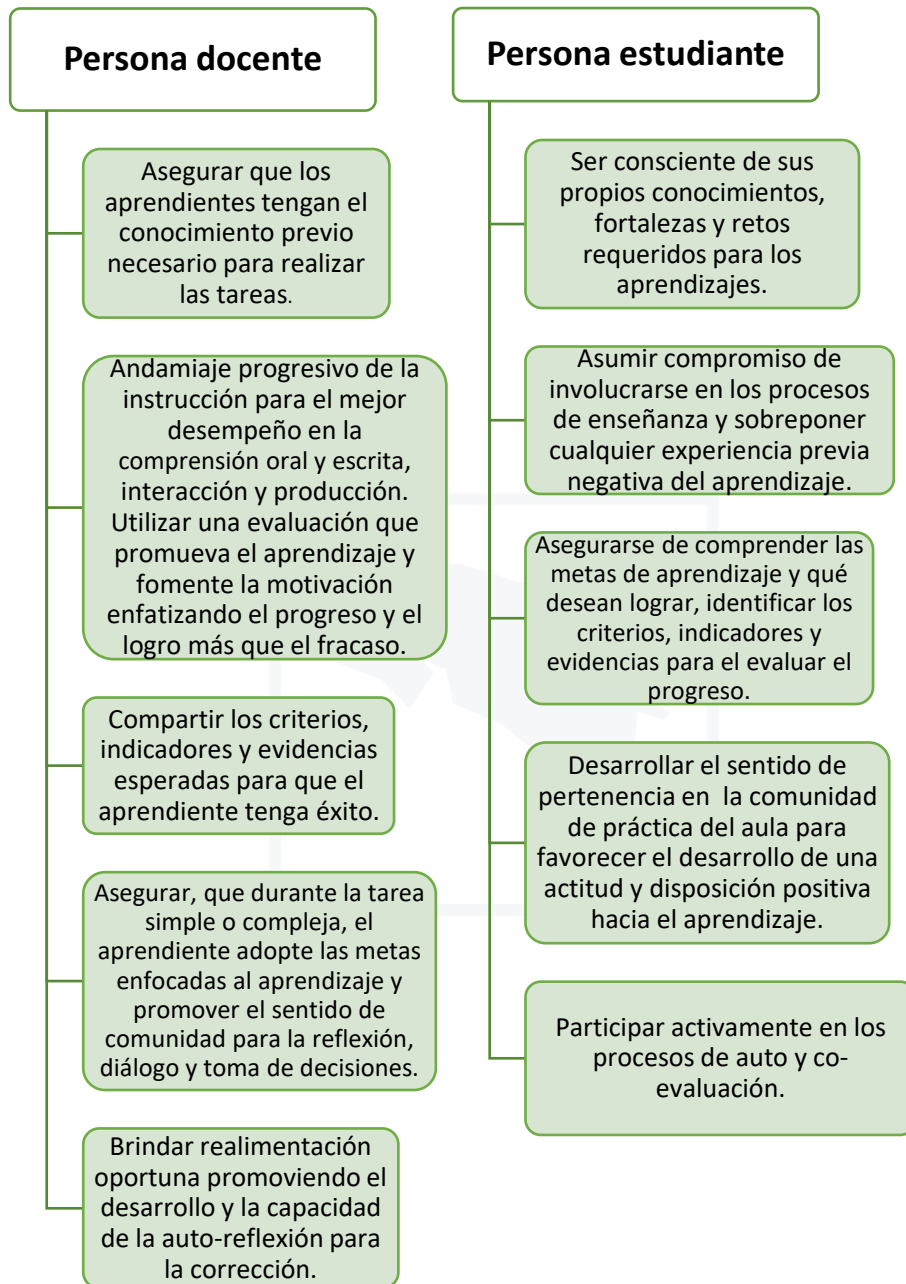
Reduce la brecha entre el estudiantado que obtiene resultados bajos con respecto al que logra resultados altos.

Fuente: Haines P (2023). Taller de Evaluación para el Aprendizaje. Universidad de Costa Rica,

Es muy importante que tanto la persona docente como la persona estudiante conozcan el papel de la evaluación para el aprendizaje mientras se realizan las



tareas simples o complejas. A continuación, se presenta una imagen que resume los papeles de ambos:



Fuente: Adaptado de Jones N, Saville N (2016) Studies in Language Testing. Cambridge University Press.



Apartado V Prueba Oral

En el taller EOS se debe realizar pruebas orales de **interacción y expresión oral en continuo**. Para su administración se debe seguir los lineamientos establecidos en el documento “**LA PRUEBA ORAL PARA MEDIR LA COMPRENSIÓN Y PRODUCCIÓN ORAL EN LENGUAS EXTRANJERAS, 2018**” emitido por el Departamento de Evaluación de los Aprendizajes.



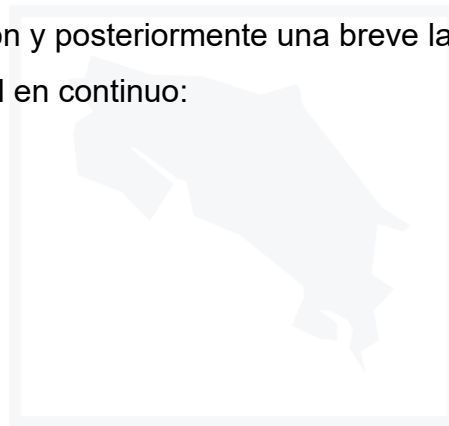
Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Se aplicará la prueba de interacción con sus tres etapas (**conversación guiada, intercambio de información y juego de roles**) en los niveles de séptimo y octavo. La prueba de interacción incluyendo las 3 etapas tendrá una duración 5 minutos mínimo a 7 minutos en séptimo y 6 minutos mínimo a 8 minutos en octavo año.

En noveno año las pruebas orales incluyen tres etapas (**conversación guiada, intercambio de información y expresión oral en continuo**). Su duración máxima des de 10 minutos.

A continuación, se presenta una imagen que describe las tres tareas para la prueba oral de interacción y posteriormente una breve la descripción para la prueba de expresión oral en continuo:





Tarea #1 Conversación guiada

- Esta funciona como un calentamiento, pero se evalúa. A cada persona estudiante, se le realizan cinco (5) preguntas. Dura alrededor de un minuto. Aquí, los alumnos tienen que responder a las preguntas del profesor sobre ellos, su familia, lo que les gusta y lo que no les gusta o sus actividades, por ejemplo.

Tarea #2 Intercambio de información

- La segunda parte es el intercambio de información. Dura unos dos minutos. Esta tarea consiste esencialmente en una descripción guiada de una foto o serie de fotos (u otras imágenes, por ejemplo, bocetos, dibujos) que están vinculadas temáticamente. Los estudiantes interactuarán con la persona docente describiendo personas, cosas y situaciones, hablarán sobre lo que ven en una o más imágenes, encontrarán las diferencias entre imágenes, hablarán sobre algo que sucedió, contarán una historia simple, predecirán lo que va a pasar por ejemplo. Cuando los estudiantes terminan la descripción, la persona docente le hará dos preguntas al estudiante sobre la imagen o conjunto de imágenes.

Tarea #3 Juego de roles

- La tercera parte es una tarea de juego de roles simulada. Dura unos dos minutos. La interacción es entre la persona docente y la persona estudiante en una tarea relacionada con la vida cotidiana. Por ejemplo, la persona estudiante tiene que hacer una compra. De esta forma, la tarea será en una tienda de conveniencia, en un cine, en una estación de autobuses, etc. La persona estudiante debe preguntar precios, cantidades y formas de pago. En esta tarea, la persona estudiante asume un papel específico y la persona docente también. En esta tarea se puede utilizar apoyos visuales.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Prueba de expresión oral en continuo

Con respecto a esta prueba, el documento la “Prueba oral para medir la comprensión y producción oral en lenguas 2018” indica lo siguiente:

- ✓ La producción en continuo se realiza de manera individual e implica una producción más estructurada y dirigida a una audiencia o un monólogo (exposición, descripción o explicación oral de algún tema estudiado).
- ✓ La asignación de la tarea o actividad evaluativa, por desarrollar puede ser distribuida de manera aleatoria.
- ✓ Puede concederse o no tiempo previo para su preparación y puede o no contar con material de apoyo.
- ✓ Una vez finalizada la actividad, el docente puede formular preguntas orientadas a la valoración del dominio del vocabulario, conocimiento de la temática, aclarar ciertas expresiones que formuló durante su actividad, entre otros.
- ✓ Elaborar el instrumento que corresponde a una escala de desempeño.
- ✓ La calificación es individual.
- ✓ Indicar al estudiante el tiempo con que cuenta para la realización de la actividad.
- ✓ La persona docente debe asegurarse que el estudiantado comprende la pregunta o tarea por realizar, y da la respuesta de acuerdo con lo solicitado.
- ✓ Calificar la prueba de forma inmediata.

Indicadores	Puntos del indicador	Escala					
		NR	1	2	3	4	5
Indicador 1.1	4		Criterio 1	Criterio 2	Criterio 3	Criterio 4	
Indicador 1.2	3		Criterio 1	Criterio 2	Criterio 3		
Indicador 1.3	4		Criterio 1	Criterio 2	Criterio 3	Criterio 4	
Indicador 2.1	5		Criterio 1	Criterio 2	Criterio 3	Criterio 4	Criterio 5
Indicador 2.2	3		Criterio 1	Criterio 2	Criterio 3		
Indicador 2.3	4		Criterio 1	Criterio 2	Criterio 3	Criterio 4	
Indicador 2.4	4		Criterio 1	Criterio 2	Criterio 3	Criterio 4	
Indicador 3.1	2		Criterio 1	Criterio 2			
Indicador 3.2	1		Criterio 1	Criterio 2			
Total de puntos de la escala	28						
Puntos obtenidos							
Calificación obtenida							

Fuente: Departamento de Evaluación de los Aprendizajes, 2018.



Apartado VI Articulación con actividades del calendario escolar

Las personas estudiantes que cursan el taller EOS tendrán participaciones activas y bilingües en las actividades del calendario escolar tales como el Festival institucional de Inglés, el Día del Libro, el Festival de las Artes, Inspira STEAM, entre otras, se deberá realizar una exposición bilingüe por parte del estudiantado demostrando los resultados obtenidos en el taller. Esto para lograr empoderamiento en temas relacionados con el multilingüismo, la ciudadanía planetaria y la convivencia en diversidad cultural.

Apartado VII Monitoreo y seguimiento

Monitoreo anual de progreso

La Dirección de Gestión y Evaluación de la Calidad es la encargada de procesos de evaluación que requiera el taller en coordinación con la Dirección de Desarrollo Curricular. Se realizarán monitoreos en las distintas competencias con énfasis en la oralidad.

Etapas del monitoreo

1. Aplicación de una prueba de ubicación (*Pre-test*) a las personas estudiantes de séptimo, octavo, noveno en el primer semestre del curso lectivo 2025, con el propósito de establecer el nivel de dominio lingüístico base. En este mismo año, las personas estudiantes de noveno al finalizar el curso lectivo tomarán un post test para visualizar el progreso de dominio lingüístico.

2025
7° Pretest
8° Pretest
9° Pretest /Post test

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



1. Del año 2026 en adelante, la Dirección de Desarrollo Curricular coordinará con la Dirección de Gestión y Evaluación de la Calidad el tema pruebas de ubicación para las personas estudiantes de séptimo que se aplicarían en el primer periodo y las personas estudiantes de noveno que se aplicarían en el segundo período.

2026
7° Pretest
9° Post test

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Continuidad del taller English on the Spot en centros educativos

A partir del año **2027**, se espera que el centro educativo logre alcanzar en un **70 %** de las personas estudiantes de noveno año, un nivel igual o superior a **A2** en el Marco Común Europeo de Referencia para las Lenguas (MCERL). De no lograrse el objetivo, aparte del apoyo ya establecido para el taller, se le brindará seguimiento y acompañamiento riguroso por el período de un año al centro educativo que presenta deficiencia de logro. Este acompañamiento se dará por parte de la dirección regional, asesoría regional de inglés y socios estratégicos en coordinación con la asesoría nacional de inglés para lograr la mejora. En caso de no lograrse aumentar el dominio lingüístico, se procedería a valorar la continuidad del taller en este centro educativo y por ende el traslado de este. De no darse la continuidad, no se abrirán más grupos de séptimo año, continuándose solo con octavos y novenos años hasta que dichas generaciones finalicen el Tercer Ciclo, de manera que no se perjudique a las personas estudiantes.



Apartado VIII Organización del taller

Duración y proyección de niveles

El taller se imparte en los niveles de séptimo, octavo y noveno. La cantidad de horas de exposición y uso del inglés será de 164 horas anuales. Se ha establecido un nivel de dominio lingüístico **igual o superior a A2** en el Marco Común Europeo de Referencia para las Lenguas (MCERL) para las personas estudiantes al finalizar el taller.

Nivel	Cantidad de lecciones	Cantidad Horas anuales taller	Nivel mínimo de dominio lingüístico según MCERL
Séptimo	4 horas semanales (6 lecciones de 40 minutos)	164 horas	Igual o superior a A2 en el Marco Común Europeo de referencia para las Lenguas (MCERL).
Octavo	4 horas semanales (6 lecciones de 40 minutos)	164 horas	
Noveno	4 horas semanales (6 lecciones de 40 minutos)	164 horas	

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Numero de lecciones asignadas al taller y organización de horarios

Este taller tendrá 6 lecciones semanales de 40 minutos que corresponden a 4 horas reloj por semana. Para la organización de los horarios, se establece lo siguiente:

- Se trabajará en grupos espejo.
- Se tomará en cuenta la cantidad de secciones con que cuente el colegio, en Tercer Ciclo, multiplicado por 2 (en vista de que se trabaja con “medios



grupos espejo”, y multiplicado esto por 4 (en vista de que corresponden 4 horas reloj por semana por cada subgrupo).

- c. Se ajustará el horario de las lecciones a 2 bloques de horas reloj (120 minutos), 2 veces por semana, alternando horarios de mañana y tarde.

Apartado IX Elementos que componen el taller

Seguidamente, se describen cada uno de los elementos del taller y su sustento teórico.



Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

- a) **Noticieros -Daily News:** La persona estudiante deberá cada 15 días comentar una noticia de forma breve en clase sobre eventos nacionales e internacionales. Esta experiencia permite lograr personas estudiantes mejor informadas, más reflexivas y analíticas. Les ayuda a comprender asuntos de importancia global, las personas y lugares asociados al mismo, al ver en la



práctica algunos de los problemas y desafíos complejos del mundo actual. Por ejemplo, el uso de artículos de noticias de última hora mantiene a los suscriptores actualizados sobre noticias interesantes y necesarias sobre el mundo, los deportes y el entretenimiento. El docente podría tener un grupo en TEAMS donde comparte noticias de último momento para que los estudiantes reaccionen mediante comentarios en inglés o decidan aprender más y buscar más información.

b) La clase invertida y el fortalecimiento de la competencia literaria

Se recomienda utilizar la clase invertida para fortalecer las competencias y la lectura de los géneros literarios propuestos.

Esta metodología educativa disruptiva busca salirse de los métodos de clases tradicionales al intercambiar los roles entre las personas docentes y el estudiantado. En este enfoque, la persona docente se convierte en un acompañante de los alumnos, y los alumnos se vuelven más independientes, más creativos y responsables sobre su propio aprendizaje.



Fuente: Metodología de Aula Invertida o Flipped Classroom | by Georlenny Campos | Medium



Ventajas que aporta la metodología de clase invertida/ *flipped classroom*

Al utilizar la metodología de clase invertida/ *flipped classroom* se fomenta el trabajo colaborativo en el aula, lo cual es coherente con el enfoque orientado a la acción de los programas de estudio.

Esta metodología busca que las tareas menos activas como la presentación del contenido, lecturas, videos explicativos entre otros, se desarrollen en casa. De esta manera, se fomenta la autonomía y se incentiva a que la familia se involucre más en el proceso de enseñanza y aprendizaje de sus hijos e hijas.

Beneficios en el aula

Trabajo colaborativo: Fomenta el trabajo colaborativo en el aula, lo que es coherente con el enfoque orientado a la acción de los programas de estudio.

Autonomía: Permite que las tareas menos activas se desarrollen en casa, lo que fomenta la autonomía y la responsabilidad de los estudiantes.

Involucramiento de la familia: Incentiva a que la familia se involucre más en el proceso de enseñanza y aprendizaje de sus hijos.

Tiempo de retroalimentación: Permite que la persona docente disponga de más tiempo en el aula para retroalimentar y apoyar el desarrollo de la competencia comunicativa.

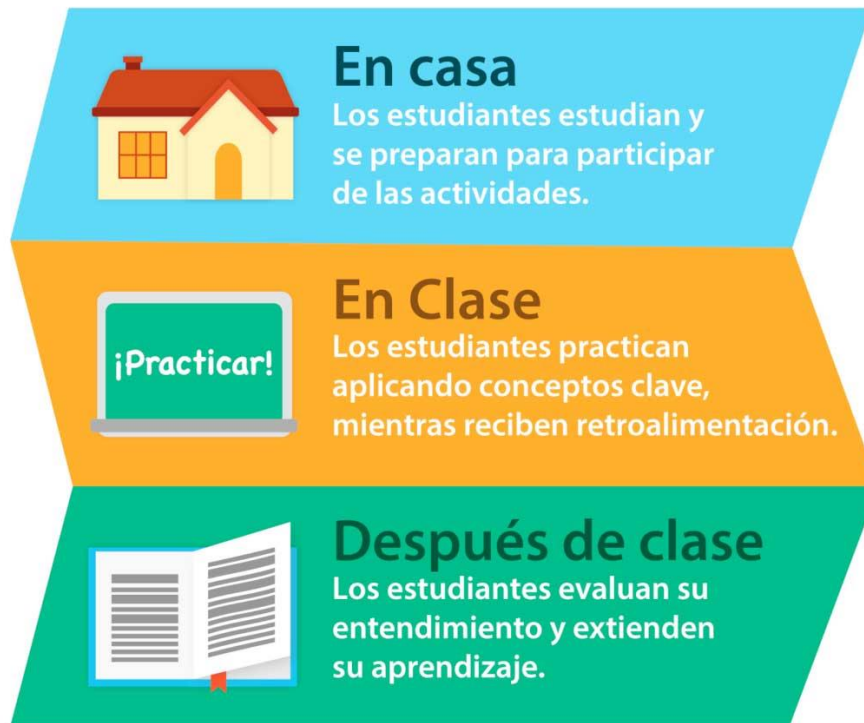
Ventajas en el desarrollo de la competencia comunicativa:

Desarrollo de la competencia comunicativa: La clase invertida permite que la persona docente disponga de más tiempo en el aula para retroalimentar y apoyar el desarrollo de la competencia comunicativa.

Mejora de la fluidez: Fomenta la fluidez en la comunicación mediante el uso de recursos lingüísticos como gestos, definiciones, sinónimos o ejemplos.



Precisión en la comunicación: Fortalece la precisión en la comunicación mediante la corrección de errores y la retroalimentación oportuna.



Fuente: Tekman Education, 2023.

Competencias literarias y uso de literatura

En el taller *English on the Spot* se incorpora la competencia literaria asociada a la competencia comunicativa. La competencia literaria sirve para identificar, comprender, interpretar y crear textos literarios en diferentes lenguas. El uso de textos literarios enriquece la interacción, la producción oral y la producción escrita. A través de la conexión emocional positiva que genera la literatura es que se logra aumentar la motivación de las personas estudiantes hacia el aprendizaje. Cuando las personas estudiantes están motivadas y establecen una conexión positiva con el idioma inglés, su conocimiento y aplicación de idioma mejora significativamente. Además, al estar expuestos ante una amplia variedad de material literario, las



personas estudiantes pueden convertirse en lectores y aprendices de por vida, fomentando la multiculturalidad literaria.

Según (Calles, Josefina, 2005) “La Literatura establece un incesante intercambio de sentidos, juega un papel significativo porque permite el desarrollo de la función imaginativa del lenguaje, a través de las experiencias de aprendizaje relacionadas con el deleite y la recreación”.

De esta manera, la implementación de la literatura en el aula promueve positiva y significativamente la interacción y producción oral y escrita de las personas estudiantes al contribuir a la creación y desarrollo de la lengua.

Proyecto literario

La elaboración del proyecto literario en cada nivel potencia el desarrollo de la competencia literaria y la competencia comunicativa ya que es una oportunidad para que las personas estudiantes (como agentes sociales) integren conocimientos, habilidades y destrezas (KSA) centradas en dominios y escenarios auténticos.

Componentes del proyecto literario

Integración de conocimientos: Las personas estudiantes deben integrar los conocimientos aprendidos en la unidad y el género literario para desarrollar un proyecto que refleje su comprensión y aplicación.

Habilidades y destrezas: Las personas estudiantes deben demostrar habilidades y destrezas en la producción oral y escrita, utilizando recursos lingüísticos y estrategias para comunicarse efectivamente.

Dominios y escenarios auténticos: El proyecto debe centrarse en dominios y escenarios auténticos, permitiendo a las personas estudiantes aplicar sus conocimientos en contextos reales.



Evaluación del proyecto literario

Desempeño: El desempeño debe ser evaluado en función de la comprensión oral y escrita y de la producción oral y escrita, así como la capacidad para integrar conocimientos y habilidades.

Con respecto al proyecto literario, en el taller EOS se debe tomar en cuenta los siguientes puntos:

- a) El proyecto literario es una tarea más compleja de “aprender a hacer” para cada unidad.
- b) Este se realiza en binomios o máximo grupos de tres personas estudiantes.
- c) Este debe estar interconectado con las actividades del aula para que las personas estudiantes puedan mostrar el desempeño formativo, integrando las competencias de comprensión oral y escrita y producción oral y escrita para conducir a un producto final.
- d) En cada unidad de la guía se seleccionó un descriptor (*assessment strategy*) de expresión oral en continuo (*Spoken production*) para potenciarlo por medio del proyecto literario y poderlo integrar con la producción escrita.
A continuación, se muestra un ejemplo:

Literary Project: Self-portrait presentation using technology or cardboard.

Genre: Autobiographies

SP.1. introduces him/herself providing personal information.

- e) Indique a los estudiantes el *assessment strategy* que desarrollará con el proyecto literario.
- f) Active el conocimiento previo.
- g) Provea dos o tres ejemplos del género sugerido para que los estudiantes puedan familiarizarse con el mismo.
- h) Enséñeles a prestar atención a los detalles.



- i) Identifique los elementos del género literario. Por ejemplo, si es una historia considere los cinco elementos básicos como la trama, personajes, escenario, los temas, y el conflicto.
- j) Utilice diagramas, mapas conceptuales que posteriormente se utilizarán para la producción oral y escrita del proyecto literario.
- k) Desarrolle diferentes estrategias para relacionar el género literario con la expresión oral en continuo y la producción escrita. Por ejemplo, identificar similitudes y diferencias, distinguir causas y efectos para entender como una trama conecta con la otra, darle un seguimiento a un personaje de forma oral y escrita.
- l) Los proyectos literarios indicados en cada guía pueden ser utilizados por la persona docente. Sin embargo, la persona docente puede utilizar otras ideas que respondan a los intereses, necesidades y contexto si así se requiere.

- m) Utilice las diferentes expresiones artísticas en el desarrollo de los proyectos literarios que permitan demostrar lo aprendido del género literario tales como: podcasts, discusiones con una guía de preguntas que llevará a una producción escrita en binomios, grabaciones de historias con audios, presentaciones en “*Power Point*” con audios, *Genially*, “*gallery walks*”, *e-picture books*, escuchar o ver audios y videos cortos de lo que se leerá, uso de *movie trailers*, uso de *flipped books*, Canva, Notion.com presentaciones orales, escritura de párrafos de forma colaborativa, creación de murales, collages con párrafos, dioramas, caricaturas, grabaciones de partes favoritas del género literario, entrevistas a personajes, dramatizaciones de una escena, programas de radio cortos, show de televisión, taller demostrativo para compartir lo que producen los estudiantes abierto al resto de la población estudiantil.

Para llevar a cabo el proyecto literario es importante considerar las siguientes fases:



Fase 1: Participar/Negociar para el proyecto

Se selecciona la expresión artística mediante una discusión, negociación, toma de decisiones para formar diferentes grupos según su interés, habilidades lingüísticas, etc.

Fase 2: Pensamiento/planificación del proyecto

Se potencia el planificar, negociar y encontrar información de forma colaborativa sobre el contenido lingüístico, estrategias, recursos y organización del trabajo para distribuir las tareas entre los miembros del grupo.

Fase 3: Representación y completar proyecto oral y escrito

Se permite a las personas estudiantes completar el producto antes de su presentación final, editar el documento escrito, ensayar la presentación oral, colaborar unos con otros para lograr el mejor proyecto literario.

Fase 4: Responder y compartir el proyecto

Se presenta el proyecto literario, se responde preguntas de la audiencia y finalmente, se autoevalúan las personas primero individualmente y luego como equipo de trabajo.

En el planeamiento pedagógico, se debe indicar semanalmente las acciones que se realizan en este tema en el apartado de la plantilla para tal efecto.

Es importante señalar que el siguiente instrumento es un ejemplo, pero se debe adecuar al proyecto literario que se esté trabajando, y considerar las competencias que se deben promover de acuerdo con la circular de planeamiento vigente.



Ejemplo de lista de cotejo para el proyecto literario

<i>Criteria</i>	<i>Self- Assessment</i>		<i>Peer Assessment</i>	
	Yes	No	Yes	No
<i>Participating to Negotiate</i>				
I participated by / we participated by				
<ul style="list-style-type: none"> • sharing my/our own ideas and interests with my classmates. 				
<ul style="list-style-type: none"> • respecting my/our classmates' opinions. 				
<ul style="list-style-type: none"> • communicating respectfully. 				
<ul style="list-style-type: none"> • making responsible decisions. 				
<ul style="list-style-type: none"> • working collaboratively. 				
<i>Thinking:</i>	Yes	No	Yes	No
I planned my part of the project by / we planned our project by				
<ul style="list-style-type: none"> • looking for information and resources. 				
<ul style="list-style-type: none"> • thinking of a design for the project's presentation. 				
<ul style="list-style-type: none"> • interacting with my/our classmates. 				
<ul style="list-style-type: none"> • making informed decisions. 				
<i>Acting out:</i>	Yes	No	Yes	No
I contributed to our project by / we contributed to our project by				
<ul style="list-style-type: none"> • reviewing the information. 				
<ul style="list-style-type: none"> • improving my part of the project /our project. 				
<ul style="list-style-type: none"> • correcting the information. 				
<ul style="list-style-type: none"> • rehearsing and working on pronunciation, intonation, fluency and other aspects. 				



Responding and Sharing:	Yes	No	Yes	No
I demonstrated I was well prepared in delivering the information by / We demonstrated we were well prepared in delivering the information by				
<ul style="list-style-type: none"> responsibly presenting my/ our part of the project during classroom exchange. 				
<ul style="list-style-type: none"> answering questions from the audience respectfully. 				
<ul style="list-style-type: none"> self and peer assessing the final oral and written product. 				
Written Production	Yes	No	Yes	No
I wrote a text with / we wrote a text with				
<ul style="list-style-type: none"> good organization 				
<ul style="list-style-type: none"> coherence and clarity 				
<ul style="list-style-type: none"> appropriate vocabulary 				
<ul style="list-style-type: none"> a structure appropriate to the literary genre. 				

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Recomendaciones relacionadas al proyecto literario para personas estudiantes con alta dotación, talentos y creatividad

Planificación: Las personas estudiantes deben planificar cuidadosamente su proyecto, estableciendo objetivos claros y un cronograma de trabajo.

Monitoreo: Las personas estudiantes deben monitorear constantemente su producción oral y escrita, asegurándose de que su trabajo sea preciso y coherente.



Creatividad: Las personas estudiantes deben ser creativos al momento de desarrollar su proyecto, utilizando recursos visuales y auditivos para comunicarse de manera efectiva.

Motivación: Las personas estudiantes deben mantenerse motivados y comprometidos con su proyecto, asegurándose de que su trabajo sea significativo y relevante.

D) Uso de tecnología: Mejora y enriquece el proceso de enseñanza y aprendizaje. Brinda beneficios tales como el acceso a recursos en todas las competencias diseñados para el desarrollo de las bandas del Marco Común Europeo de Referencia para las Lenguas. Fortalece la competencia digital de las personas estudiantes.

Apartado X Planeamiento didáctico

Tomar en consideración los siguientes aspectos:

- ✓ El programa de estudio es el referente para trabajar en el taller.
- ✓ El contenido curricular de las lecciones se desarrolla a partir de los programas de estudio de Tercer Ciclo de Inglés académico, pero deben trascender a éste, al potenciar los aprendizajes tomando en cuenta el contexto, las necesidades e intereses de las personas estudiantes.

Abordaje de las competencias del programa de inglés para las personas docentes que lo imparten en el área académica y las que imparten en taller English on the Spot.

En el taller EOS se promueve el uso integrado de las competencias lingüísticas (comprensión oral y escrita / producción oral y escrita) con énfasis en la comunicación. Por tal razón se presenta la siguiente recomendación para el abordaje de las competencias por los docentes del centro educativo.



Persona docente de Inglés Académico	Persona docente del taller <i>English on the Spot</i>	
<p>Trabaja el programa académico mediante un uso integrado de las competencias lingüísticas (comprensión oral y escrita / producción oral y escrita) con énfasis en la:</p> <p>A. Comprensión oral B. Comprensión escrita C. Desarrollo de estructuras gramaticales y vocabulario</p>	<p>La clase presencial</p> <p>En la clase presencial trabaja un uso integrado de las competencias lingüísticas (comprensión oral y escrita / producción oral y escrita) con énfasis en la:</p> <ul style="list-style-type: none"> • Interacción • Expresión oral en continuo. • Producción escrita • La fonología • El Integrated Mini-Project • Desarrollo de estructuras gramaticales y vocabulario 	<p>La clase invertida</p> <p>En la clase invertida desarrollará lo siguiente:</p> <ul style="list-style-type: none"> • El saber (<i>Learn to know</i>) en cuanto al desarrollo de estructuras y vocabulario del programa de estudio se refuerza mediante prácticas en línea. • La lectura de historias cortas, noticias, biografías, legendas, poesía se refuerza mediante en línea.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Distribución de lecciones y cartel de alcance y secuencia

A continuación, se brinda la distribución de las lecciones por semana, y por unidad, también se incluye el cartel de alcance y secuencia para cada periodo

Cada semana (6 lecciones de 40 minutos)

1 lección para instrucción y practica

4 lecciones para el trabajo de las competencias brindando mayor énfasis a la interacción, producción oral y proyecto literario



1 lección para el desarrollo de la competencia fonológica.

Cada unidad (6 semanas, 36 lecciones de 40 minutos)

6 lecciones de tiempo instrucción y practica

24 lecciones para el trabajo de las competencias brindando mayor énfasis a la interacción, producción oral, proyecto literario y pruebas orales.

6 lecciones para el desarrollo de la competencia fonológica.

✓ **Cartel de alcance y secuencia**

Seventh Grade	
Scenarios & themes	
First Semester	Second Semester
<p>Scenario: Here I Am!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Hello, Hi there, Hey, Bye • Building Community • Let's Get Personal • Meet My Family 	<p>Scenario: Checking Things off a Shopping List</p> <p>Themes:</p> <ul style="list-style-type: none"> • My Family's Grocery List • Going Shopping • Does This Fit Me? • How Much Does It Cost?
<p>Scenario: Enjoying Life</p> <p>Themes:</p> <ul style="list-style-type: none"> • My Daily Routine • Eating Habits • Hanging out • Things I Like to Do 	<p>Scenario: Let's Celebrate Costa Rican Culture!</p> <p>Themes:</p> <ul style="list-style-type: none"> • How my family and I celebrate "Tico" culture • How my community celebrates "Tico" culture • How other Costa Rican communities celebrate "Tico" culture



Seventh Grade	
Scenarios & themes	
	<ul style="list-style-type: none"> How Costa Ricans celebrate national “Tico” culture
<p>Scenario: Getting Back to Nature</p> <p>Themes:</p> <ul style="list-style-type: none"> Natural Wonders in My Backyard Marvels in Costa Rica A World of Wonders Where can I go next? 	<p>Scenario: Getting from Here to There</p> <p>Themes:</p> <ul style="list-style-type: none"> Knowing where I want to go Knowing where It is Knowing how to get there Knowing what I need and when

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Eighth Grade	
Scenarios & themes	
First Semester	Second Semester
<p>Scenario: My High School...Our place</p> <p>Themes:</p> <ul style="list-style-type: none"> High School -- Bring it on! A Day in the Life of My High School. What is Your Next Class? High School Through the Eyes of my Friends. 	<p>Scenario: Going Shopping!</p> <p>Themes:</p> <ul style="list-style-type: none"> Welcome to My Town Getting what I need at the right place Where is it? How can I get there?
<p>Scenario: Let the Good Times Roll</p> <p>Themes:</p>	<p>Scenario: Unforgettable Events</p> <p>Themes:</p>



Eighth Grade	
Scenarios & themes	
<ul style="list-style-type: none"> • Fun times: Inside and Out • What´s your favorite ____? • Ready to Play: Tell Me the Rules • Up Close and Personal 	<ul style="list-style-type: none"> • A Day I'll Never Forget: in my Personal Life • An Event I'll Never Forget: with my Family • An Event I'll Never Forget: in Costa Rica • An Event I'll Never Forget: in the World
<p>Scenario: Something to Celebrate!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Let's Celebrate: Holidays with My Family • Let's Celebrate: Latin American Holidays and Festivals • Let's Celebrate: Holidays and Festivals around the World • A Holiday to Remember: One of my favorites 	<p>Scenario: Amazing Costa Rica</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beautiful Costa Rica • Hiking, Biking and Walking Around Costa Rica • Traveling Necessities • Planning My Perfect Vacation

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Ninth Grade	
Scenarios & themes	
First Semester	Second Semester
<p>Scenario: Time to Have Fun!</p>	<p>Scenario: In the Public Eye</p>



Ninth Grade Scenarios & themes	
<p>Themes:</p> <ul style="list-style-type: none"> • Let's Workout • Once Upon a Time I Enjoyed... • Try it! • The Most Fun I've Ever had! 	<p>Themes:</p> <ul style="list-style-type: none"> • Success vs. Fame • National Role Models • Contributions of Outstanding Figures to Society • Breaking News: Read All About It
<p>Scenario: Online & Connected</p> <p>Themes:</p> <ul style="list-style-type: none"> • Yesterday, Today and Future Media • Virtual Communities and Networks • New Media and Public Safety • The Magical World of Apps 	<p>Scenario: Unexpected Situations</p> <p>Themes:</p> <ul style="list-style-type: none"> • Home Emergencies • Emergency Traveling Situations • Unanticipated Appointments • Making a Complaint at a Restaurant
<p>Scenario: Lights, Camera & Action</p> <p>Themes:</p> <ul style="list-style-type: none"> • What's on TV? • The Best Show Ever... • Through the Lens of the Documentary • Daily News 	<p>Scenario: Open a Book, Open Your Mind</p> <p>Themes:</p> <ul style="list-style-type: none"> • Keep it simple • Show me: Comic Strips • Biographies of Writers • The Moral of the Costa Rican Legend is ...

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Seguidamente se presentan los escenarios del programa de estudio con el componente de proyecto literario. Estos escenarios brindan a las personas docentes que imparten el taller una visión macro de una comunicación real exitosa y la micro enfocando los puntos de enseñanza específicos. Es importante recordar que estos escenarios se abordarán con tareas de la vida real, en aras de una mayor eficacia. Estas tareas de la vida real y las tareas pedagógicas deben estar lo más estrechamente relacionadas posible.





Seventh Grade

Scenarios, Assessment Strategies, Indicators, learning plan, phonological competence, reflection, and literary project.

Scenario 1: Here I Am!		
Assessment Evidence		
Assessment Strategies		Indicators
SI.1. spells out words.	SI.1.1	Spells out words correctly.
SI.2. uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language.	SI.2.1	Uses basic greetings and farewells appropriately, orally.
	SI.2.2	Uses basic classroom language appropriately, orally.
SI.3. asks personal information to others.	SI.3.1	Asks personal information questions, orally.
SP.1. introduces him/herself providing personal information.	SP.1.1	Selects the appropriate information and visuals to introduce him/herself in an oral presentation.
	SP.1.2	Organizes the information and visuals to introduce him/herself in an oral presentation.
	SP.1.3	Makes sentences with the information and the appropriate linkers or connecting words to introduce him/herself in an oral presentation.
	SP.1.4	Introduces him/herself in a well-organized oral presentation.
SP.2. describes his/her family simply.	SP2.1	Selects the appropriate information to describe his/her family.
	SP2.2	Organizes the information and resources to describe his/her family.



Scenario 1: Here I Am!

	SP2.3	Makes sentences with the information and the appropriate linkers or connecting words to describe his/her family.
	SP2.4	Describes his/her family using sentence frames.
W.1. writes labels on familiar objects in a picture or diagram.	W.1.1	Writes labels on familiar objects in a picture or diagram.
W.2. writes straightforward information about him/herself in short sentences.	W.2.1	Prewrites ideas about him/herself.
	W.2.2	Drafts sentences about him/herself by using sentence frames and the appropriate linkers or connecting words.
	W.2.3	Revises the sentences by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 1, Teachers Guide for 7th Grade.
- Remember you need to contextualize the activities.



Scenario 1: Here I Am!

Phonological Competence: See videos for Unit 1, 7th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: Self-portrait presentation using technology or cardboard.

Genre: Autobiographies

SP.1. introduces him/herself providing personal information.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 2: Enjoying Life

Assessment Evidence

SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.	SI.1.1	Uses information questions to ask simple questions about daily routines, eating habits, hobbies and hanging out activities.
	SI.1.2	Constructs short sentences to answer information questions about daily routines, eating habits, hobbies and hanging out activities.
SI.2. expresses when he /she does not understand.	SI.2.1	Communicates lack of comprehension using simple phrases and memorized patterns. Ex. I don't understand. Can you repeat again, please?
S.P.1. describes how he/she enjoys life by using simple standard expressions.	SP1.1	Investigates and determines the appropriate information to describe how they enjoy life.
	SP1.2	Constructs sentences by using sentence frames and the appropriate linkers or connecting words to describe how they enjoy life.
	SP1.3	Orally describes how they enjoys life.
W1. writes labels on familiar objects in a picture or diagram.	W1.1	Writes labels on familiar objects in a picture or diagram.
W2. writes straightforward information about themselves in	W2.1	Prewrites personal information sentences ideas about habits, hobbies, and enjoying life.



Scenario 2: Enjoying Life

short simple sentences or provides that information on a questionnaire.	W2.2	Drafts personal information sentences about habits, hobbies, and enjoying life using sentence frames and the appropriate linkers or connecting words.
	W2.3	Revises the personal information sentences with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits the sentences or the information in the questionnaire before publishing them.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 2, Teachers Guide for 7th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for Unit 2, 7th Grade

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Scenario 2: Enjoying Life

Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: Podcast, podcasts with scripts

Genre: Shorts stories/ Daily News

S.P.1. describes how he/she enjoys life by using simple standard expressions.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 3: Getting Back to Nature

Assessment Evidence

SI.1. talks about tours and plans briefly.	SI1.1	Briefly discusses a simple tour or place to visit using sentence frames and key words.
	SI1.2	Briefly discusses plans for the tour or place to visit using sentence frames and key words.
SI.2. asks somebody to repeat what he or she said more slowly.	SI.2.1	Asks for repetition and clarification using simple phrases and memorized patterns.
SI.3. asks people for information related to places, tours and plans.	SI3.1	Formulates basic yes/no questions to ask about places, tours and plans.
	SI3.2	Formulates basic wh- questions to get information about places, tours and plans.
SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world.	SP1.1	Orally shares information about natural beauties in the country by using sentence frames, key words and the appropriate linkers or connecting words.
SP.2. describes what he/she likes about places and tours.	SP2.1	Investigates and determines the appropriate information to describe a favorite place or a tour.
	SP2.2	Organizes the information and resources to describe a place or a tour by using sentence frames and



Scenario 3: Getting Back to Nature

		the appropriate linkers or connecting words.
	SP2.3	Orally describes the location, transportation, activities, prices and any other important information of different places or tours.
W.1. completes gapped sentences using a word list of familiar words.	W1.1	Completes sentences by using the appropriate word according to the context.
W2. writes simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, and basic punctuation).	W2.1	Prewrites ideas for a description about a place, tour or plan using sentence frame and key words.
	W2.2	Drafts a description about a place, tour or plan using the appropriate linkers or connecting words.
	W2.3	Revises the description sentences with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation).

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.



Scenario 3: Getting Back to Nature

- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 3, Teachers Guide for 7th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 3, 7th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: Brochure

Genre: Shorts stories/ Personal Narratives

SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 4: Checking Things of the Shopping List

Assessment Evidence

SI.1. asks and tells others his/her desires about shopping prices, size and where to get things.	SI.1.1	Formulates basic yes/no questions and wh- questions to ask others about desires regarding shopping prices, size and where to get things.
	SI.1.2	Interacts with others to discuss shopping prices, size and where to get things.
SI.2. asks somebody to speak more slowly when needed.	SI.2.1	Asks speaker to adjust speed using simple phrases and memorized patterns.
SI.3. buys things in shops by pointing or other gestures that can support what he/she says.	SI.3.1	Asks for groceries, clothing or food at a store using short phrases and nonverbal cues.
	SI.3.2	Asks for prices, using short phrases and nonverbal cues.
	SI.3.4	Asks for different payment options to buy groceries, clothing or food using short phrases and nonverbal cues.
SI.4. uses simple numbers in everyday conversations. (e.g. prices)	SI.4.1	Asks for prices to get groceries, clothing, or food at a store
SP.1. gives basic information about shopping preferences and prices. (e.g. favorite clothing, favorite shops).	SP.1.1	Investigates and determines the appropriate information to give basic information about shopping preferences and prices in a presentation.
	SP.1.2	Organizes the information and resources to give basic information about shopping preferences and prices in a presentation by using sentence frames and the appropriate linkers or connecting words.



Scenario 4: Checking Things of the Shopping List

	SP.1.3	Constructs sentences to give basic information about shopping preferences and prices in a presentation by using sentence frames and the appropriate linkers or connecting words.
	SP.1.4	Orally presents basic information about shopping preferences and prices.
SP.2. describes shopping items using simple words and sentence frames. (For example: their size, color, material, price).	SP.2.1	Investigates and determines the appropriate information to describe shopping items using simple words and sentence frames.
	SP.2.2	Organizes the information and resources to describe shopping items by using sentence frames and the appropriate linkers or connecting words.
	SP.2.3	Constructs sentences to describe shopping items by using sentence frames and the appropriate linkers or connecting words.
	SP.2.4	Orally describes shopping items using simple words and sentence frames.
W.1. writes simple descriptions of shopping lists and budget charts (e.g., I need some milk.)	W.1.1	Prewrites ideas for a description of shopping lists and budget charts using sentence frames.
	W.1.2	Drafts a description of shopping lists and budget charts using the appropriate linkers or connecting words.
	W.1.3	Revises the descriptions with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.1.4	Edits the description before publishing it.
W.2. writes short, simple texts about shopping at	W.2.1	Prewrites ideas for a short, simple text about shopping at grocery store, clothing stores and supermarkets.



Scenario 4: Checking Things of the Shopping List

grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).	W.2.2	Drafts sentences for a short, simple text about shopping at grocery store, clothing stores and supermarkets using the appropriate linkers or connecting words.
	W.2.3	Revises a short, simple text with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits a short, simple text before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 4, Teachers Guide for 7th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 4, 7TH Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.



Scenario 4: Checking Things of the Shopping List

- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: Creating a grocery store print ad and TV or radio commercial.

Genre: Daily News

SP.2. Describes shopping items using simple words and sentence frames. (For example: their size, color, material, price).

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 5: Let's Celebrate Costa Rican Culture

Assessment Evidence

SI.1. answers simple questions using individual words, expressions, or short sentences.	SI.1.1	Uses individual words, expressions, or short sentences to answer questions about holidays and celebrations, orally.
SI.2. asks for specific information regarding holidays and celebrations.	SI.2.1	Formulates yes/no questions to ask for specific information regarding holidays and celebrations.
	SI.2.2	Formulates wh- questions to ask for specific information regarding holidays and celebrations.
SI.3. interacts using basic language.	SI.3.1	Interacts with others to exchange feelings and opinions regarding holidays and celebrations.
SP.1. talks about celebrations and holidays in Costa Rica briefly.	SP2.1	Investigates and determines the appropriate information and illustrations to talk about celebrations and holidays in Costa Rica briefly.
	SP2.2	Organizes the information and illustrations to talk about celebrations and holidays in Costa Rica briefly.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words about celebrations and holidays in Costa Rica.
	SP2.4	Describes celebrations and holidays in Costa Rica briefly using sentence frames and illustrations.
SP.2. very simply describes how he/she celebrates holidays and	SP2.1	Investigates and determines the appropriate information to very simply describe how he/she celebrates holidays and special occasions



Scenario 5: Let's Celebrate Costa Rican Culture

special occasions and inquiries about others.	SP2.2	Organizes the information and resources to very simply describes how he/she celebrates holidays and special occasions.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to describe how he/she celebrates holidays and special occasions.
	SP2.4	Describes how he/she celebrates holidays and special occasions using sentence frames and inquiries about others.
W.1. completes gapped sentences using a word list.	W.1.	Identifies the appropriate words to complete gapped sentences by using context clues.
W.2. writes simple descriptions of holidays and celebrations.	W2.1	Prewrites a list of ideas for a simple description of a holiday or a celebration.
	W2.2	Drafts a simple description of a holiday or a celebration using the appropriate linkers or connecting words.
	W2.3	Revises the description with a focus on content and checking for errors in subject-verb agreement, capitalization, content, spelling, basic punctuation.
	W2.4	Edits the description by correcting mistakes before publishing.
W.2. writes cards for a holiday.	W2.1	Prewrites a list of ideas for a card to give on a holiday.
	W2.2	Drafts a card to give on a holiday using the appropriate linkers or connecting words.



Scenario 5: Let's Celebrate Costa Rican Culture

	W2.3	Revises a card to give on a holiday with a focus on content and checking subject-verb agreement, capitalization, content, spelling, basic punctuation and content.
	W2.4	Edits a card to give on a holiday by correcting mistakes before publishing.
W.2. writes invitations for a celebration.	W2.1	Prewrites a list of ideas for an invitation.
	W2.2	Drafts an invitation using the appropriate linkers or connecting words.
	W2.3	Revises an invitation with a focus on content and checking subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W2.4	Edits an invitation before publishing.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 5, Teachers Guide for 7th Grade.
- Remember you need to contextualize the activities.



Scenario 5: Let's Celebrate Costa Rican Culture

Phonological Competence: See videos for unit 5, 7th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: Create your own holiday and the cards that will celebrate it / Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences.

Genre: Personal narratives

SP.2. very simply describes how he/she celebrates holidays and special occasions and inquiries about others.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 6: Getting from Here to There

Assessment Evidence

SI.1.1 expresses preferences about places to visit.	S.1.1	Orally expresses preferences about places to visit. For example: My favorite place is..., I like ..., I love I prefer..., I don't like
SI.1 expresses preferences about ways to move around.	SI.1.1	Orally expresses preferences about ways to move around.
SI.2. interacts in a simple way, asking and answering questions about places, where they are and how to get to them if they are articulated slowly and clearly.	SI.2.1	Formulates yes/no questions to ask about places, where they are and how to get to them if they are articulated slowly and clearly
	SI.2.2	Correctly formulates wh- questions to ask about places, where they are and how to get to them.
	SI.2.3	Interacts by making complete sentences to answer what is being asked about places, where they are and how to get to them.
SP.1. uses simple words to tell where a place is and ways to get there.	SP.1.1	Investigates and determines the appropriate information to tell where a place is and ways to get there.
	SP.1.2	Tells where a place is and ways to get there.
SP.2. describes places and ways to move around (towns, holiday resorts, car, plane, and bike).	SP2.1	Investigates and determines the appropriate information to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).
	SP2.2	Organizes the information and resources to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).



Scenario 6: Getting from Here to There

	SP2.3	Constructs complete sentences to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).
	SP2.4	Describes places and ways to move around (towns, holiday resorts, car, plane, and bike) using sentence frames.
SP.3. describes briefly weekend or holiday plans.	SP3.1	Investigates and determines the appropriate information to describe briefly weekend or holiday plans.
	SP3.2	Organizes the information and resources to describe briefly weekend or holiday plans.
	SP3.3	Constructs complete sentences to describe briefly weekend or holiday plans.
	SP3.4	Briefly describes weekend or holiday plans using sentence frames.
W.1. fills in a hotel registration form with personal details.	W1.1	Fill in a hotel registration form with personal details.
W.2. writes simple descriptions of places (e.g., location, direction, activities)	W2.1	Prewrites a list of ideas for a simple description of a place. (e.g., location, direction, activities)
	W2.2	Drafts a simple description of a place. (e.g., location, direction, activities) using the appropriate linkers or connecting words.
	W2.3	Revises the description with a focus on subject-verb agreement, capitalization, content, spelling, basic punctuation.
	W2.4	Edits the description before publishing.

Teacher observation, feedback and comprehension checks.



Scenario 6: Getting from Here to There

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 6, Teachers Guide for 7th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 6, 7th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A story board: "Our favorite place"

Genre: Personal narratives/ Short Stories

SP.2. describes places and ways to move around (towns, holiday resorts, car, plane, and bike).

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



8th Grade

Scenarios, Assessment Strategies, Indicators, learning plan, phonological competence, reflection, and literary project.

Scenario 1: My High School...Our place		
Assessment Evidence		
SI.1. expresses common interests about school life.	SI1.1	Formulates questions related to common interests about school life in short conversations.
	SI1.2	Answers questions related to common interests about school life in short conversations.
SI.2. says what exactly he/she does not understand and asks simply for clarification.	SI.2.1	Expresses lack of understanding using survival language, orally. Ex. I don't understand. Can you repeat again, please?
SI.3.1 asks and answers straightforward questions in familiar situations.	SI3.1.1	Formulates yes/no and wh- questions to ask for familiar situations about school life.
	SI3.1.2	Answers yes/no and wh- questions related to familiar situations about school life.
SP.1. Describes common interests about school activities, the subjects and schedules he or she has at school.	SP.1.1	Investigates and determines the appropriate information to describe common interests about school activities, subjects, and schedules.
	SP1.2	Organizes the information and resources to describe common interests about school activities, subjects, and schedules.
	SP1.3	Makes sentences with the information and the appropriate linkers or connecting words to provide a



Scenario 1: My High School...Our place

		clear and complete description of common interests about school activities, subjects, and schedules.
	SP1.4	Describes common interests about school activities, subjects, and schedules.
SP.2. explains high school through his/her friends/ peers briefly.	SP2.1	Investigates and determines information to briefly explain high school through their friends/ and peers.
	SP2.2	Organizes information and resources to briefly explain high school through friends/ and peers.
	SP2.3	Constructs sentences with information, resources and the appropriate linkers or connecting words to briefly explain high school through a friend's eyes.
	SP2.4	Relates brief, explanatory description of school preference.
W.1. writes simple notices expressing interests, wants and preferences, either by hand or electronically.	W1.1	Prewrites simple sentences in a notice about interests, wants and preferences.
	W1.2	Drafts a simple notice that includes heading (eye catcher) body (short sentences using key words and sentence frames, authority or contact person (person's name, phone, and e-mail) and the appropriate linkers or connecting words.
	W1.3	Revises the notice by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.
	W1.4	Edits the notice by correcting the mistakes before publishing it.
W.2. writes an explanation of what they do every day at	W2.1	Prewrites simple sentences about school day activities.



Scenario 1: My High School...Our place

school, with the help of illustrations.	W2.2	Drafts an explanation about school day activities that includes a general statement and descriptive details. Includes an illustration and the appropriate linkers or connecting words.
	W2.3	Revises the explanation by checking content and for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits the explanation before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 1, Teachers Guide for 8th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 1, 8th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.



Scenario 1: My High School...Our place

- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: 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.

Genre: Daily News/ Short Stories

SP.1. Describes common interests about school activities, the subjects and schedules he or she has at school.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 2: Let the Good Times Roll!

Assessment Evidence

SI.1. invites others to practice or attend different sports.	SI.1.1	Makes an invitation to a friend or classmate related to sports
	SI.1.2	Provides invitation details such as the time, place, people present at the activity and phrase of invitation (e.g. You should come!)
SI.2. exchanges information about everyday matters using simple vocabulary.	SI.2.1	Gives information about everyday matters in short conversations.
	SI.2.2	Asks for information about everyday matters in short conversations.
SI.3. asks questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.	SI.3.1	Formulates yes/no and wh- questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements in short conversations.
SI.3. answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.	SI.3.2	Constructs complete sentences to answer questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements in short conversations.
SP.1. describes a day he/she will never forget in sports.	SP1.1	Investigates and determines the appropriate information to describe an unforgettable day in sports.
	SP1.2	Organizes the information and resources about an unforgettable day in sports.
	SP1.3	Makes sentences about an unforgettable day in sports.



Scenario 2: Let the Good Times Roll!

	SP1.4	Describes an event in an unforgettable day in sports.
SP.2. explains briefly a sport, a sports team, or a videogame he/she knows well.	SP2.1	Investigates and determines information to briefly explain a sport, a sports team, or a videogame they know well.
	SP2.2	Organizes information and resources to briefly explain a sport, a sports team, or a videogame they know well.
	SP2.3	Makes sentences with information, resources and the appropriate linkers or connecting words about a sport, a sports team, or a videogame they know well.
	SP2.4	Briefly describes a sport, a sports team, or a videogame they know well.
W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.	W1.1	Prewrites simple sentences and expressions to describe sports, videogames, and leisure activities.
	W1.2	Drafts a description about a sport, videogame, or a leisure activity by following sentences frames learned in class and the appropriate linkers or connecting words.
	W1.3	Revises a description about a sport, videogame or a leisure activity focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W1.4	Edits the description before publishing it.



Scenario 2: Let the Good Times Roll!

W.2. prepares simple reminders or notes regarding sports or videogames for personal use.	W2.1	Prewrites simple sentences regarding sports or videogames for personal use.
	W2.2	Drafts a simple reminder or note regarding sports or videogames with the appropriate linkers or connecting words.
	W2.3	Revises the simple reminder or note regarding sports or videogames focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W3.1	Edits a simple reminder or note regarding sports or videogames before publishing it.
W.3. writes an introduction or conclusion to a story with the help of a dictionary.	W3.1	Prewrites simple sentences for an introduction or conclusion to a story.
	W3.2	Drafts an introduction which includes an attention grabber and topic sentence with appropriate linkers or connecting words. Or Drafts a conclusion which restates the topic and adds a meaningful final to the story with appropriate linkers or connecting words.
	W3.3	Revises either the introduction or conclusion to a story focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W3.4	Edits either the introduction or conclusion to a story before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:



Scenario 2: Let the Good Times Roll!

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 2, Teachers Guide for 8th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 2, 8th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A sport note.

Genre: Short Stories

SP.1. describes a day he/she will never forget in sports.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 3: Something to Celebrate!

Assessment Evidence

SI.1. asks about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world	SI1.1	Formulates yes/no wh- questions to ask about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world.
SI.2. answers about holidays and festivals in Latin America and around the world.	SI.2.1	Makes complete sentences to answer questions about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world.
SI.3. accepts or refuses invitations politely.	SI3.1	Makes a polite oral invitation.
	SI3.2	Accepts/refuses invitations using appropriate phrases. (I would love that!) (I'd love to go but I can't.)
SP.1. describes holidays, celebrations, and festivals in general.	SP1.1	Investigates and determines the appropriate information to describe a specific holiday, celebration, or festival in an oral presentation.
	SP1.2	Organizes the information and resources to describe a specific holiday, celebration, or festival in an oral presentation.
	SP1.3	Constructs sentences to describe a specific holiday, celebration or festival with the appropriate linkers or connecting words in an oral presentation.
	SP1.4	Describes a specific holiday, celebration, or festival in an oral presentation.
SP.2. describes what he/she did on his /her last holiday.	SP2.1	Investigates and determines appropriate information to describe the most recent holiday in an oral presentation.



Scenario 3: Something to Celebrate!

	SP2.2	Organizes the information and resources to describe the most recent holiday in an oral presentation.
	SP2.3	Makes sentences with the information, resources and the appropriate linkers or connecting words about the most recent holiday in an oral presentation.
	SP2.4	Describes the most recent holiday using sequential-words and the past tense. (first, then, after that, finally) in an oral presentation.
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.	W1.1	Prewrites a message to make or change an invitation or an appointment.
	W1.2	Drafts a polite message that includes the activity, a necessary change, details and any other important information along with appropriate linkers or connecting words.
	W1.3	Revises the message focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W1.4	Edits the messages before publishing.
W.2 Writes a text message, or a postcard/e-postcard to friends to give news about holidays, festivals, or celebrations.	W2.1	Prewrites simple sentences for a text message or a postcard/e-postcard about holidays, festivals, or celebrations.
	W2.2	Drafts simple sentences for a text message or a postcard/e-postcard about holidays, festivals or celebrations with the appropriate linkers or connecting words.
	W2.3	Revises simple sentences for a text message or postcard/e-postcard about holidays, festivals, or celebrations focusing on content and mistakes related to



Scenario 3: Something to Celebrate!

		subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits simple sentences before publishing.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 3, Teachers Guide for 8th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for

<https://meprecursossecunda.wixsite.com/website/eight-grade>

Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A storytelling of last holiday.

Genre: Personal Narratives/ Short Stories



Scenario 3: Something to Celebrate!

SP.2. describes what he/she did on his /her last holiday.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

Scenario 4: Going Shopping!

Assessment Evidence

SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.	SI.1.1	Formulates yes/no and wh- questions to ask about shopping events and experiences.
SI.2. asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.	SI.2.1	Expresses lack of understanding using survival language, orally. Ex. I don't understand. Can you repeat again, please? Can you explain it in a different way, please?
SP.1. gives recommendations about convenient places to buy something.	SP.1.1	Investigates and determines the appropriate information and visuals to give recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.2	Organizes the information and visuals to give recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to recommendations



Scenario 4: Going Shopping!

		about convenient places to buy something in a well-organized presentation.
	SP.1.4	Delivers a well-organized presentation with recommendations about convenient places to buy something.
SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.	SP.2.1	Investigates and determines the appropriate information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.2	Organizes the information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.4	Gives simple direction (e.g., how to get to a location) as well as offers simple explanations to others.
W.1. writes recommendations about going shopping wisely.	W1.1	Prewrites a list of ideas for giving recommendations about going shopping wisely.
	W1.2	Drafts recommendations about going shopping wisely using the appropriate linkers or connecting words.



Scenario 4: Going Shopping!

	W1.3	Revises the recommendations about going shopping wisely by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W1.4	Edits recommendations about going shopping wisely before publishing.
W.2. writes straightforward text on topics familiar to them.	W2.1	Prewrites a list of ideas about shopping events and experiences.
	W2.2	Drafts a straightforward text about shopping events and experiences using the appropriate linkers or connecting words.
	W2.3	Revises a straightforward text about shopping events and experiences by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W2.4	Edits a straightforward text about shopping events and experiences before publishing.
W.3. writes a summary sentence of a text's main points, giving one or two details.	W3.1	Prewrites a list of a text's main idea and one or two specific details.
	W3.2	Drafts a summary sentence of a text main points, idea giving one or two details using the appropriate linkers or connecting words.
	W3.3	Revises a summary sentence of a text by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.



Scenario 4: Going Shopping!

W3.4	Edits a summary sentence of a text before publishing.
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Teacher observation, feedback and comprehension checks.

Learning Plan:

-
- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 4, Teachers Guide for 8th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 4, 8th Grade

<https://meprecursossecunda.wixsite.com/website/eight-grade>

Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: Map design of own town (labeling the names of buildings or stores) to give locations and directions. / Telling how to get to selected locations in Costa Rica using digital or physical maps.

Genre: Daily News/ Personal Narratives



Scenario 4: Going Shopping!

SP.1. gives recommendations about convenient places to buy something.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 5: Unforgettable Events

Assessment Evidence

SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).	SI.1.1	Communicates the need for assistance, using simple phrases and memorized patterns orally. Ex. Can you help me? Can you give me a hand with this? Could you help me for a second?
SI.2.1 asks questions about a personal, family, national or worldwide event.	SI.2.1.1	Formulates yes/no and wh- questions to ask about a personal, family, national or worldwide event, orally.
SI.2.2 answers questions about a personal, family, national or worldwide event.	SI.2.2.1	Constructs complete sentences to answer questions about a personal, family, national or worldwide event, orally.
SP.1. uses simple words to give his/her opinion about a personal, family, national or worldwide event.	SP.1.1	Prepares ideas to give opinions about a personal, family, national or worldwide event, orally.
	SP.1.2	Constructs complete sentences to give opinions about a personal, family, national or worldwide event, orally.
SP.2. describes events using simple words or sentences frames about a personal, family, national or worldwide event.	SP.2.1	Investigates and determines the appropriate information to describe a personal, family, national or worldwide event in a well-organized presentation.
	SP.2.2	Organizes the information and resources to describe a personal, family, national or worldwide event in a well-organized presentation.
	SP.2.3	Constructs complete sentences to describe a personal, family, national or worldwide event by using



Scenario 5: Unforgettable Events

		simple words or sentences frames in a well-organized presentation.
	SP.2.4	Describes a personal, family, national or worldwide event in a well-organized presentation.
SP.3. explains reasons for an event briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights).	SP.3.1	Investigates and determines information to explain reasons for an event briefly in a well-organized presentation.
	SP.3.2	Organizes information and resources to explain reasons for an event briefly in a well-organized presentation.
	SP.3.3	Constructs sentences with information, resources and the appropriate linkers or connecting words to explain reasons for an event briefly in a well-organized presentation.
	SP.3.4	Gives reasons for an event briefly in a well-organized presentation.
W.1 writes short dialogues about personal events by using a text as a stimulus.	W.2.1	Prewrites ideas for a short dialogue about personal events using a text as a stimulus.
	W.2.2	Drafts sentences for a short dialogue about personal events using the appropriate linkers or connecting words.
	W.2.3	Revises a short dialogue about personal events focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits a short dialogue about personal events before publishing it.



Scenario 5: Unforgettable Events

W.2. gives 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)	W.2.1	Prewrites ideas reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event.
	W.2.2	Drafts sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event using the appropriate linkers or connecting words.
	W.2.3	Revises sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 5, Teachers Guide for 8th Grade.
- Remember you need to contextualize the activities.



Scenario 5: Unforgettable Events

Phonological Competence: See videos for unit 5, 8th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: An oral description of photomontage (or painted/ drawn mural) about national or worldwide events.

Genre: International Folktales & legends/ Short Stories

SP.2. describes events using simple words or sentences frames about a personal, family, national or worldwide event.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 6: Amazing Costa Rica

Assessment Evidence

SI.1. suggests different things to do, places to go in his/her country.	SI.1.	Recommends things to do and places to go in his/her country, orally.
SI.2.1 asks simple questions about different tourist attractions.	SI.2.1.1	Formulates yes/no and wh- questions to ask about different tourist attractions in short conversations.
SI.2.2 answers simple questions about different tourist attractions.	SI.2.2.1	Constructs complete sentences to answer yes/no and wh- questions about different tourist attractions in short conversations.
SI.3. asks simple questions about vacation plans and provides some brief indications of reasons for their opinions.	SI.3.1.1	Formulates yes/no and wh- questions to ask about vacation plans in short conversations.
SI.3. answers simple questions about vacation plans and provides some brief indications of reasons for their opinions.	SI.3.2.1	Constructs complete sentences to answer yes/no and wh- questions about vacation plans and briefly provides reasons for their opinions in short conversations.
SP.1. summarizes a short story expressed in a simple sequence of events.	SP1.1	Investigates and determines the appropriate information and visuals to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.2	Organizes the information and visuals to summarize a short story expressed in a simple



Scenario 6: Amazing Costa Rica

		sequence of events in a well-organized presentation.
	SP1.3	Constructs sentences to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.4	Presents a summary of a short story expressed in a simple sequence of events in a well-organized presentation.
SP.2. describes 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.”)	SP.2.1	Investigates and determines information and visuals to describe how to enjoy a touristic activity.
	SP.2. 2	Organizes the information and visuals to describe how to enjoy a touristic activity.
	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to describe how to enjoy a touristic activity in a well-organized presentation.
	SP.2. 4	Presents a well-organized description about how to enjoy a touristic activity.
SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.	SP.3.1	Investigates and determines the appropriate information and visuals to describe familiar places and tourist attractions in a well-organized presentation.
	SP.3.2	Organizes the information and visuals to describe familiar places and tourist attractions in a well-organized presentation.
	SP.3.3	Constructs sentences using simple vocabulary and language constructions to describe familiar places and tourist attractions.



Scenario 6: Amazing Costa Rica

	SP.3.4	Presents a well-organized description about familiar places and tourist attractions using simple vocabulary and language constructions.
W.1. writes a timeline of a dream vacation.	W.2.1	Prewrites ideas for a timeline of a dream vacation.
	W.2.2	Drafts sentences for a timeline of a dream vacation using the appropriate linkers or connecting words.
	W.2.3	Revises the sentences for a timeline of a dream vacation focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the timeline of a dream vacation before publishing it.
W.2. writes 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.)	W.2.1	Prewrites ideas for a brochure about a Costa Rica's tourist attraction.
	W.2.2	Drafts sentences for a brochure using a writing frame about a Costa Rica's tourist attraction and the appropriate linkers or connecting words.
	W.2.3	Revises the brochure focusing on content and by paying attention to mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the brochure before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.



Scenario 6: Amazing Costa Rica

- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 6, Teachers Guide for 8th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 6, 8th Grade

<https://meprecursossecunda.wixsite.com/website/eight-grade>

Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A dream vacation plan, making the itinerary, where to go, what to do, why to go there, where to stay.

Genre: Personal Narratives/ Short stories

SP.1. summarizes a short story expressed in a simple sequence of events.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



9th Grade

Scenarios, Assessment Strategies, Indicators, learning plan, phonological competence, reflection, and literary project.

Scenario 1: Time to Have Fun!		
Assessment Evidence		
SI.1. discusses different things to do for fun.	SI.1.1	Asks and answers questions about free time activities in short conversations.
	SI.1.2	Uses verbal and nonverbal cues to ensure equal participation by all members in short conversations.
SI.2. asks questions about experiences, events, past experiences	SI.2.1.1	Formulates yes/no and wh- questions to ask about experiences, events, past experiences in short exchanges.
SI.2. answers questions about experiences, events, past experiences.	SI.2.2.2	Constructs complete sentences to answer yes/no and wh- questions about experiences, events, past experiences in short exchanges.
SP.1. describes experiences, events and storytelling related to exercise, sports and games.	SP1.1	Investigates and determines the appropriate information, visuals to give a presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.2	Organizes the information and visuals to give a presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.3	Constructs sentences with the information and with the appropriate linkers or connecting words



Scenario 1: Time to Have Fun!

		to give a well-organized presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.4	Presents a well-organized description about experiences, events and storytelling related to exercise, sports, and games.
SP.2. describes what is occurring in a film or book and indicates his/her personal opinion.	SP2.1	Investigates and determines the appropriate information and visuals to give a presentation about what is occurring in a film or book and indicates opinion.
	SP2.2	Organizes the information and visuals to give a presentation about what is occurring in a film or book and indicates opinion.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a well-organized presentation about what is occurring in a film or book and indicates opinion.
	SP2.4	Presents a well-organized description about what is occurring in a film or book and indicates opinion.
W.1. writes a short description of personal experiences without using an aid, such as a dictionary.	W1.1	Prewrites a list of ideas that include personal experiences-
	W1.2	Drafts a description with the listed ideas and with the appropriate linkers or connecting words about personal experiences.
	W1.3	Revises the description by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.



Scenario 1: Time to Have Fun!

W1.4 Edits the description before publishing.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 1, Teachers Guide for 9th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 1, 9th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A collage using magazines, newspapers or any material available to talk about the leisure activities most people prefer in own community.

Genre: Daily News / Short stories

SP.1. describes experiences, events and storytelling related to exercise, sports and games.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 2: Online & Connected

Assessment Evidence

SI.1.1 asks for opinions about the latest media, virtual communities, and apps.	SI.1.1.1	Formulates yes/no and wh- questions to ask for opinions about the latest media, virtual communities, and apps.
SI.1.2 gives opinions about the latest media, virtual communities, and apps.	SI.1.2.1	Constructs complete sentences to give opinions about the latest media, virtual communities, and apps.
SI.2. expresses comments about media, virtual communities, apps and safety and otherwise contributes, in a small group situation.	SI.2.1	Expresses ideas to comment on media, virtual communities, apps, and safety in a small group situation.
SP.1. describes media, apps, virtual communities and networks.	SP1.1	Investigates and determines the appropriate information and visuals to give a presentation about media, apps, virtual communities, and networks.
	SP1.2	Organizes the information and visuals to give a presentation about media, apps, virtual communities, and networks.
	SP1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about media, apps, virtual communities, and networks.
	SP1.4	Presents a well-organized description about media, apps, virtual communities, and networks.



Scenario 2: Online & Connected

<p>SP.2. describes experiences with media, apps, virtual communities and networks.</p>	SP2.1	Investigates and determines the appropriate information and visuals to give a presentation about experiences with media, apps, virtual communities, and networks.
	SP2.2	Organizes the information and visuals to give a presentation about experiences with media, apps, virtual communities, and networks.
	SP2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about experiences with media, apps, virtual communities, and networks.
	SP2.4	Presents a well-organized description about experiences with media, apps, virtual communities, and networks.
<p>SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story.</p>	SP3.1	Investigates and determines the appropriate information and visuals to summarize a simple story/information he/she read about media, apps, virtual communities, and networks.
	SP3.2	Organizes the information and visuals to summarize a simple story/information he/she read about media, apps, virtual communities, and networks
	SP3.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation to summarize a simple story/information he/she



Scenario 2: Online & Connected

		read about media, apps, virtual communities, and networks.
	SP4.4	Presents a well-organized summary of a simple story/information he/she read about media, apps, virtual communities, and networks.
W.1. writes about an event using simple, coherent, and well-written sentences.	W1.1	Prewrites a list of ideas about an event that include characters, plot and setting.
	W1.2	Drafts a narrative paragraph with the listed ideas about an event including linkers: sequential-past time and discourse markers. (on the other hand, however)
	W1.3	Revises a narrative paragraph about an event with a focus on subject-verb agreement, capitalization, content, spelling, use of commas, use of linkers: sequential-past time and discourse markers. (on the other hand, however).
	W1.4	Edits a narrative paragraph about an event before publishing.
W.2. writes an e-mail about media, apps, virtual communities, or networks.	W2.1	Prewrites a list of ideas for an e-mail about media, apps, virtual communities, or networks.
	W2.2	Drafts an e-mail about media, apps, virtual communities, or networks including subject, sender, date and time, received on, reply- to, recipient to, recipient email address, body with the appropriate linkers or connecting words and attachments.



Scenario 2: Online & Connected

	W2.3	Revises an e-mail about media, apps, virtual communities, or networks with a focus on subject-verb agreement, pronouns and article agreement, capitalization, content, spelling, use of commas to punctuate, abbreviations.
	W2.4	Edits an e-mail about media, apps, virtual communities, or networks before publishing.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 2, Teachers Guide for 9th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 2, 9th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.



Scenario 2: Online & Connected

- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A video campaign against cyberbullying, using apps like Movie Maker, PowToon, Dvolver.

Genre: Daily News

SP.2. describes experiences with media, apps, virtual communities and networks.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 3: Lights, Camera & Action

Assessment Evidence

<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>	SI1.1	Initiates a telephone conversation by greeting and making a statement.
	SI1.2	Sustains the telephone conversation by checking understanding from the speaker's point of view or listener's point of view.
	SI1.3	Sustains the telephone conversation by adding a new topic.
	SI1.4	Closes the telephone conversation by using a leave-taking.
<p>SP.1. describes what is occurring in a film or book and indicates his/her personal opinion about it.</p>	SP1.1	Investigates and determines the appropriate information and visuals to give a presentation about what is occurring in a film or book and indicates an opinion.
	SP1.2	Organizes the information and visuals to give a presentation about what is occurring in a film or book and indicates an his/her opinion about it.
	SP1.3	Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about what is occurring in a film or book and indicates an opinion about it.
	SP1.4	Gives a well-organized presentation about what is occurring in a film or book and indicates an opinion about it.



Scenario 3: Lights, Camera & Action

SP.2. gives a short, prepared presentation dramatizing a TV show/news.	SP2.1	Investigates and determines the appropriate information and visuals to dramatize a TV show/news.
	SP2.2	Organizes the information and visuals to dramatize a TV show/news.
	SP2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to dramatize a TV show/news.
	SP2.4	Gives a well-organized presentation about a TV show/news.
W.1. writes simple, short descriptions of TV programs, the best show, documentaries and news without using an aid, such as a dictionary.	W1.1	Prewrites a list of ideas that include personal experiences related to TV programs, the best show, documentaries, and news.
	W1.2	Drafts a description with the listed ideas about TV programs, the best show, documentaries, and news using the appropriate linkers or connecting words.
	W1.3	Revises the description focusing on content and mistakes related to subject-verb agreement, capitalization, content, spelling, and basic punctuation.
	W1.4	Edits the description before publishing.
W.2. writes personal reactions to film reviews.	W2.1	Prewrites a list of ideas for a personal reaction to film reviews.
	W2.2	Drafts a personal reaction with the listed ideas to film reviews using the appropriate linkers or connecting words.



Scenario 3: Lights, Camera & Action

	W2.3	Revises a personal reaction to film reviews focusing on content and by looking for mistakes related to subject-verb agreement, capitalization, spelling, and use of commas.
	W2.4	Edits a personal reaction to film reviews before publishing.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 3, Teachers Guide for 9th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 3, 9th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.



Scenario 3: Lights, Camera & Action

- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A digital commercial based on a marketing survey.

Genre: Daily News/ Short stories/ Biographies

SP.2. gives a short, prepared presentation dramatizing a TV show/news.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 4: In the Public Eye

Assessment Evidence

<p>SI.1. offers an opinion and comments about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small group situation.</p>	<p>SI.1. 1</p>	<p>Gives opinions about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small group situation.</p>
<p>SI.2. interviews 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>	<p>SI.2.1</p>	<p>Formulates yes/no and wh questions for an interview about nationally and internationally outstanding figures.</p>
	<p>SI.2.2</p>	<p>Exchanges personal experiences, feelings, opinions, and reactions about nationally and internationally outstanding figures by participating in an interview.</p>
	<p>SI.2.3</p>	<p>Asks further questions to expand the interview.</p>
<p>SP.1. describes personal and other people's stories of success.</p>	<p>SP.1.1</p>	<p>Investigates and determines the appropriate information to describe personal and other people's stories of success in a well-organized presentation.</p>
	<p>SP.1.2</p>	<p>Organizes the information and resources to describe personal and other people's stories of success by using sentence frames and the</p>



Scenario 4: In the Public Eye

		appropriate linkers or connecting words in a well-organized presentation.
	SP.1.3	Presents the description of personal and other people’s stories of success in a well-organized presentation.
SP.2. describes contributions of nationally and internationally outstanding figures.	SP.2.1	Investigates and determines the appropriate information to describe contributions of nationally and internationally outstanding figures in a well-organized presentation.
	SP.2.2	Organizes the information and resources to describe contributions of nationally and internationally outstanding figures by using sentence frames and the appropriate linkers or connecting words in a well-organized presentation.
	SP.2.3	Presents the description of contributions of nationally and internationally outstanding figures in a well-organized presentation.
W.1. writes 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.).	W.2.1	Prewrites ideas for a narrative paragraph of personal and other people’s stories of success.
	W.2.2	Drafts sentences for a narrative paragraph of personal and other people’s stories of success
	W.2.3	Revises a narrative paragraph of personal and other people’s stories of success focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation).
	W.2.4	Edits a narrative paragraph of personal and other people’s stories of success before publishing it.



Scenario 4: In the Public Eye

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 4, Teachers Guide for 9th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 4, 9th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A blog about national celebrities using pictures/ collage.

Genre: Daily News/ Comics/Cartoons

SP.1. describes personal and other people's stories of success.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Scenario 5: Unexpected Situations

Assessment Evidence

SI.1. offers suggestions in unexpected situations.	SI.1.1	Uses expressions to give advice such as: “You should_____” , “Why don’t you_____.” , “Have you considered_____?” , “How about _____?” in unexpected situations.
SI.2.1 makes complaints.	SI.2.1.1	Initiates a conversation politely with one of these phrases: “I’m sorry to bother you, but I” or “Excuse me, I wonder if you can help me”
	SI.2.1.2	Explains the problem using polite, respectful language in conversations.
	SI.2.1.3	Asks for action to be taken on the complaint in conversations.
SI.2.2 makes appointments.	SI.2.2.1	Greets the person who answers and asks to speak with someone-
	SI.2.2.2	Expresses the purpose for the call.
	SI.2.2.3	Agrees on the most convenient day and time for both parties.
SI.3. interviews others about unexpected situations if the questions have been prepared beforehand.	SI.3.1	Formulates yes/no and wh- questions for an interview about unexpected situations.
	SI.3.2	Interviews others about personal experiences, feelings, opinions, or reactions from unexpected situations.
SP.1. describes personal unexpected situations.	SP.1.1	Investigates and determines the appropriate information and visuals to prepare a presentation to describe personal unexpected situations.



Scenario 5: Unexpected Situations

	SP.1.2	Organizes the information and visuals to give a presentation to describe personal unexpected situations.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a presentation to describe personal unexpected situations.
	SP.1.4	Gives a well- organized presentation to describe personal unexpected situations.
SP.2. retells an unexpected situations read/heard in class.	SP.2.1	Investigates and determines the appropriate information and visuals to prepare a presentation to retell an unexpected situation read/heard in class.
	SP.2.2	Organizes the information and visuals to give a presentation to retell an unexpected situation read/heard in class.
	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a presentation to retell an unexpected situation read/heard in class.
	SP.2.4	Gives a well- organized presentation to retell an unexpected situation read/heard in class.
W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments,	W.1.1	Prewrites ideas for a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint.
	W.1.2	Drafts sentences for a narrative paragraph about a home emergency, everyday situation,



Scenario 5: Unexpected Situations

or something you made a complaint about.		appointments, or a complaint using the appropriate linkers or connecting words.
	W.1.3	Revises a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint focusing on content and mistakes related to subject-verb agreement, phrases, clauses, capitalization, spelling, compound sentences, basic punctuation.
	W.1.4	Edits a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.
- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 5, Teachers Guide for 9th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 5, 9th Grade

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Scenario 5: Unexpected Situations

Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A recommendation chart to prevent emergencies at home/school

Genre: Daily News/ Short stories

SP.1. describes personal unexpected situations.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





Scenario 6: Open a Book, Open Your Mind

Assessment Evidence

SI.1. offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class.	SI.1.1	Gives opinions with complete sentences about Haikus, comic strips, biographies or Costa Rican legends examined in class.
SI.2. interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand.	SI.2.1	Formulates yes/no and wh questions for an interview about biographies or Costa Rican legends.
	SI.2.2	Interviews others about personal experiences, feelings, opinions or reactions about biographies or Costa Rican legends.
SP.1. describes his/her favorite comic strips.	SP.1.1	Investigates and determines the appropriate information, visuals to talk about his/her favorite comic strips in a well-organized description.
	SP.1.2	Organizes the information and visuals to give a well-organized description about his/her favorite comic strips.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized description about his/her favorite comic strips.
	SP.1.4	Presents a well-organized description of his/her favorite comic strips.



Scenario 6: Open a Book, Open Your Mind

SP.2. describes biographies of national and international writers.	SP.2.1	Investigates and determines the appropriate information, visuals to give a presentation about national and international writers.
	SP.2.2	Organizes the information and visuals to give a presentation about national and international writers.
	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a description of national and international writers in a presentation.
	SP.2.4	Gives a well-organized presentation to describe national and international writers' biographies.
SP.3. retells a Costa Rican legend read/heard in class.	SP.3.1	Identifies characters in a Costa Rican legend read/heard in class.
	SP.3.2	Recognizes specific characteristics of characters in a Costa Rican legend read/heard in class.
	SP.3.3	Recognizes the main problem/ conflict in a Costa Rican legend read/heard in class.
	SP.3.4	Describes the problem/ conflict' solution in a Costa Rican legend read/heard in class.
	SP.3.5	Summarizes the events from a legend read/heard in class including characters, problem/ conflict, and the problem/ conflict' solution.
	W.1.1	Prewrites ideas for a narrative paragraph of a famous Costa Rican legend.



Scenario 6: Open a Book, Open Your Mind

W.1. writes narrative paragraphs of famous Costa Rican legends.	W.1.2	Drafts sentences for a narrative paragraph of a famous Costa Rican legend by using the appropriate linkers or connecting words.
	W.1.3	Revises the narrative paragraph focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.1.4	Edits the narrative paragraph before publishing it.
W.2. writes biographies of famous Costa Rican or international writers or authors.	W.2.1	Prewrites ideas for a biography of a famous Costa Rican or international writer or author.
	W.2.2	Drafts sentences for a biography of a famous Costa Rican or international writer or author using the appropriate linkers or connecting words.
	W.2.3	Revises the biography focusing on content and subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the biography before publishing it.

Teacher observation, feedback and comprehension checks.

Learning Plan:

- At the beginning of each unit, diagnose to what extent the student has the essential prior knowledge that he or she should know to be able to assimilate the new topics to be studied.
- The information above will allow you to design appropriate mediation activities according to the student's level and scaffold them to develop new knowledge.



Scenario 6: Open a Book, Open Your Mind

- The indicators of learning for each unit are a very important tool during mediation since they allow the teacher to determine the achievement of each one of them and students' progress during the learning process.
- See and adapt the sample activities designed for Spoken Interaction, Spoken Production, Written Production from Unit 6, Teachers Guide for 9th Grade.
- Remember you need to contextualize the activities.

Phonological Competence: See videos for unit 6, 9th Grade

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Reflection

- Self-assess and decide what may still be difficult.
- Self-assess and use feedback to improve areas of weakness and set attainable goals.
- Students conduct a self-assessment using the instrument found in the teacher's guide at the end of each unit.

Literary Project: A play based on a legend/ biography.

Genre: Short stories / Comics/ Cartoons/ Biographies

SP.3. retells a Costa Rican legend read/heard in class.

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Apartado XI Evaluación del taller EOS

Estrategias para el proceso de evaluación de los aprendizajes

Las estrategias de evaluación de los aprendizajes son utilizadas por los educadores para medir el nivel de conocimiento y habilidades adquiridas por los estudiantes. Estas estrategias son fundamentales para evaluar el progreso de los estudiantes, identificar áreas de mejora y tomar decisiones informadas sobre la enseñanza y el aprendizaje.

A continuación, se presentan algunas estrategias comunes de evaluación de los aprendizajes:

Proyectos y tareas: Los proyectos y las tareas permiten a los estudiantes aplicar sus conocimientos y habilidades en un contexto práctico. Los proyectos pueden incluir presentaciones, informes, creación de modelos entre otros. Estas actividades evalúan la capacidad de los estudiantes para investigar, organizar información, resolver problemas y comunicar sus resultados.

Evaluaciones orales: Las evaluaciones orales pueden incluir presentaciones individuales o en grupo, debates o discusiones. Estas evaluaciones permiten evaluar la capacidad de los estudiantes para expresarse verbalmente, comunicar ideas de manera efectiva, argumentar y participar en el intercambio de ideas.

Portafolios: Los portafolios son una recopilación de trabajos, proyectos o actividades realizadas por los estudiantes a lo largo de un período de tiempo determinado. Estos portafolios proporcionan una visión global del progreso de los estudiantes y permiten evaluar el desarrollo de habilidades a lo largo del tiempo.

Evaluación entre pares: La evaluación entre pares implica que los propios estudiantes evalúen el trabajo de sus compañeros. Esta estrategia promueve la



participación activa de los estudiantes en el proceso de evaluación y fomenta el desarrollo de habilidades de pensamiento crítico y de retroalimentación constructiva.

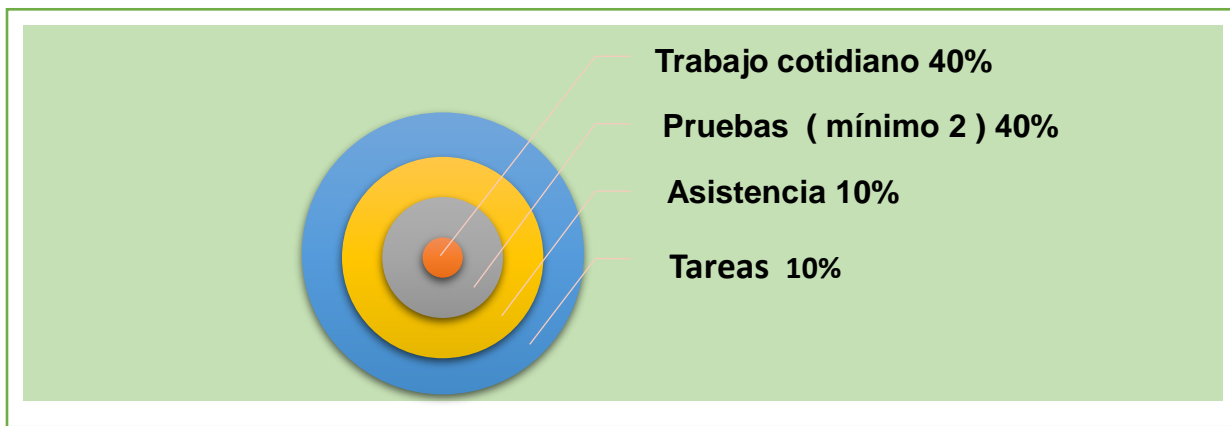
Observación: La observación directa de los estudiantes en el aula o en situaciones prácticas puede ser una estrategia efectiva para evaluar habilidades específicas, como habilidades sociales, destrezas de resolución de problemas o competencias prácticas.

Evaluaciones auténticas: Las evaluaciones auténticas implican la aplicación de los conocimientos y habilidades en situaciones del mundo real. Pueden incluir estudios de casos, simulaciones o proyectos prácticos. Estas evaluaciones valoran la capacidad de los estudiantes para transferir sus conocimientos a situaciones reales y resolver problemas de manera efectiva.

Es importante seleccionar y combinar estrategias de evaluación adecuadas según los *assessment strategies* y las competencias que se desean evaluar. Además, es esencial proporcionar realimentación constructiva a los estudiantes en tiempo y forma para que puedan conocer sus fortalezas y áreas de mejora y así fomentar su crecimiento y desarrollo continuo.



Para la valoración de los aprendizajes a lo largo del taller EOS se privilegia la evaluación diagnóstica, formativa (*task-based: lo que puede hacer con el idioma inglés*) y sumativa (*performance based: crear algo con el idioma inglés, por ejemplo producir un poema, realizar un reclamo de forma oral*) con una realimentación continua de la persona docente y compañeros. Esta atiende a los siguientes porcentajes según Reglamento de Evaluación de los Aprendizajes vigente.



Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

De los componentes para la valoración de los aprendizajes:

Trabajo cotidiano: Consiste en las actividades educativas que realiza el estudiantado con la guía y orientación de la persona docente, según el planeamiento didáctico y el programa de estudios. Para su calificación se deben utilizar instrumentos técnicamente elaborados, en los que se registre información relacionada con el desempeño del estudiante o la estudiante. La misma se recopila en el transcurso del período y durante el desarrollo de las lecciones, como parte del proceso de enseñanza – aprendizaje y no como producto, debe reflejar el avance gradual del estudiante o la estudiante en sus aprendizajes. Se asignará **30 %** para las actividades educativas y **10%** para el proyecto literario (se debe realizar **3** proyectos literarios por periodo y el porcentaje asignado variará de acuerdo con la complejidad de la tarea auténtica por realizar).



Se recomienda el uso de instrumentos tales como: escalas de desempeño para las pruebas orales, listas de cotejo, registros de desempeño y rúbricas, las cuales serán construidas por el docente y de uso co y auto evaluativo.

Uso eficiente del tiempo del taller: Con respecto al uso eficiente del tiempo del taller, las actividades de mediación pedagógica asignadas para el desarrollo de las competencias de interacción y producción (oral y escrita), no debe ser menor al **70%**.

Tareas: Trabajos cortos que se asignan al estudiantado con el propósito de reforzar o repasar los aprendizajes esperados, de acuerdo con la información recopilada durante el trabajo cotidiano. Es indispensable que sean ejecutadas por el estudiantado exclusivamente para fortalecer su propio aprendizaje. Tomar en cuenta lo recomendado para la clase inversa.

Pruebas: Instrumento de medición cuyo propósito es que el estudiantado demuestre la adquisición de habilidades cognitivas, psicomotoras o lingüísticas. Se **realizará al menos dos pruebas orales (una de Interacción/ una de expresión oral en continuo) por periodo.** Para su construcción se seleccionan los aprendizajes esperados e indicadores. No deben tener carácter acumulativo durante el mismo período.

Asistencia: La asistencia se define como la presencia de la persona estudiante en las lecciones y en todas aquellas otras actividades escolares a las que fuere convocado.



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Enlaces referencia

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<https://www.redalyc.org/pdf/761/76111209.pdf>

https://recursos.mep.go.cr/lebs_y_sebi/data/documents/literature.pdf





Anexos

Anexo 1: Recursos para la Clase invertida

Seventh Grade	Eighth Grade	Ninth Grade
A1 British Council / Cambridge, Oxford, entre otros. Practices for all competences	A2 British Council / Cambridge, entre otros. Oxford Practices for all competences	B1 British Council / Cambridge, Oxford, entre otros. Practices for all competences
Géneros literarios		
Daily News* Autobiographies Short stories Personal narratives Costa Rican Folktales	Daily News Poetry International Folktales & legends Short stories Personal narratives	Daily News Short stories Comics/Cartoons Biographies

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Anexo 2: Plantilla de planeamiento

Term:		Level:		Unit:		Week:		
Domain:			Scenario:			Theme:		
Enduring Understanding:								
Essential Question:								
General Competences								
Responsible Citizenship () Life Competences () Competences for Employability ()								
Learn to Know			Learn to Do			Learn to Be and Live in Community		
Grammar & Sentence Frames			Function			Psycho-social		
Vocabulary			Discourse Markers			Socio-cultural		
Phonology			Pedagogical Mediation/ Didactic Sequence					
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)		Goals					Time	
Learner...		Learner can						
Integrated Mini-Project							Time	
Phase: _____								
Reflective Teaching								
What worked well			What didn't work well			How to improve		
Enduring Understanding Reflection								

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Anexo 4 **Enlaces para el fortalecimiento de competencias de las bandas esperadas en las plataformas sugeridas de British Council, Cambridge, Oxford, American Literature y Commonlit, Speechace entre otras.**

Las personas estudiantes y las personas docentes pueden utilizar las siguientes plataformas internacionales para lo siguiente:

Link de plataformas propuestas

<https://www.britishcouncil.es/ingles/aprender-online/webs>

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening>

<https://www.cambridgeenglish.org/es/>

<https://www.oxfordonlineenglish.com/home-mobile>

<https://americanliterature.com/>

<https://www.commonlit.org/>

<https://www.speechace.com/>

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.

1. Acceso a Recursos Educativos

Materiales de Estudio: Utilizar los recursos disponibles en las plataformas para acceder a materiales de estudio, guías y exámenes de práctica.

Actividades lingüísticas para estudiantes un mayor dominio lingüístico al del taller.

Acceso al desarrollo de la producción oral y mejoramiento de la pronunciación.



Webinarios y Cursos: Participar en webinarios y cursos en línea ofrecidos por estas instituciones que pueden complementar el aprendizaje.

2. Networking y Colaboración

Grupos de Interés: Unirse a grupos de discusión o foros en línea donde se reúnen educadores y estudiantes de diferentes países.

4. Formación Continua para Docentes

Cursos de Capacitación: Participar en cursos de formación continua que ofrecen estas organizaciones para mejorar las metodologías de enseñanza.

Recursos Didácticos: Acceder a recursos didácticos y estrategias pedagógicas adaptadas a diferentes contextos educativos.

5. Uso de Tecnologías de la Información

Plataformas Interactivas: Hacer uso de plataformas interactivas que estas instituciones ofrecen para el aprendizaje en línea, haciendo las clases más dinámicas.

Aplicaciones Móviles: Utilizar aplicaciones móviles relacionadas con el aprendizaje de idiomas y educación, facilitando el estudio en cualquier momento y lugar.

6. Participación en Eventos Internacionales

Conferencias y Simposios: Asistir a conferencias o simposios organizados por estas instituciones, donde se pueden compartir experiencias y aprender de expertos en el campo.



Anexo 5 Algunos recursos para los géneros literarios sugeridos

SEVENTH GRADE GENRE: Autobiography			
Resource Titles by Topic	Format/length	Link	Notes
How to Write an Autobiography	Informational video (3:48)	https://www.youtube.com/watch?v=FKr_fcPJY8	Video of steps to write an autobiography
Writing an Autobiography	Video (1:00)	https://www.youtube.com/watch?v=10ZLJwWsc3k	Good information to use for stop and discussion
Autobiography Writing – Part 1	Video (4:33)	https://www.youtube.com/watch?v=F7_MQ_n28XU	Video on note taking portion of writing an autobiography
Autobiography Writing - Creating a paragraph	Video (8:11)	https://www.youtube.com/watch?v=P4cRR1md4BA	Instructional video on using notes to make a paragraph for an autobiography

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



EIGHTH GRADE GENRE: Poetry			
Resource Titles by Topic	Format/length	Link	Notes
Friends	Poem (100)	https://docs.google.com/document/d/1DjO-Fofmw_jhGB5d0LXg-ksFXVPP0btX2zN6oXUoYmJg/edit?usp=sharing	Simple poem on friendship
True Friends	Poem (77)	https://docs.google.com/document/d/1zrSLswAjrcrv5mk13p6vQzbrCy3alkm8QESm-UF-uzQ/edit?usp=sharing	Simple poem on friendship
Poetry Introduction	Video (2:54)	https://www.youtube.com/watch?v=JmkgAWAGtbE	Introduction to poetry video
Poetry In Voice: I Am the People, The Mob	Poetry reading	https://www.youtube.com/watch?v=vfrlYx0-B7E	Poem is short and reading has text on screen
Poetry In Voice: Sometime s a Voice	Poetry reading	https://www.youtube.com/watch?v=cmwGmYSfvDg	Classic poem with text on screen



EIGHTH GRADE			
GENRE: Poetry			
William Shakespeare - Fear No More	Poetry reading	https://www.youtube.com/watch?v=iMMjAbH_W8c	Classic poetry reading, rather long, but beautiful and worth discussion
The Road Not Taken, by Robert Frost	Poetry reading	https://www.youtube.com/watch?v=KUaQgRiJukA	Classic poem read with beautiful imagery and music
If by Rudyard Kipling	Poetry reading	https://www.youtube.com/watch?v=sSSqc1qG238	Inspirational poem with text on screen
Be a Poet	Projectable text with audio (250)	ReadWorks.org requires a free account to use the following materials: https://www.readworks.org/article/Be-a-Poet/1bdd4fa2-90c6-4d5d-b995-4060135a496d#!articleTab:content/	Good introductory article for writing poetry
Haiku	Projectable text with audio (174)	ReadWorks.org requires a free account to use the following materials: https://www.readworks.org/article/Haiku/107dd0bf-2835-4e24-bfec-66a0da021f98#!articleTab:content/	Form of poetry

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



EIGHTH GRADE POEMS		
Resource Titles by Topic	Link	Notes
Justice		
I, Too- Langston Hughes	https://www.poets.org/poetsorg/poem/i-too	
Harlem Hopscotch- Maya Angelou-	https://www.poetryfoundation.org/poems/58212/harlem-hopscotch More information on hopscotch- https://www.youtube.com/watch?v=fZzswQaICfM	
Justice- Langston Hughes	https://www.poemhunter.com/poems/justice/	
Justice Part 1- Dave Alan Walker	https://www.poemhunter.com/poems/justice/page-1/28165273/	
FEELINGS		
LOVE		
I Do Not Love You Except Because I love You- Pablo Neruda-	https://www.poemhunter.com/poems/love/	
Spanish No te quiero sino porque te quiero- LXVI-	https://www.neruda.uchile.cl/obra/obracionsonetos5.html	
A Glimpse- Walt Whitman	https://www.poetryfoundation.org/poems/50478/a-glimpse	



EIGHTH GRADE POEMS		
Desire- Helen Hoyt	DESIRE https://www.poets.org/poetsorg/poem/desire	
LONELINESS		
Alone- Maya Angelou	https://www.poets.org/poetsorg/poem/alone	
HEARTBREAK		
Poem- Jill Alexander Essbaum	https://www.poetryfoundation.org/poetrymagazine/poems/53139/poem-56d2322bc1b1d	
FRIENDSHIP		
Sonnet: I Thank You- Henry Timrod-	https://www.poetryfoundation.org/poems/48893/sonnet-i-thank-you	
Love and Friendship- Emily Bronte-	https://www.poetryfoundation.org/poems/50537/love-and-friendship	

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Resource titles by Topic	Link	Notes
GRIEF		
If I should Die- Emily Dickenson-	https://www.poets.org/poetsorg/poem/i-f-i-should-die-54	
Fantasy and Imagination		
Monsters- Dorothea Lasky	https://www.poetryfoundation.org/poetrymagazine/poems/56427/monsters	
Annabel Lee- Edgar Allan Poe-	https://www.poetryfoundation.org/poems/44885/annabel-lee	
Across the Border- Sophie Jewett-	https://www.poetryfoundation.org/poems/46773/across-the-border	
Historical Figures (Difficult)		
O Captain! My Captain! (Poem about Abraham Lincoln)- Walt Whitman-	https://www.poets.org/poetsorg/poem/o-captain-my-captain	
Rosa Parks, Nikki Giovanni	https://www.poetryfoundation.org/poems/90180/rosa-parks	

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



GENRE: Short Stories and CR Folklore		
Resource Titles by Topic	Link	Notes
JUSTICE		
The Midas Touch (Greek Myth)-	https://www.storynory.com/the-midas-touch/	
Fantasy and Imagination		
The Gift of the Magi- William Sydney Porter	https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf	
The Boy Who Flew Too High (Greek Myth)-	https://www.storynory.com/the-boy-who-flew-too-high/	
Little Red Riding Hood- Folklore	https://www.storynory.com/little-red-riding-hood-2/	

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Resource	Link	Notes
Titles by Topic		
Popular Beliefs		
Resource for folktales and myths, including graphic organizers	https://drive.google.com/file/d/0B3t0gKqAv2DlbUhxbUdzekYteHJLMXhsa1ZMdXFneUROMDZN/view?usp=sharing	
Science Fiction		
Short stories	http://www.englishcenter.dk/Files/Billeder/PDF/pdfoxford/Oxford%20Bookworks/newobwnewyorkcafetest.pdf	
Mystery		
Short stories	http://www.englishcenter.dk/Files/Billeder/PDF/pdfoxford/Oxford%20Bookworks/newobwdeadmanwork.pdf	

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



NINTH GRADE			
GENRE: Biographies			
Resource Titles by Topic	Format /length	Link	Notes
Biography vs Autobiography	Video (3:23)	https://www.youtube.com/watch?v=q6HF1hyy4z0	Good video with characteristics and examples of books
Elements of a Biography	Video of inform ation (1:48)	https://www.youtube.com/watch?v=YmDAvD2y9X8&t=26s	Video description of elements of a biography
An animated Biography of the inspiring Walt Disney	Video (8:35)	https://www.youtube.com/watch?v=8Wv8HV8NxU	A visual biography of Walt Disney
Explorer: Neil Armstrong	Inform ational Text (385)	https://docs.google.com/document/d/1MfjrgPb7tcdtZZCGmcXWz7Gcr8Yv90-CQWtgXe2807M/edit?usp=sharing	Level 2 biography of American astronaut
Musician: Bruno Mars	Inform ational	https://docs.google.com/document/d/19VREjUTO6yLW4K26aM6XurwowEqM3g_wDjQ_X8SOIA/edit?usp=sharing	Level 3 biography



NINTH GRADE			
GENRE: Biographies			
	Text (484)		of musician
Athlete: Cristiano Ronaldo	Informational Text (235)	https://docs.google.com/document/d/1g9z2434smQwGMbmyyR4e3HOIA-PkunqJMNwYGvMKM00/edit?usp=sharing	Level 1 biography of Soccer athlete
Athlete: Marta Vieira de Silva	Informational Text (360)	https://docs.google.com/document/d/1BLElpVRhXWEjxG7eHvuKGYpmgGVS8Lsv_r1ARA8GX6Y/edit?usp=sharing	Level 2 biography of Women's Soccer star
Singer: Celia Cruz	Informational Text (340)	https://docs.google.com/document/d/1EckQYVA4DhbRjXtAXmIMdKwvzkKc6mHZzk8uJIGGnQtg/edit?usp=sharing	Level 2 biography of Salsa musical legend.
Astronaut: Sally Ride	Informational Text (206)	https://docs.google.com/document/d/15ov7V9tDaOy8qaq5nHH7EAOAVQ0O4coP1NqDksyQw6A/edit?usp=sharing	Level 1 biography of woman astronaut

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



NINTH GRADE					
GENRE: Short Stories					
Title	Author	Genre	Length	Online Access	Supplementary Resources
Fantastic Mr. Fox	Roald Dahl	Children's Adventure	90 pages	http://english4c.allcenters.com/web/wp-content/uploads/2016/12/13-Fantastic-Mr-Fox.pdf	https://littleangeltheatre.com/wp-content/uploads/2012/11/Fantastic-Mr-Fox-Education-Pack-2014.pdf https://www.novelstudies.org/downloads/Fantastic Mr Fox Novel Study Preview.pdf
The Secret Garden	Francis Hodgson Burnett	Children's Adventure	127 pages	http://pinkmonkey.com/dl/library1/digi058.pdf	https://cdn.macmillanyounglearners.com/readers-public/EXPLORERS_5 THE SECRET GARDEN teacher notes.pdf
Around the World in 80 Days	Jules Verne	Children's Adventure	130 pages	https://www.planetebook.com/free-ebooks/around-the-world-in-80-days.pdf	https://ideasforenglish.files.wordpress.com/2012/12/around-the-world-in-80-days.pdf
The Red Badge of Courage	Stephen Crane	Children's Adventure	105 pages	http://www.emcp.com/preview	https://www.teachervision.com/red-badge-



NINTH GRADE
GENRE: Short Stories

Courage				s/AccessEditions/ACCESS%20EDITIONS/The%20Red%20Badge%20of%20Courage.pdf	courage https://www.varsitytutors.com/englishteacher/read-badge-courage-lesson-plans
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Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.





GENRE: COMICS		
Resource	Link	Notes
Titles by Topic		
Cartoon Production		
Teaching using cartoons	https://americanenglish.state.gov/files/ae/resource_files/comicsinlangclassroom-ning.pdf https://www.teachingenglish.org.uk/article/using-cartoons-comic-strips https://www.educatorstechnology.com/2018/01/teachers-guide-to-use-of-comic-strips.html	Useful websites for teaching using cartoons
Creating cartoons	https://www.storyboardthat.com/storyboard-creator https://www.learningally.org/Portals/6/Docs/TeacherResources/LA_Comic-Strip-graphic-organizer.pdf https://elearningindustry.com/the-5-best-free-cartoon-making-tools-for-teachers	Resources for creating your own cartoons
Graphic organizers	https://docs.google.com/document/d/1Xxq1xWYJ-Md7XYnLq7ZrZUum2Kdjnc22hkHPC0XR1ic/edit?usp=sharing	Creating your story Graphic Organizers

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



Anexo 5: Instrumento para prueba oral

Oral Performance Scale-Sample XXXX High School Summative instrument Allotted Time: _____ minutes Level: Eighth Grade Teacher: _____ Date: _____ Student's name: _____							Score: _____ Total Points: _____ Gotten points: _____ Percentage: _____ % Obtained Percentage: _____	
Scenario:		Something to Celebrate!						
Assessment Strategy		SI.2. Asks and answers about holidays and festivals in Costa Rica, Latin America and around the World.						
Description of linguistic task		Information exchange (2 minutes) You are participating in an international school summer camp, where you have been asked to discuss your favorite holiday or celebration from around the world. Choose one celebration and describe when and where it takes place, the special foods associated with it, and the activities involved. Use pictures to enhance your presentation and encourage questions from your teacher or classmates. Be prepared to answer a few questions from them as well.						
Indicators of learning *		Scale						
	Points per indicator	N/A	1	2	3	4		
Asks questions about holidays and festivals in Costa Rica, Latin America and around the World.	3		The learner struggles to request most of the necessary information. He or she has difficulty controlling memorized language structures, such as question patterns, which makes it challenging to be understood.	The learner requests information about specific elements. He or she can partially control memorized language structures, such as question patterns, to enhance comprehension.	The learner can inquire about all the elements and consistently demonstrates control over basic language structures, including question patterns.			
Answers questions about holidays and festivals in Costa Rica, Latin America and around the World.	4		The learner is unable to identify the question word and helping verb, which hinders their ability to provide an answer using controlled memorized language structures (sentence patterns). As a result, their responses are difficult to understand.	The learner can partially identify the question word and helping verb, allowing them to provide an answer using controlled memorized language structures (sentence patterns) that can be somewhat understood.	The learner can identify question words, helping verbs, and basic language structures (sentence patterns) most of the time.	The learner can consistently identify question words, helping verbs, and basic language structures (sentence patterns).		



*Uses appropriate communication strategies such as facial expressions, turn-taking, cooperating, asking for clarification, communication repair.	3		The learner often struggles to maintain effective communication. It is challenging for him/her to utilize communication strategies to overcome difficulties.	The learner employs various communication strategies to sustain dialogue; however, this is not done consistently.	The learner employs various communication strategies to sustain the conversation, which helps maintain its flow.	
*Pronounces the target language accurately to facilitate effective communication.	3		The learner 's delivery is difficult to understand. It is accompanied by frequent pronunciation mistakes. (More than four mistakes)	The learner 's delivery is understandable most of the time, with occasional mispronunciations and some consistent errors. (3-4 mistakes)	The learner 's delivery is clear and smooth pronunciation at this level, with only a few sporadic deviations. (1-2 mistakes)	
*Stresses words and sentences correctly while interacting and/or producing. *	2		Sometimes, the learner emphasizes individual words correctly and the learner employs appropriate intonation when constructing sentences.	The learner constantly emphasizes individual words accurately and employs appropriate intonation when constructing sentences.		
*Constructs sentences correctly while interacting and/or producing. *	2		Sometimes, the learner constructs sentence correctly.	The learner constantly constructs sentences correctly.		
*Speaks at a normal speed while interacting and/or producing.	3		The learner 's delivery was marked by hesitation, which occasionally interfered with the clarity of the message. There were also several long pauses as the speaker attempted to recall the intended meaning.	The learner 's delivery was performed adequately, with some hesitation that rarely interfered with the message. There were a few brief pauses to recall the meaning.	The learner 's delivery was executed with confidence with brief pauses to recall the meaning.	
Total points:	23					
Comments:						

***The indicators related to grammar, pronunciation, fluency and sociolinguistic appropriateness were constructed to measure overall achievement. They must be present in all instruments related to Spoken Interaction and Spoken production as required.**

Fuente: Departamento de Tercer Ciclo y Educación Diversificada, 2024.



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