Ministerio de Educación Pública
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DESCRIPTORES PARA LAS INSTITUCIONES IPEC, Y CINDEA DE LA EDUCACIÓN DE PERSONAS JÓVENES Y ADULTAS

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PRESENTACIÓN

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

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

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

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

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

Rige a partir de su publicación.

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

INGLÉS III NIVEL

MÓDULO 71

NOS COMUNICAMOS EN OTRAS LENGUAS

ATINENCIA: INGLÉS

NIVEL III
ÁREA SOCIO PRODUCTIVA
TIPO DE MÓDULO CONVENCIONAL
CRÉDITOS 12
NÚMERO 5
PERÍODOS 4

Purpose

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

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

- **use knowledge, skills, and abilities beyond school contexts.**
- **express their own points of view.**
- **practice peaceful conflict resolution and search for democratic solutions.**
- **harmonize social and economic development and environmental sustainability.**

- take action in favor of sustainability of local, national and global resources.
- be aware of a global world where national borders have become more diffused.
- use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- reflect and use critical thinking processes.
- be compassionate national and global citizens.
- practice democratic principles such as freedom of expression and religion, respect for plurality and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution.
- defend and protect Human Rights and be against all forms of discrimination.

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

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

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

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in t he language in active, spontaneous, and authentic language interaction. Most of the tasks to be accomplished have a mea ningful communication objective, for example, solving a problem in a given scenario.

The CEFR defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society." (p.9). They are comprised of general and specific competences as shown in the following charts. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific but learners use them when performing all kinds of actions including language activities.

Table 1: General Competences

General Competences			
Declarative Knowledge	**Skills and know-How**	**Existential knowledge**	**Ability to Learn**
Resulting from empirical and and formal knowledge	Ability to carry out metacognitive procedures accompanied by forms and existencial competence	Culture related factors (willingness to engage with other people in social interaction)	Language & Communication Awareness General Phonetic Awareness & Skills Study skills Heuristic Skills
Knowledge of the World Sociocultural Knowledge Intercultural Awareness	Practical Skills Intercultural Skills	Attitudes Motivations Values Beliefs Cognitive Styles Personality Factors Self-image	

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

Table 2: Specific Competences

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

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

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

- **Linguistic Component***:* Deals with the knowledge of phonology, morphology, lexicon and syntax.
- **Sociolinguistic Component***:* Refers to the sociocultural conditions of language use such as social group repertoires or politeness rules.

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

The following table describes Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle (II Level) and Diversified Education (III Level):

Table 3.

Basic User	A1	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization. **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** • Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources

		include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
Basic User	**A2**	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles). **EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES** • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.

		• Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
Independent User **Independent**	B1	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure like a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency every day or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events. **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** • Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or

User	B1	**questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.** • **Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.** • **Can give, receive, and respond to feedback at critical stages of the creative process.** • **Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario.** • **Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).**

Mediation of Learning

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

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

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

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

General Mediation Principles for Third Cycle and Diversified Education

- English teaching places priority on the fine-tuning of learners communicative competence involving oral comprehension and oral and written communication, so that they become independent users of English and can reach level A2+ or B1 based on the descriptors of the CEFR.
- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
- Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share the learning goals, and essential question with the students and the expected outcome for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
- Lessons follow a task-based approach combined with the action-oriented approach.
- Grammar is developed by combining both inductive and deductive instruction within meaningful context.

- Teacher makes sure that all learners understand task instructions.

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

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

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

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

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

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

- The learners consciously assess their language performances (using rubrics, checklist and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to students 'attention, and provide additional pedagogical resources to students who need more practice.

- At the end of each unit, the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.

- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The integrated mini-project is an opportunity for students to integrate these three learnings in a single task.

- Teach and plan English lessons in English to engage learners socially and cognitively.

The teacher must follow a set of integrated sequence procedures as presented below to develop the different linguistic competences:

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

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

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

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

Strategies for Teaching the Linguistic Competences

Listening

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

Active Listening Attitudes in English

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

Nonverbal Cues

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

Verbal

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

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

Secondary school

There are a variety of listening techniques for developing listening skills and getting listening performances from students. They are intensive, responsive, selective, extensive and interactive listening. Selective listening consists of scanning information from oral long messages. Some examples are listening to radio broadcasts, stories, conversations, and TV advertisements. Tasks include identifying specific details such as names, dates, descriptions. Extensive listening is getting the main idea of a message by using prior knowledge. It includes listening to lectures, documentaries, and movie clips. Some tasks are summarizing and note taking to reconstruct an oral message. Interactive performance is the integration of all the above types of listening. Some tasks are participating in group discussions, debates, and real life interactions. The process of recognizing sounds at this level is almost automatic. However, teachers need to reteach the recognition of sounds if students show difficulty with some of them.

All Levels

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

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

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

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

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

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

Reading

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

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

Secondary school

At this level, learners will continue to develop and refine their reading comprehension strategies such as anticipation, scanning, skimming, predicting, reading between the lines, making inferences, summarizing, and evaluating. These include decoding words and phrases in long and short texts, applying critical thinking skills, using content and cultural

information to interpret texts and respond critically.

All Levels

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

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

Speaking

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

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

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

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

They may involve reading a

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

Secondary school

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

All levels

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

Writing

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

steps:

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

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

Secondary school

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

All levels

A balance must be kept between the perspective of teaching writing as a process and as a product. Initiate first with phonemic awareness development. Spend a lot of time in pre-writing work and provide a lot of modeling, drilling, writing exercises and then guided writing activities. Make sure that the writing activities emerge naturally from previous reading,

listening or oral work. Praise learners for their writing products. Display the writing productions of students and keep them in a writing portfolio. Create rubrics for self-assessment, peer assessment and teacher´s assessment of students´ writing.

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

Assessment

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

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

The answer to the first question deals with understanding that each learner is different, has particular needs, strengths and weaknesses. The purpose of assessment is to serve each learner's learning and growth. To prevent student's failure and allow timely intervention, assessment allows teachers to detect learning gaps, so that learners can receive the support needed to be successful. The "what" of assessment involves having clarity about the knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or "can do performance descriptors". This implies that assessment will mainly be performance-based. Learners are required to demonstrate through integrated-skills tasks within a domain, scenario, and theme, specified knowledge, skills and abilities using the target language. Assessment can also be a discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which encompasses

grammatical, semantic and pragmatic knowledge - form, meaning and use (Purpura, 2014, p. 9). Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitive, socio-affective, Sociocultural and linguistic demands upon the learner will be similar to the one of a speaker in a target language setting.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices, therefore, curriculum, teaching, and assessment must be coherent for learning goals to be achieved and learners' communicative competence to be developed. This is true for large-scale testing as well. Classroom assessment should also enable learners to demonstrate their learning in multiple ways, from multiple angles, thus serving as learning experiences themselves. Classroom assessment should also promote students' reflection and the use of an array of learning strategies and resources (Teachers of English to Speakers of Other Languages, 2001, p. 8).

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

General Principles for Assessing Language Competences

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

Diagnostic assessment is intended to improve information to stakeholders to improve the learner's experience and their level of achievement. It looks backwards rather than forwards. It assesses what the learner already knows and/or the

nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It identifies the starting line to develop the competence. It also identifies students' needs and areas of intervention.

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

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

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

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

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

MEP Learning Assessment Regulations.

Template Elements

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

Level: **Unit:**

Scenario:		**Themes:**
Enduring understanding		
Essential Question:		
Linguistic Competencies		**Goals** Learner can ...
Oral and Written Comprehension	Listening	**L.1.**
	Reading	**R.1.**
Oral and Written Production	Spoken Interaction	**SI.1**
	Spoken Production	**SP.1**
	Writing	**W.1.**

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

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

Scope and Sequence of Scenarios and themes for Diversified Education (III Level) and the distributed CEFR Bands per period

III LEVEL				
	I PERIOD	II PERIOD	III PERIOD	IV PERIOD
SCENARIOS	Love What We Do!	Caution: Fragile World - Handle with Care	Recipes for Success	Get Ready. Get set. Go!
	Stories Come in All Shapes and Sizes	HighTech, HighTouch	From the Wheel to the Drone	Really??? (Controversial issues)
	A World of Differences	What Comes Next?	The Earth–Our Gift and Our Responsibility	

III LEVEL				
	I PERIOD	II PERIOD	III PERIOD	IV PERIODO
CEFR BANDS	Band B1	Band B1	Band B1	Band B1

III Level BAND: B1	
Integral Development and Communicative Competence	
At this stage, the learner can...	
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.
Learn to do	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSAs) within domains, scenarios and themes.
Learn to be and live in	use personal and social dispositions (e.g., engagement, attitudes, cooperation, turn taking,

community	empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning beyond the classroom setting (enduring understanding).		
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**
CEFR STANDARDS • Can note the main points of oral texts at a normal speed related to personal and educational domains. **INTEGRATION OF LANGUAGE SKILLS** • Can recognize key points in T.V programs radio, web-based broadcast announcements, videos, audio recordings to ask for clarification and expressing thoughts (listening to speak). • Can interpret online explanations supported by resources to convey meaning in texts (listening to read). • Can write different text types heard to check comprehension in collaborative work before	**CEFR STANDARDS** • Can comprehend texts containing more varied sentence and vocabulary within expository, narrative, procedural and transactional genres. **INTEGRATION OF LANGUAGE SKILLS** • Can read texts on familiar topics to start, maintain, and close a conversational exchange (reading to speak/listen). • Can read different passages to summarize information (reading to write). • Can read familiar and unfamiliar topics for self-correction after listening to the oral version (reading to listen).	**CEFR STANDARDS** • Can sustain conversations related to personal and educational routines and domains with fluency. • Can maintain interactions related to public and vocational domains with hesitation, backtracking and repairing while searching for vocabulary and grammar structures. **INTEGRATION OF LANGUAGE SKILLS** • Can interpret information by asking for clarification and confirm understanding when listening to texts (listening to speak). • Can exchange	**CEFR STANDARDS** • Can produce short, basic paragraphs with a topic sentence and supporting details within an expository genre. Sentences start to connect with each other. • Can produce a narrative paragraph with characters, plot and setting. **INTEGRATION OF LANGUAGE SKILLS** • Can write to exchange personal experiences (writing to speak). • Can use graphic organizers to plan language, content and express information (writing

editing (listening to write /speak).		information supported by a written source for completing information (speaking to read/write) • Can use written sources to explain and justify points of view (reading to speak).	to speak/write). • Can react to an oral text expressing written thoughts and feelings (listening to write).

III Level **BAND: B1**			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
Learn to do	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning beyond the classroom setting (enduring understanding).		
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**
CEFR STANDARDS • Can note the main points of oral texts at a normal speed related to public (*transactional)* and vocational (*professional*) domains.	**CEFR STANDARDS** • Can manage more complex texts in the public (*transactional*) and vocational (*professional)* domains within transactional (job	**CEFR STANDARDS** • Can maintain interactions related to public (*transactional*) and vocational (*professional*) domains with emerging fluency	**CEFR STANDARDS** • Can write longer texts with more varied sentence structures and a wider range of vocabulary through a series of connected paragraphs within expository

INTEGRATION OF LANGUAGE SKILLS • Can interact in conversations in order to share oral/written information (listening to speak/write). • Can listen to different opinions or points of view of native speakers of English in order to express argumentations (listening to speak).	applications/situations, rental forms). • Can apply strategies before, during and after reading a text in order to comprehend more accurately longer texts (narrative, expository). **INTEGRATION OF LANGUAGE SKILLS** • Can extract specific information in short media reports, straightforward factual and printed texts to share inferences (reading to write/speak). • Can interpret passages for explaining own strategies to convey meaning about controversial issues (reading to speak/write).	while still relying on practiced language patterns. • Can ask for clarification, check for comprehension in less predictable situations. • Can explain a problem and propose a solution. • Can handle routines and familiar topics with spontaneous utterances. **INTEGRATION OF LANGUAGE SKILLS** • Can rehearse presentations supported by notes and illustrations and peer feedback (writing to read/speak). • Can express arguments/opinions when exchanging interactions (listening to speak). • Can interact in long conversations with peers and others about controversial issues using interaction and production strategies (listening to speak).	(advertisement, resume, speech), narrative (biography, personal travelogue) and transactional (question and answer interview) genres. Sentences connect with each other in a more cohesive manner. **INTEGRATION OF LANGUAGE SKILLS** • Can organize thoughts and opinions expressed by group participants for writing persuasive paragraphs (listening to write). • Can write about online or printed controversial issues for presenting meaningful information to audiences, e.g. Impromptu speech (reading to write/speak).

I PERIOD
(BAND B1)

<table>
<tr><th colspan="3">Unit 1</th></tr>
<tr><td colspan="2">Scenario: Love What We Do!</td><td>Themes:
1. Help wanted
2. Jobs
3. Interviewing
4. Working to Live or Living to Work?</td></tr>
<tr><td colspan="3">Enduring Understanding: The different jobs and occupations make communities function well in society.</td></tr>
<tr><td colspan="3">Essential Question: In what ways do people’s jobs or occupations contribute to our community and life in society?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td>
Listening</td><td>L1. understand the main points, concepts, key points and details in television programs, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk slowly and clearly.

L2. follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is familiar with the topic under discussion in a video/audio recording about jobs and occupations.

L3. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases or help in clarifying particular details.</td></tr>
<tr><td>
Reading</td><td>R1. understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.

R2. understand charts and graphs.

R3. manipulate English language sounds using knowledge in phonics, syllabification and word parts.

R4. understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension.</td></tr>
</table>

Oral and Written Production	 Spoken Interaction	**SI1.** summarize what has been said and convey this information to another about job and occupation ads in dialogues and interviews. **SI2.** explain what he/she means with another word when he/she can´t think of the exact word. **SI3.** ask someone for clarification of what others have just said or for confirmation in order to correct some basic mistakes. **SI.4.** manage conversations and interviews about personal experiences, feelings, opinions and reactions on a job or occupations, justifying main points of view, assumptions and plans, briefly.
	 Spoken Production	**SP1.** retell a simple story read/heard in class about a job fair or job experience. **SP.2.** describe in detail personal job experiences and information about job fair supported by online/physical information.
	 Writing	**W1.** write a resume for requesting a job, based on ads (newspaper, internet, radio). **W2.** write a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences and check written resume or cover letter to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).

Unit 1				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frames Contractions/future tense (will) tense – I´ll be a good doctor. – I'll work as a volunteer someday. Adverbial phrases of degree extent and probability – My father´s job is **really** nice. – My family is **very** happy about my job aspirations. Indications of time (Now, then, when, soon, ago, the year before last, last year, by the time I was) – **The year before last,** my cousins and I spent the summer doing volunteer work in my community. – **By the time, I was** 12, I dreamed of	**Functions** • Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. • Expressing opinions about job and occupations (in family and local context). • Expressing agreement and disagreement about jobs and occupations. • Managing interaction (interrupting, changing topic) in interviews **Discourse Markers** Connecting words expressing:	**Psycho-social** – Being aware of planning for the future. – Willing to face the challenge of getting a job. **Sociocultural** – Being aware of basic protocols for participating in a job interview. – Respecting other people's jobs and occupations. – Promoting job opportunities for all people Social Language Samples – To get your foot in the door/on the ground. – Job opening from 9 to 5.	**Pre-teaching** - **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. - **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Distinguishing main points, concepts, key points and details in television programs, radio, and web-based broadcasts/ announcements, video/audio recording discussions and social conversations, spoken at normal speed, about jobs and occupations** **Planning** **Pre-listening*:*** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible	**Using technically designed instruments such as a questionnaire for co-assessment and self, with the guidance of the teacher, the learner…** **L1.** recognizes key points in television programs, radio, and web-based broadcasts/ announcements,

being an astronaut. <u>Comparative and superlative forms of adverbs</u> – The occupation I like the **most**. Is playing professional soccer. – I enjoyed the job to the **fullest.** – The ad is offering the **best** job opportunities this year. <u>Past perfect</u> – I **had hoped** to become a technician. – I **had worked during** a summer vacation job at the beach. <u>Reported speech (range of tenses)</u> – **I told** my parents **that** I will become the best lawyer. – My family **told me that** they had a list of 10 more places they want to visit before 2025. – The news **reported**	– cause and effect: Why? **Because** I had so much fun, I will never forget that day**.** – **For this/that reason ___.** Linkers: <u>sequential past time.</u> – **Later**, he asked me about my job expectations during the interview. – **After that,** I want to become a teacher. – **Finally**, the manager asked me to submit my resume.	<u>Proverbs / Quotes</u> – If you want to know the value of your job, just imagine when you don't have it. – Unknown Author – Your time is limited, so don`t waste it living someone else`s life. -- Steve Jobs	difficulties strategies for coping with them and showing responsibility when doing the tasks. **Listening for the first time** to video/audio recordings discussions and social conversations, supported by images during. – **Recognizing** key points in television programs, radio, and web-based broadcasts/ announcements. **Pair/Group feedback:** for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding. **Listening for the second time** by retelling information of television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversation. – **Differentiating** main points concepts, key points and details during – **Distinguishing** main ideas, key points and details on familiar topics from video/audio recording discussions and social conversations of native speakers, spoken at normal speed particular details by asking clarification questions and expressing thoughts about jobs and occupations, supported by note-taking techniques. **Post-listening task:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts. – ***self and co-assessment*** using a variety of instruments for overall comprehension of the text**.**	video/audio recordings discussions and social conversations about jobs and occupations. **L.2.** discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed. **L3**. distinguishes main ideas**,** key points and details on familiar topics when people speak at normal speed. **Using technically designed instruments such as a checklist, for co-**

that most jobs are requiring English-speaking applicants. <u>Wh-questions in the past</u> – **Where** did you want to work? – **What** other occupation did you like? <u>Broader range of intensifiers such as too, enough</u> – The interview was **too** long. – Thank you, we have **enough** information for now. <u>Managing Interaction Interrupting</u> – Sorry to interrupt you but… – I have a question.… – May I interrupt? – Sorry, I just wanted to say <u>Changing the topic</u> – Anyway… – By the way, there´s something else I wanted to			**Interpreting factual texts and simple reports on news, accounts, blog posts, Twitter feeds, charts and graphs, textbook or online explanations about jobs and occupations** **Planning** **Pre-reading**: previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and stating the task goal., sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them. **Reading for the first time** to draw conclusions, supported with images and key words, by answering literal questions (e.g., who, what, when, where, when, why, which, and how). – **Recognizing** factual texts and simple reports from charts, graphs, sounds, during – **Differentiating** relevant information of charts and graphs during **Pair/group feedback** for conveying meaning. – **Manipulating** English language word sounds, using prior knowledge in phonics, syllabification and word parts when reading texts. **Reading for the second time** with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension by using structure elements and manipulating sounds to aid comprehension, recognizing words used for chronological sequences, comparison/ contrast, cause/effect and using	**and self-assessment, and, with the guidance of the teacher, the learner…** **R.1.** recognizes factual texts and simple report to answer literal questions about a text about jobs and occupations. **R.2.** discriminates information of charts and graphs read. **R.3.** manipulates English language words sound using knowledge in phonics, syllabification. **R.4.** interprets textbooks or online explanations and examples.

mention… Can/Could – Can you work on Saturdays? – Could you work extra hours? – Could you work at night? **Vocabulary** Help wanted. – Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police office, taxi driver, waiter. Job descriptions. – Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator.			relevant sentence frames, word lists, charts, diagrams, illustrations and phonological knowledge. – **Interpreting** textbooks or online explanations and examples. **Post-reading** for reacting to the content of the text or for focusing on features/ language forms by answering yes/no questions *and* – ***self and co-assessment*****,** applying what was read in other situations using a variety of instruments for overall comprehension of the text. **Oral and Written Production** **Production of face to face conversations, retelling information, substituting words and using clarification tactics in a job interview** **Checking** – comprehension of tasks given by the teacher. **Planning** – language structure and modeled frames for interactive exchanges. **Rehearsing** – interviews and summarizing what has been said on modeled sentence frames to convey information to another, by using modeled sentence frames dialogues with peers, in choral reading/ speech in small group. **Elaborating** – questions for checking meaning/clarification or grammar form confirmation for reported speech including asking for help and giving support to peers and paraphrasing what has	**Using technically designed instruments such as an anecdotal report for self-assessment, and, with the guidance of the teacher, the learner…** **SI.1.** summarizes what has been said on modeled sentence frames to convey information to another. **SI.2.** explains what he/she means with another word when he/she can´t think of the exact word. **SI.3.** asks someone for clarification or for confirmation that a form is correct in some basic mistakes. **SI.4.** produces face to

<u>Interviewing</u> – resume writing, (objective, experience, education, references) – preparing for the interview (company philosophy, activities, products, competition) – Common questions at an interview (talk about yourself, why you are interested in that position, knowledge about company, reasons to leave your last job, experience, strengths, salary range. <u>Working to Live or Living to Work?</u> – Reasons – Challenges – Rewards – Stress			been said to enhance knowledge. **Production** – of face-to-face conversations, retelling information, substituting words and using clarification tactics in a job interview by asking for opinions, justifying main points of view, assumptions and plans, briefly, using relevant language and turn-taking tactics. **Description in detail of simple stories, personal job experiences and job fairs.** **Planning** – a spoken presentation by selecting the appropriate materials and resources to be used in small groups or whole class. **Organizing** – a presentation by retelling a simple story read or heard in class. **Rehearsing** – the spoken presentations by describing in detail a personal job experience and information supported by online information and images. **Describing** – in detail simple stories and a personal job experience and job fairs information, using appropriate delivering techniques (eye contact, volume, posture) and interaction. **Production of a resume, and formal cover letter for applying a job position**	face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation. **Using technically designed instruments, such as a learning log, and with the guidance of the teacher, the learner…** **SP.1.** retells a simple story read or heard in class about a description of a job fair or job experience. **SP.2.** describes in detail, about a personal job experience and information at job fairs supported with online/physical information **Using technically designed instruments for self-assessment. Such as a rubric and with the guidance of the teacher, the learner…** **W.1.** writes a resume

			Production - **Pre-writing** a resume and a cover letter for a job position by following a model. - **Drafting** writing a resume (objective, experience, education, references) in pair-share. - **Drafting** writing a cover letter, including salutation (the hello), **opening** (introduction and position requested), **hook** (examples of work performance and achievement), **knowledge** (information you know about place or company), **close** (summary of what are you are offering). - **Revising** the draft with partner, checking conventions and word choice (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.). - **Editing** of a resume, and the cover letter for a job position before publishing. **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: - A report, gathering information and insights into the job market and occupations offered in the community/province/ Costa Rica, including requirements, salaries and working conditions, statistical information collectively. - Write a letter as though the learner is now 50 years old and writing to his/her current self with advice.	for requesting a job, based on an ad (newspaper, internet, radio). **W.2.** writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.

<table>
<tr><th colspan="3">Unit 2</th></tr>
<tr><td colspan="2">Scenario: Stories Come in All Shapes and Sizes</td><td>Themes:
1. Tell me a Story
2. Thumbs Up/Thumbs Down
3. The Reviews Are In*
4. You Should Read This</td></tr>
<tr><td colspan="3">Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.</td></tr>
<tr><td colspan="3">Essential Question: What do the stories we share say about us?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td>
Listening</td><td>L1. understand the main points of a relatively long discussion on a familiar topic, related to stories in Standard English.

L2. understand specific details from many web-based broadcasts/ memes, comics, posts, poems dealing with subjects of interest if the people talk clearly.</td></tr>
<tr><td>
Reading</td><td>R1. understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).

R2. recognize English language sounds using knowledge in phonics, syllabification and word parts.

R.3. understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners’ interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use key of words, diagrams, and illustrations.</td></tr>
</table>

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

Unit 2				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Language Forms Present tense A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) Past tense I just read a book about … Last night I saw a movie about__. Conditionals, 2nd and 3rd – **If I had enough time**, I would have watched the movie again. – **If I had had enough money**, I would have bought the book and DVD. – **If I were you**, I would post more on Facebook. Determiners – **All** the memes I	**Functions** • Describing experiences and events about stories and film reviews. • Talking about films and books. • Expressing opinions about stories and film reviews. • Summarizing stories previously read and film reviews. **Discourse Markers** Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and	**Psycho-social** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural** – Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. – Willing to share own contributions in collaborative work respectfully. – Being aware of importance of constructive feedback. Social Language	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Distinguishing main points and specific details of relatively long discussions related to stories, from many web-based broadcasts/ memes, comics and posted poems** **Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and	**Using technically designed instruments for co-assessment. and with the guidance of the teacher, the learner…** **L1.** recognizes the main points of even a relatively long discussion on familiar topic, related to

saw today were about Mother's Day. – **Neither** the characters nor the plot interested me. – **None** of the themes you mentioned are my favorites. <u>Phrases for summarizing</u> – There are more similarities than differences. – They are really quite different because… – One of the few similarities/ differences is… <u>Phrases for organizing</u> – The most striking/ most obvious/ most important/ most apparent/ only/ main similarity/ difference is… – Another/ An additional (subtler) similarity/ difference is…	watch a video. – ***However,*** this depends on the kind of book. – ***Therefore,*** it is interesting to watch the new movie.	<u>samples</u> – Thumbs up (down) – Like (e.g. I got three "likes" on my post) <u>Idioms</u> – *****The reviews are in! – Make a long story short – Read between the lines <u>Proverbs / Quotes</u> – A picture is worth a thousand words. --Unknown Author – No man is an island. -- John Donne – Today a reader, tomorrow a leader. ~Margaret Fuller	showing responsibility when doing the tasks. **Listening for the first time** to audio recordings, videos or conversations, for general understanding of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies. – **Recognizing** the main points of a relatively long discussion, related to stories during **Pair/Group feedback:** for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding. **Listening for the second time** for confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, regarding positive attitudes and stories of successful people. – **Extracting** the main points and specific details from many web-based broadcasts/ memes, comics and posted poems, supported by images and underlining/ circling key words and taking notes. **Post-listening:** reacting to the content of the text or focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts and – ***self & co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.	stories on standard English. **L2.** extracts specific details from many web-based broadcasts/ memes, comics, posts, poems.

Modals – The author might have used fewer characters. – The movie should have had more action. Reported speech (range of tenses) – The lead in the movie then said that he would marry. – Social media is reporting that people are making the photo viral. – The reviewer indicated that he didn't like the movie. **Vocabulary** Tell me a Story – writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger			**Recognition of specific factual text and simple reports on familiar topics and various lengths (e.g., movie reviews, interviews, tweets, posts, etc.)** **Planning** **Pre-reading** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them. **Reading for the first time** by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts. – **Differentiating** factual information from texts and simple reports during – **Manipulating** English language sounds by using prior knowledge in phonics, syllabification and word parts when reading texts during **Pair/group feedback** for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning. – **Recognizing** main information from texts of various lengths during **Reading for the second time** by answering yes/no questions and **Post-reading** for reacting to the content of the text or for focusing on features/ language forms *and* ***self and co assessment.***	**Using technically designed instruments such as a learning log, and, with the guidance of the teacher, the learner…** **R1.** discriminates factual information from texts and simple reports on familiar topics. **R2.** manipulates English language sounds using knowledge in phonics, **R.3.** Recognizes information from texts of various lengths.

<u>Thumbs Up/Thumbs Down</u> – tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction. <u>The Reviews Are In*</u> – characters, character development, plot, action, exposition, storytelling. <u>You Should Read This</u> – compose, create, post, present – graphics, illustrations, pictures, photos, line art, images – metaphors, comparisons, contrasts, descriptions.			**<u>Oral and Written Production</u>** **Interaction: repeating what has been said and conveying this information to another person and talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos** **Planning** – language structure and content needed for the task given by the teacher by using combinations of previously learned relevant sentence frames for cause and effect supported by physical or online resources. **Elaborating** – simple face-to-face conversations and informal discussions including asking for help and giving help by practicing in dialogues/ modeled sentence frames for asking for reported speech and using combinations of previously learned relevant sentence frames with social courtesies for interrupting, changing topic, resuming or continuing an interaction. **Repeating** – what has been said**,** using turn-taking tactics to complete the requirements of the task and ensuring equal participation. **Interacting** – by giving and asking personal opinions and starting, maintaining and closing simple face-to-face conversations and informal discussions about stories, from many web-based broadcasts/ memes, comics and posted poems, within a small or whole group.	**Using technically designed instruments for self-assessment., such as a checklist, and with the guidance of the teacher, the learner…** **SI.1.** repeats what has been said and conveys this information to another person. **SI.2.** interacts in a face to face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups. **Using technically designed instruments such as a rubric and, with the guidance of the teacher, the learner…**

			Expression of personal opinions of a short story, play, essay or poem, sustaining a conversational exchange with a peer and descripting about what is occurring in tweets, blogs, short stories, videos **Planning** – a presentation about healthy living, positive attitudes, plans for success and stories of successful people by selecting the appropriate resources to be used in small groups. **Organizing** – a presentation by using previously learned relevant sentence frames, supporting details and examples. **Rehearsing** – the presentation with peers by using relevant previously learned sentence frames for giving opinions and justifications to prepare comments. **Describing** – what is occurring in tweets, blogs, short stories, videos, expressing personal opinions of a short story, play, essay or poem. **Sustaining** – a conversational exchange with peers after viewing similar scenes, analyzing them in a whole group with teacher direction; then, practicing asking and responding to peers in a small group by making comparisons, and describing events before presentation. **Expressing** – opinions of a short story, play, essay, or poem examined in class. **Production of narratives about what has**	**SP1.** describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them. **SP2.** sustains a conversational exchange with peers. **SP3.** expresses opinions of a short story, play, essay, or poem examined in class. **Using technically designed instruments for co-assessment and self-assessment, such as a rubric, and with the guidance of the teacher, the learner…** **W1.** expresses what has been learned,

			been learned, how it has been learned, and learning goals for the future, summarizing simple text dealing with familiar subjects about short stories, videos, blogs and checking grammar conventions, spelling and punctuation **Production** – **Pre-writing** a narrative text about what has been learned, how it has been learned, and learning goals for the future, summarizing simple text about familiar subjects of short stories, videos, blogs and checking grammar conventions, spelling and punctuation within a small group or individually. – **Drafting** the narrative text by completing specific graphic organizers and sentence frames aimed at monitoring comprehension, restating a main idea in a few words, including a **topic sentence** (what you are writing about), **supporting sentences** (logical sequence of steps), **concluding sentence** (an emphasis on the final product or process desired). – **Revising** the narrative text by checking sentence sense and ideas and looking for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time, pair-share activity. – **Editing** the written production before **publishing.**	how it has been learned, and learning goals for the future. **W2.** summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).

			<u>Integrated Mini Project</u> Participating, thinking, acting out, responding to and sharing collectively: – A story in several formats (genres): short story, comic, post, tweet, meme. – A short reflection/reaction written about the essential question of the unit in a blog – A reader`s theater using various literary genres.	

Unit 3		
Scenario: A World of Differences		**Themes:** **1.** These Are My People **2.** Cultures, Subcultures and Cliques **3.** Cultural Norms and Cultural Storms **4.** I Am Not My Hair*
Enduring Understanding: The world is made up of diverse people groups who nurture one another.		
Essential Question: How does understanding people's differences help us all become better human beings?		
Linguistic Competencies		**Goals** **Learner can…**
Oral and Written Comprehension	 Listening	**L.1.** understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. **L.2**. follow the main idea of audio text if the topic is familiar and the text can be replayed.

	 Reading	**R.1.** read textbook explanations and examples with aid of word list and/or dictionary support. **R**.**2**. manipulate English language sounds using knowledge in phonics, syllabification and word parts. **R.3**. understand many subject specific words when encountered in text (e.g., diversity, culture, cultural norms, stereotypes) support reading comprehension by key words, diagrams and illustrations.
Oral and Written Production	 Spoken Interaction	**SI.1**. repeat what has been said and convey this information to another person. **SI.2**. express opinions about cultural identity and cultural diversity.
	 Spoken Production	**SP.1**. express opinions on familiar subjects and ask for others' opinions. **SP.2.** derive interviews from others, if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question. **SP.3.** explain and justify, briefly points of view, assumptions and plans.
	 Writing	**W.1** express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity. **W.2** write a simple, short descriptive narrative paragraph of personal experiences on cultural diversity, without using an aid such as a dictionary, and check it to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, spelling and basic punctuation, etc.).

Unit 3				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frame Broader range of intensifiers such as too, enough – Jocks spend **too** much time in the gym. – nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone) – I have heard **enough** racist comments. Conditionals, 2nd and 3rd – **If we had more understanding**, we would get along with other people. – **If I have been born somewhere else**, I would have acted differently than I do	**Functions** • Describing people and places, feelings, emotions, and attitudes. • Expressing opinions, agreement and disagreement. • Managing interaction (resuming or continuing). **Discourse Markers** Connecting words expressing cause and effect, contrast: – **On the other hand**, we could go to the clinic. – **However,** this depends on the number of	**Psycho-social** – Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age). – Valuing and preserving own personal /country´s cultural identify. **Sociocultural** – Valuing an open-minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the shoes of others' and listening to their needs. – Adopting a non-	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information e.g., predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Extracting main ideas of audio texts and many television, radio, and web-based broadcasts/ announcements** **Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows	**Using technically designed instruments for co and self-assessment, such as a descriptive scale, and with the guidance of the teacher, the learner…** **L.1**. distinguishes many television, radio, and web-based broadcasts/ announcements.

now. – **If we could make people listen to each other,** we might see peace in the world**.** <u>Contrasting opinions</u> – **On the one hand**, different cultures are very interesting. **On the other hand,** different cultures can cause misunderstandings. – **Mind you**, he is still very much a citizen of Costa Rica. – All societies have cultural norms. **Even though** norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all. <u>Wh- questions in the past</u> – **Wha**t clique are you a part of? – **What** are some cultural norms that	passengers. <u>Initiating and closing a conversation</u> **<u>Initiating</u>** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <u>Managing interaction Interrupting</u> – Sorry to interrupt you but … – I have a question. – Could I interrupt here? <u>Closing</u> – It´s been nice talking to you. See you later. – I´m sorry, I have to go now. – Must go. <u>Changing the topic</u> – Anyway…, by the way, there´s something else I wanted to tell you… <u>Resuming a conversation</u>	judgmental attitude towards others cultural diversity. <u>Social Language samples</u> – Crossing cultures – People groups – Ethnic (or cultural) bias <u>Idioms</u> – Seek first to understand and then to be understood – To walk a mile in someone's shoes – To see eye to eye – All walks of life <u>Proverbs / Quotes</u> – Diversity is the one true thing we all have in common. Celebrate it every day. -- Unknown Author – All the human beings were born wonderfully different. ~Dr. José Angel Livraga	about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks. **Listening for the first time** to audio recordings of long conversations from videos for general understanding, supported by images. – **Distinguishing** main ideas of many television, radio, and web-based broadcasts/ announcements. **Pair/Group feedback:** for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding. **Listening for the second time** for confirming information individually by underlining / circling words or phrases, asking/ responding to literal questions about text (e.g., who, what, when, where, why, which, and how) in complete sentences to questions and statements, sharing one's views on facts, ideas, and/ or events, following multiple step directions, instructions, and procedures which include prepositional phrases – **Extracting** main idea of audio texts during **Post-listening:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts before – ***self and co-assessment*:** using a	**L.2.** extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements.

Costa Ricans have? – **What** makes a Costa Rican Costa Rican? <u>Phrasal verbs</u> – When I **hang out** with people like me, we often **talk down** to people not like us. – We don't **put up** with bullying. – I **speak up** when I hear someone **putting** another person **down**. <u>Managing interaction</u> <u>Resuming a conversation</u> – Anyway, what I was saying? – What were we talking about? – To get back to what I was saying <u>Continuing</u> – Anyway…. – So, as I was saying – Okay <u>Expressing agreement/ disagreement</u> – I think so too … – Well, not really…	– Anyway…, anyway, what I was saying? – What were we talking about? – To get back to what I was saying <u>Continuing</u> – Anyway…. – So, as I was saying – Well…		variety of instruments (script–sound recognition**,** information gaps) for overall comprehension of the text**.** **Interpreting read textbook explanations, examples and many subject specific words when encountered in text about diversity, culture, cultural norms, and stereotypes** **Planning** **Pre-reading** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them. – **Recognizing** simple instructions and textbook explanations and examples during **Reading for the first time** by circling key words and supported by diagrams and illustrations and the aid of word list and/ or dictionary. – **Manipulating** English language word sounds by using prior knowledge in phonics. **Pair/Group feedback** for comparing comprehension of vocabulary, self-questioning (on what he/ she understood and did) explaining his/her own strategies for conveying meaning.	**Using technically designed instruments such as a learning log, and, with the guidance of the teacher, the learner…** **R.1**. recognizes textbook explanations and examples. **R.2.** manipulates English language sounds using prior knowledge in phonics, syllabification and word parts. **R.3**. interprets many subject specific words when encountered in text.

– I'm sorry but I think you're wrong. – I see what you mean, but … – Yes, I agree. – No, I disagree. <u>Modals</u> – Cliques are small exclusive groups of people that **might** choose to separate themselves from others. – Stereotypes **may** be positive or negative. – Subculture is a group having traits they **have to** follow that are different from others within the same culture. **<u>Vocabulary</u>** <u>These Are My People</u> – maleku, cabécar, bribri, ngäbe, buglé, boruca, térraba, chorotega, huetar – Hang out, talk			– **Distinguishing** many subject specific words supported by reading comprehension by following multiple step directions, instructions, and procedures which include prepositional phrases, – **Interpreting** relationships between main ideas and supporting ideas. **Reading for the second time** for clarifying and confirming predictions about text for accuracy by answering and formulating literal, predictive, evaluative, and/ or personal response questions. **Post-reading**, summarizing main ideas and interpreting information (chronological sequence, comparison/contrast, cause/effect and using relevant sentence frames) for drawing conclusions and ***self and co-assessment*****,** applying what was read in other situations using a variety of instruments for overall comprehension of the text. **<u>Oral and Written Production</u>** **Expression of opinions and interaction repeating what has been said** **Checking** – comprehension of tasks given by the teacher. **Planning** – language structure and content needed for the task by using linking words for time sequence and using combinations	**Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner…** **SI.1**. repeats what has been said and convey this information to another person. **SI.2**. expresses opinions

down, put up, take out, speak up, put down – Some types of stereotypes include: Gender, Race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, city of origin <u>Cultures, Subcultures and Cliques</u> – Jocks, geeks, nerds, stoners (examples of cliques). – values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers <u>Cultural Norms and Cultural Storms</u> – Prejudice, racist, cliques, ethnic, form, peace, insensitive, misunderstandings, culture, subculture,			of previously learned relevant sentence frames. **Elaborating** – lengthy conversations including asking for help and giving help by viewing, practicing and performing sentence structures for asking elaboration questions and open-ended questions. **Using** – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – In a conversation by repeating what has been said and conveying this information to another person and asking for reported speech in performing dialogues. **Expressing** – opinions about cultural identity and diversity**.** **Explanation of opinions on familiar subjects, formulation of question and points of view, briefly justifying, assumptions and plans** **Planning** – a presentation about inventions, living in a tech world and the next wave of innovations and how Internet is used in a safe way by selecting the appropriate resources to be used in small groups. **Organizing** – a presentation by using a large number of different words, expressions, and previously learned relevant sentence	about cultural identity and c diversity. **Using technically designed instruments such as a checklist, and, with the guidance of the teacher, the learner…** **SP.1**. expresses opinions on familiar subjects and ask for others' opinions. **SP.2.** asks question to others if the questions have been prepared beforehand. **SP.3.** explains points of view, justifying assumptions, and plans, briefly.

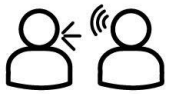
citizen, cultural norms, influence, society, positive, negative, typical. <u>I Am Not My Hair*</u> – education level, school or college attended, married or single, introverted or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams			frames, supporting details and examples. **Rehearsing** – the presentation with peers, using sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group. **Explaining** – points of view and opinions on familiar subjects, by deriving question types in interview interventions and points of view, justifying, assumptions and plans, briefly, though there may be pauses for self-correction by participating, in a comprehensible and fairly fluent manner, small group presentations supported by functional language and illustrations. **Production of what has been learned, how it has been learned, and learning goals for the future and a simple, short descriptive narrative paragraph of personal experiences (without using an aid, such as a dictionary) about related to cultural diversity** **Production** – **Pre-writing** of what has been learned, how it has been learned, and learning goals for the future and a simple, short descriptive narrative paragraph of related personal experience (without using an aid, such as a dictionary), related to cultural diversity. – **Drafting** of what has been learned,	**Using technically designed instruments for assessment, such as a rubric, and with the guidance of the teacher, the learner…** **W.1.** writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension. **W.2**.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting.

			how it has been learned, and learning goals about for the future by completing graphic organizers**.** – **Drafting** a simple, short descriptive narrative paragraph related to a personal experience (without using an aid, such as a dictionary), related to cultural diversity, using supporting details, and variations of sentence frames previously learned along with signal words to convey thoughts in a connected manner. – **Revising** the production by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. – **Editing** a simple, short descriptive narrative paragraph related to a personal experience (without using an aid, such as a dictionary) related to cultural diversity, individually before publishing. **<u>Integrated Mini Project</u>** Participating, thinking, acting out responding and sharing collectively: – A survey to gather findings, regarding	

			cultural norms and cliques at their school. – A cultural fair – “A Little Closer to Home” – (similar to what Culture Day is) including various cliques that can be found in their schools and others. The key is to encourage representing the groups respectfully and reflecting on the essential question of the unit.	

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

II PERIOD
(BAND B1)

<table>
<tr><th colspan="3">Unit 1</th></tr>
<tr><td colspan="2">Scenario: Caution: Fragile World.
Handle with Care</td><td>Themes:
1. What Makes Something Sustainable
2. Products and Practices around the World.
3. Products and Practices in Costa Rica
4. Am I Environmentally friendly?</td></tr>
<tr><td colspan="3">Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.</td></tr>
<tr><td colspan="3">Essential Question: Why is it important to focus on sustainable development?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td> 
Listening</td><td>L.1. understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.

L.2. follow the main idea of audio text about our sustainable world.

L.3. understand the most important information in a news broadcast (television, Internet) when visuals support the message about the fragile world and the way of mitigating effects responsibly.</td></tr>
<tr><td>
Reading</td><td>R.1. use key words, diagrams, and illustrations to support reading comprehension

R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.

R.3. understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.</td></tr>
</table>

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

Unit 1				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frames Comparative/Superlative – Sustainable agriculture produces food that is **less** harmful to the environment. – Sustainable farming focuses on raising food that is healthi**er than** other types. – Sustainable farming is **the best** decision for our future. Future continuous – By the year 2025, 83 per cent of the expected global population of 8.5 billion will be **living** in developing countries. Modals – People **should**	**Functions** • Describing experiences and sustainable practices. • Expressing opinions about products and practices around the world. • Expressing opinions about products and practices in Costa Rica. • Expressing my own commitment towards sustainable practices. **Discourse Markers**	**Psycho-social** – Willingness to put into practice sustainable practices – Analyze, think in a critical and creative way, make decisions – Find creative solutions and show initiative – Allow others to express themselves and to decode their emotions **Sociocultural** – Practicing a responsible consumption of goods. – Valuing collaborative teamwork. – Taking sustainable	**Pre-teaching** – ***Participating*** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. – ***Introducing*** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Distinguishing main points of even a relatively long audio text and the most important information in news broadcast (television, internet), when visuals support the message about the fragile world and the way of mitigating effects responsibly** **Planning** **Pre-listening*:*** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible	**Using technically designed instruments for co and self-assessment, such as a checklist, and with the guidance of the teacher, the learner…** **L.1.** paraphrases the main points of a relatively long discussion using standard English. **L.2**. extracts the main

protect the environment. It makes good sense. – Stores **must** give out recyclable plastic bags. – The government **ought** to improve the public transportation system. <u>Tag questions</u> – People should select energy-efficient cars. **Shouldn't they**? – We need to reduce our carbon dioxide footprint. **Don't we**? <u>Wh- Questions/ Yes-no questions</u> Am I environmentally friendly? – What are some of the sustainability practices you currently use in your house or school? – When your parents purchase goods for your house, which aspects influence	<u>Connecting words expressing cause and effect, contrast:</u> – **On the other hand**, we could take care of the planet. – **However,** this is n everybody's business. <u>Initiating and closing a conversation</u> **<u>Initiating</u>** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <u>Managing interaction Interrupting</u> – Sorry to interrupt you but … – I have a question. – Could I interrupt here? <u>Closing</u> – It´s been nice talking to you. See you later. – I´m sorry, I have to go now.	actions in protecting the environment. – Giving and receiving constructive feedback. <u>Social Language examples</u> **Giving opinions:** – I agree – I totally agree with you. – Exactly! – I couldn't agree more. – That's true. – You're absolutely right. – I agree with some, but not all, of what you are saying: Perhaps, but … – That may be the case, however … – I disagree – I'm sorry, I can't agree with … – I'm sorry, but I disagree. – I'm afraid that isn't right	difficulties strategies for coping with them and showing responsibility when doing the tasks. **Listening for the first time** to audio recordings, videos or conversations**,** supported by images by underlining / circling words or phrases or note taking. – **Recognizing** the main points of even a relatively long discussion by paraphrasing information during **Pair/Group feedback:** for comparing what he/ she understood and explaining his/her own strategies for conveying meaning and checking understanding. – **Differentiating and extracting** the main points of a relatively long discussion during **Listening for the second time** to confirm own information and to clear standard speech by combining and summarizing sentence frames previously learned. – **Extracting** the most important information in news broadcast main idea of audio texts about fragile world and the way of mitigating effects responsibly. **Post listening** organizing classroom talks and presentations of TV/ Internet programs, academic discussions and – ***self and co-assessment***: using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text. **Interpretation of the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams),**	points of audio texts. **L.3.** extracts the most important information in news broadcast (television, internet). **Using technically designed instruments for co and self-assessment and with the guidance of the**

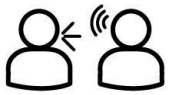
their decision on what to buy and by how much? – What should we do to increase awareness about sustainable development practices? – Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? <u>Connectors for Cause and Effect and Phrases for giving advice</u> – Because sustainable farming does not endanger public health, I recommend you support it. – We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. <u>Connecting words for Compare and Contrast</u>	– Must go. <u>Changing the topic</u> – Anyway…, by the way, there´s something else I wanted to tell you… <u>Resuming a conversation</u> – Anyway…, anyway, what I was saying? – What were we talking about? – To get back to what I was saying <u>Continuing</u> – Anyway…. – So, as I was saying, Well…	– Nonsense! – That makes no sense. <u>Idioms</u> – Buy local. Think global. – Reuse. Recycle. Reduce. – Join the green side. – A ray of sunshine. – A race against time. – Be clean, go green <u>Proverbs / Quotes</u> – Necessity is the mother of invention. --Unknown Author – A little bit of mercy makes the world less cold and more just. ~Pope Francis	**key words, and illustrations to support reading comprehension about sustainable development** **Planning** **Pre-reading** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about, supported by typographical and visual clues, listing possible difficulties and strategies for coping them **Reading for the first time** to newspapers, charts and graphs by using combinations of sentence frames previously learned and using context to unlock the meaning of unknown words and relevant information. – **Differentiating** key words, diagrams, graphs and illustrations in simple, clearly drafted print materials. – **Manipulating** English language word sounds by using prior knowledge in phonics. **Pair/Group feedback** for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning. – **Interpreting** important information to support reading comprehension when answering literal questions about text (e.g., who, what, when, where, why, which, and how). **Reading for the second time** in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams) by summarizing main ideas and supporting details. **Post-reading** for reacting to the content of the	**teacher, the learner…** **R.1.** discriminates key words, diagrams, and illustrations to support reading comprehension. **R.2.** manipulates English language sounds using knowledge in phonics, syllabification and word parts. **R.3.** interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).

– Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. – Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO_2 emissions; however, we need to do more. **Vocabulary** What Makes Something Sustainable – Sustainability – Environmentally friendly – Eco-friendly – Biodegradable – Carbon footprint Energy efficient Products and Practices around the World. – Caution, fragile, sustainable,			text, for focusing on features/ language forms and drawing conclusions – ***self and co-assessment*****,** applying what was read in other situations using a variety of instruments for overall comprehension of the text. **Oral and Written Production** **Interaction: starting, maintaining and closing simple face-to-face conversation, expressing feelings and explaining the reasons for them regarding natural disasters, environmental problems, helping nature, nonprofits and NGOs** **Checking** – comprehension of tasks given by the teacher. **Planning** – language structure and content needed for the task. **Elaborating** – simple face-to-face conversational exchange with a peer in the classroom to express feelings and explain the reasons for them including asking for help and giving help by using combinations of previously learned relevant sentence frames (e.g., I feel upset about…; I'm sorry to tell you). **Using** – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – face-to-face conversational exchange with a peer, using sentence structures for agreeing or disagreeing (previously practiced and then use them spontaneously, to express feelings	**Using technically designed instruments for co-assessment and self-assessment, such as a checklist, and with the guidance of the teacher, the learner…** **SI.1.** indicates verbally willingness to participate in activities. **SI. 2.** starts, maintains and closes a conversational exchange with a peer in the classroom. **Using technically designed instruments for co-assessment,**

sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimizes, energy consumption, alternative. – reduce, reuse, and recycle <u>Products and Practices in Costa Rica</u> – locally, pesticides, biodegradable, Styrofoam, toxics, reduction**, carbon dioxide, population, barriers** – natural health products – printed on recycled paper <u>Am I Environmentally friendly?</u> – User-friendly – environment-friendly – ecofriendly alternatives – committed to			and explain the reasons for them, within small and then whole group settings and finally performing interviews. **Explanation of opinions, deriving questions from others' opinions and justifying briefly points of view about the fragile world and the way of mitigating effects responsibly** **Planning** – a presentation about explanation of opinions, deriving questions from others' opinions and justifying points of view briefly about the fragile world and the way of mitigating effects responsibly. **Organizing** – a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. **Rehearsing** – the presentation with clear pronunciation and speaking at a normal speed by viewing or reading dialogues using relevant functional language, analyzing them in a whole group with teacher direction, taking notes for sentence patterns. Then practicing asking and responding to peers in a small group. **Explaining** – opinions, deriving questions from others' opinions and justifying points of view briefly about the fragile world and the way of mitigating effects responsibly while using sentence structures for giving opinions and justifications to prepare comments spoken within a small or whole group.	**such as a rubric, and with the guidance of the teacher, the learner…** **SP.1**. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions. **SP.2.** explains and justify points of view briefly about the topic. **Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner…**

green choices – going green			**Production: summarizes simple text and expository paragraphs of sustainable practices at home or school), using complete sentences that are connected to each other** **Production** – **Pre-writing** summaries of simple text and descriptions of sustainable practices at home or school), using complete sentences that are connected to each other, spelled correctly and with basic punctuation, accurate enough to be followed most of the time. – **Drafting** summaries of simple text by restating a main idea in a few words. – **Drafting** expository paragraphs of sustainable practices at home or school), using complete sentences that are connected to each other, spell correctly and with. basic punctuation, accurate enough to be followed most of the time which includes thesis statement (that states a position/claim) main reasons (arguments), facts and examples (evidence) conclusion (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand…). – **Revising** expository paragraphs: a) informative b) cause and effect or c) comparison/contrast. They include a topic sentence, supporting details, and a conclusion. (Check the use of complete sentences that are connected to each other, subject-verb agreement; pronoun and article	**W.1**. summarizes simple text dealing with the subject. **W.2.** describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.

			agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas (to punctuate items in a series, dates),spelling and punctuation accurately in a pair-share activity. – **Editing** the expository paragraphs, individually before **publishing.** **Integrated Mini Project** Participating, thinking, acting out responding and sharing: – A sustainable school proposal for the high school authorities with ideas on how to promote sustainable practices among learners and staff (including easy-to-follow sustainable actions for the high school community). – "How Big Is our Footprint?" Survey, using web tools, calculating the ecological footprints (the amount of natural resources consumption per year), for determining the footprint of the entire class. – Running discussion about reducing the footprint, responsibility for subsequent generations, the impact of their consumption, and more. – Organizing and implementing an Eco cafe	

<table>
<tr><th colspan="3">Unit 2</th></tr>
<tr><td colspan="2">Scenario: #HighTech HighTouch</td><td>Themes:
1. Hot Apps
2. Danger Zones in a Digital World
3. Tech Tools for Positive Change
4. My Future is in My Hands</td></tr>
<tr><td colspan="3">Enduring understanding: Technology is a powerful tool and, in the right hands, it can make the world a better or worse place.</td></tr>
<tr><td colspan="3">Essential Question: How can technology help me make my world better?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td> 
Listening</td><td>L.1. understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.

L.2. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.

L.3. follow the main idea of audio text if the topic is familiar and the text can be replayed.</td></tr>
<tr><td>
Reading</td><td>R.1. understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).

R.2 identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.

R.3. understand clear, simple instructions with some visual support (e.g., how to use an app).</td></tr>
<tr><td>Oral and Written Production</td><td>
Spoken Interaction</td><td>SI.1. ask questions about procedures.

SI.2. start, sustain and close a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</td></tr>
</table>

	 Spoken Production	**SP.1.** express opinions on familiar subjects and ask for others' opinions. **SP.2.** explain and justify points of view, briefly, about the digital world.
	 Writing	**W.1**. summarize simple text dealing with familiar subjects. **W.2.** describe applications or tech tools (e.g., apps, video games, programs, tech tools) using complete sentences that are connected to each other and check written paragraphs for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).

Unit 2				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frames Simple Passive – Instagram **was created** as an online, photo-sharing, video-sharing and social networking service. – ***This app*** *was designed* ***to provide free video and phone calls, messaging and group chats for up to 50 people.*** – ***Emoticons*** *were designed* ***to help make texts shorter.*** – ***Hashtags*** *were created* ***to help search for information.*** *Present Perfect Continuous* – *I have been using* ***Facebook. You should too.***	**Functions** • Giving directions and advice about useful hot apps. • Giving directions and advice about Danger Zones in a Digital World • Describing tech tools for positive changes in people´s lives. • Expressing opinions about how my future is in my hands. **Discourse Markers** ***Connectors (Cause and effect)*** – *I think/I believe that people share too much information online.*	**Psycho-social** – Being aware of the ethical responsibility when up or downloading data from the web. – Thinking critically when searching and visiting websites. **Sociocultural** – Practicing e-safety and ethical digital regulations. – Being socially creatively, and reflectively. responsible when interacting with others digitally – Respecting everyone's opinions.	**Pre-teaching** - **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. - **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Extracting information from many television, radio, and web-based broadcasts/ announcements, spoken interactions at normal speed and main ideas of audio text, on familiar topics** **Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and	**Using technically designed instruments for assessment, such as a reflective questionnaire, and with the guidance of the teacher, the learner…** **L.1.** recognizes many television, radio, and web-based broadcasts/ announcements. **L.2.** recognizes

– *You have been looking **for a new video game to play. What do you suggest?*** <u>*Present Perfect*</u> – *I have used **Instagram but I don't really like it.*** – ***We** have purchased **a new computer. I think it's much faster.*** – *The class has watched **YouTube videos to learn English. I like it when we do that.*** <u>*Imperatives*</u> – Use a nickname instead of your real name. – Check your settings. – Delete old accounts. – Get anti-virus software. – Guard your personal information. <u>Sequencing</u> – **First,** go to the Apps	– *I think my cell phone is more than a phone, so I should get to use it in class.* – *Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason*	<u>Social Language examples</u> – High tech – Smart phone – Buzzword – Deep dive – Abbreviations: (BTW =By The Way, FYI =For Your Information, IMO=In My Opinion, LOL=Laughing Out Loud or /Lots Of Laughs) <u>Idioms</u> – Going viral – Break new ground – On the same wavelength – Pull the plug – Reinvent the wheel – Light years ahead – On the same wavelength – Leading edge – Bells and whistles <u>Proverbs / Quotes</u> – The future depends on what we do in the present.	showing responsibility when doing the tasks. ***Listening for the first time*** to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies. – **Recognizing** many television, radio, and web-based broadcasts/ announcements and conversations at normal speed **Pair/Group feedback:** for comparing what he/she understood and explaining his/her own strategies for conveying meaning and checking understanding. – **Extracting** main idea and details of from many television, radio, and web-based broadcasts/ announcements, spoken interactions of people when spoken at normal speed and main idea of audio text, on familiar topics by paraphrasing/ repeating information, asking questions and expressing one's thoughts, responding to social conversations and expressing one's thoughts, using combinations of summarizing sentence frames previously learned. **Listening for the second time** for confirming information by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, regarding positive attitudes and stories of successful people. **Post-listening** reacting to the content of the	information from spoken interactions spoken at normal speed. **L.3.** extracts main idea and specific details and getting the gist of audio texts, on familiar topics.

store – **Then,** search for the app you want. – **Nex**t, tap to download – **Finally,** check the settings. <u>Noun Phrases</u> – __Mary___ needs to know (math, science, logic, etc.) so he/she can____. (job function) – (software engineers, systems analysts, web developers, graphic designers) <u>First conditional</u> – If I were you, I would be aware of (cyberbullying, identity theft, online predators, – hacking, copyright infringement, plagiarism) **<u>Vocabulary</u>** <u>Hot Apps</u> -Facebook, WhatsApp, Instagram, Twitter social apps		~Mahatma Gandhi – Social and digital media is a bullet train, and that bullet train s not coming home. -- Howard Schultz	text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts. - ***self and co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text. **Interpreting factual text and simple reports and clear, simple instructions with some visual support (e.g., how to use an app)** **Planning** **Pre-reading** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them. - **Recognizing** main ideas about factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas) and supporting details. **Reading for the first time** by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, following simple instructions in texts or combinations of sentence frames previously learned to unlock the meaning of unknown words. – **Manipulating** English language word sounds by using prior knowledge in phonics during **Pair/Group feedback** for comprehension of	**Using technically designed instruments for co-assessment and self-assessment, such as descriptive scale, and with the guidance of the teacher, the learner…** **R.1.** recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas). **R.2.** manipulates English language sounds using knowledge in phonics, syllabification and word parts **R.3**.interprets clear, simple instructions with some visual support (e.g., how to use an app).

interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts Skype, Messenger Viber, Spotify <u>Danger Zones in a Digital World</u> – Virus, spam, – Risks of the digital world: cyber-bullying, identity theft, hacking, copyright infringement, plagiarism <u>Tech Tools for Positive Change</u> – Social network**,** website, sites, storyboard, Audacity, Google, Dropbox, YouTube Prezi, moviemaker, <u>My Future is in My Hands</u> – Technology to improve life not only within a career or profession – Software engineers,			vocabulary, self-questioning for comparing what he/ she understood **Reading for the second time** – **Interpreting** factual text and simple reports, simple instructions with some visual support by summarizing, inferring main ideas of each paragraph, key word, explaining his/her own strategies for conveying meaning. **Post-reading** for reacting to the content of the text or for focusing on features/ language forms *and* ***self and co assessment.*** **<u>Oral and Written Production</u>** **Interaction by starting, maintaining and closing a face-to-face with peer conversational exchange** **Checking** – comprehension of tasks given by the teacher. **Planning** – language structure and content needed for the task. **Elaborating** – starting, sustaining and closing a face-to-face conversational exchange with peers. **Using** – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – face-to-face conversational exchange by asking questions about procedures, practicing and viewing similar scenes, (analyzing them in a whole group with	**Using technically designed instruments for co-assessment., such as a learning log, and with the guidance of the teacher, the learner…** **SI.1**. asks questions about procedures. **SI.2.** starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.

systems analysts, web developers, graphic designers – Instagram, Facebook, Twitter, Snapchat			teacher direction), taking notes for sentence patterns, modeled sentence frames for asking for clarification and confirmation, within small and then, whole group settings, finally performing interviews. **Giving opinions, explanations and justifying points of view about hot apps, danger zones and tools for a positive digital world in our future** **Planning** – a presentation for giving opinions about hot apps, danger zones and tools for a positive digital world in our future supported by appropriate resources to be used in small groups. **Organizing** – a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. **Rehearsing** – the presentation with clear pronunciation and speaking at a normal speed. **Giving opinions, explanations and justifying** – points of view about hot apps, danger zones and tools for a positive digital world in our future, using sentence pattern structures to prepare spoken comments, viewing or reading dialogues using relevant functional language, analyzing them in a small/ whole group or with teacher direction.	**Using technically designed instruments for co and self-assessment, such as a checklist, and with the guidance of the teacher, the learner…** **SP.1.** expresses opinions and asks for others' opinions about the digital world. **SP.2.** gives explanations and justifications on points of view, briefly. **Using technically designed instruments for co and self-assessment, such as rubrics, and with the guidance of the teacher, the learner…**

			Production of summaries of information of simple texts and expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other **Production** - **Pre-writing** summaries of information and descriptions. - **Drafting** summaries of information by restating a main idea in a few words using simple sentences. - **Drafting** an expository paragraph which includes **thesis statement** (that states a position), main **reasons** (arguments), **facts and examples** (evidence), **conclusion** (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand…). - **Revising** simple sentences, an opinion and descriptive paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), using commas: to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences., spelling and punctuation accurately in a pair-share activity. - **Editing** writing an expository paragraph that includes a topic sentence, supporting	**W.1.** summarizes simple text dealing with familiar subjects. **W.2.** writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.

			details, and a conclusion after modeling and practice with relevant paragraph frames, individually before **publishing**. **<u>Integrated Mini Project</u>** Participating, thinking, acting out and responding and sharing: – Own app, explaining what it will do, how it will work, what it will look like. – Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.	

<table>
<tr><th colspan="3">Unit 3</th></tr>
<tr><td colspan="2">Scenario: What Comes Next?</td><td>Themes:
1. Pass or Fail?
2. College or Career?
3. Study Here or Abroad?
4. Getting By or Getting Ahead?</td></tr>
<tr><td colspan="3">Enduring Understanding: Every day people are faced with choices - some big, some small - and the way people react to those choices shape their future.</td></tr>
<tr><td colspan="3">Essential Question: How do decisions we make today change our lives tomorrow?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="3">Oral and Written Comprehension</td><td>
Listening</td><td>L.1. understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.

L.2. follow the main idea of audio text if the topic is familiar and the text can be replayed.</td></tr>
<tr><td>
Reading</td><td>R.1. understand factual text and simple reports on familiar topics (e.g., interviews).

R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.

R.3. use key words, diagrams, and illustrations to support reading comprehension.

R.4. understand texts of various lengths as long as the words used are familiar and/or concern areas of student interest.</td></tr>
<tr><td>
Spoken Interaction</td><td>SI.1. interview others if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.

SI.2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</td></tr>
<tr><td>Oral and Written Production</td><td></td><td>SP.1. describe personal goals and intentions.

SP.2. express and ask for others´ opinions and needs on familiar subjects.</td></tr>
</table>

		SP.3. explain and justify points of view, assumptions, and future plans, briefly.
		W.1. summarize simple text dealing with familiar subjects. **W.2**. write a report on an important personal experience (e.g., graduating from school, getting interviewed, and choosing a career) and check written summaries and reports to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas).

Unit 3				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frames Past Tense – I passed all my subjects but I failed to understand some things very well. – I want to be like my brother who went away to college. – I respected my friend's choice to study at INA and now he is a great mechanic. Modals – I **might** stay in my hometown, or go to San José to study. – You **might** schedule your interview in the morning, or you could wait until the afternoon. – You **should** ask yourself exactly what you want from a job or a career. – What **could** the	**Functions** • Describing feelings, emotions, and attitudes about my goals for passing or failing. • Giving advice and suggestions about deciding to go to college or career. • Describing experiences, events and opinions about studying locally or abroad. • Stating obligation and necessity about getting by or getting ahead in the future. **Discourse Markers** Connecting words expressing cause and effect, contrast: – **On the other**	**Psycho-social** – Being aware of own strengths and limitations. – Thinking critically about my own future for setting my goals. – Managing own emotions and self-control when interacting with others. **Sociocultural** – Being open to give and receive constructive feedback. – Showing interest and respect for other´s life and feelings with a non-judgmental attitude. Social Language	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Understanding information when people speak at normal speed on familiar topics and the main idea of audio text if the topic is familiar and the text can be replayed** **Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties strategies for coping with them and showing responsibility when doing the tasks.	**Using technically designed instruments for co and self-assessment, such as a checklist, and with the guidance of the teacher, the learner...** **L.1.** recognizes when people speak at normal speed on familiar topics. There may be a need to

speaker say in answer to the question? – **Should** you write about the paragraph you read? Present continuous – **I'm doing** my homework this evening. – **I'm starting** university in January. – **We´re planning** to study in San José next year. – My teacher is **thinking** of taking a sabbatical year after next year. – As for now, **I am** only **focusing** my attention on finishing my studies. Phrasal Verbs – You should shape up or you will have to drop out of school. – You need to find out what your choices are. – Don't give up your	**hand**, I am going to work hard to reach my goals. – **However,** it will take lots of effort and sacrifices. Initiating and closing a conversation **Initiating** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? Managing interaction Interrupting – Sorry to interrupt you but … – I have a question. – Could I interrupt here? Closing – It´s been nice talking to you. See you later. – I´m sorry, I have to go now. – Must go. Changing the topic – Anyway…, by the way, there´s something else I	samples – A bright future – The near future – For the time being – In the near future... – Getting by/getting ahead. Idioms – The future's so bright, I gotta wear shades. – It's just around the corner. – Time flies. – Different strokes for different folks. – I've had a change of heart. – Hedge your bets Proverbs / Quotes – If you want to achieve greatness, stop asking for permission. -- Unknown Author – I've learned that making a 'living' is not the same thing as 'making a life'. -- Maya Angelou	**Listening for the first time** to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies. – **Recognizing** when people speak at normal speed the main idea of audio text. **Pair/Group feedback:** for comparing what he/she understood and explaining his/her own strategies for conveying meaning and checking understanding. – **Extracting** main idea of audio text if the topic is familiar and the text can be replayed.by paraphrasing/ repeating information, asking questions and expressing one's thoughts, responding to social conversations and expressing one's thoughts, using combinations of summarizing sentence frames previously learned. **Listening for the second time** for confirming information by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, regarding positive attitudes and stories of successful people. **Post-listening** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts. – ***self and co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text.	repeat particular words and phrases. **L.2.** extracts the main idea of audio text if the topic is familiar and the text can be replayed.

dreams. Going to To talk about plans and intentions – I'm going to have an interview next week. – He is going to move to the U.S. for an exchange program. *If* clause – We won't be able to get into the university if we don't pass the bachillerato. – If I graduate from high school, I will try to get a job soon. Adjectives – I am a critical and business-oriented person. – I am math-oriented, so I'd like to study something related to that field. Wh- questions – **What** are your goals for the future? – **What** do you plan to do after graduating	wanted to tell you… Resuming a conversation - Anyway…, anyway, what I was saying? - What were we talking about? - To get back to what I was saying Continuing - Anyway…. So, as I was saying, Well…		**Interpretation of factual text and simple reports on familiar topics, texts of various lengths as long as the words used are familiar** **Planning** **Pre-reading** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping them. **Reading for the first time** by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, following simple instructions in texts or combinations of sentence frames previously learned to unlock the meaning of unknown words. – **Recognizing** factual text and simple reports on familiar topics, key words, diagrams, and illustrations and texts of various lengths. – **Manipulating** English language word sounds by using prior knowledge in phonics, syllabification and word parts. **Pair/Group feedback** for comprehension of vocabulary, self-questioning for comparing what he/ she understood. – **Interpreting** factual text and simple reports and texts of various lengths as long as the words used are familiar and/or concern areas of student interest, supported by	**Using technically designed instruments for co and self-assessment, such as a reflective log, and with the guidance of the teacher, the learner…** **R.1**. recognizes factual text and simple reports on familiar topics. **R.2**. manipulates English language sounds using knowledge in phonics, syllabification and word parts. **R.3.** uses texts of various lengths as long as the words used are familiar. Identifying relevant information and drawing conclusions. **R.4**. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

from high school? – **Where** would you like to study? – **Which** profession should I choose? **Vocabulary** Pass or Fail? – Success, failure, choice, pass, fail, College or Career? – College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent, Study Here or Abroad? – **Exchange program, academics,** choose, decision making, goals. Getting by or Getting Ahead? – Short- and long-term goals, getting by/ getting ahead, disciplined, down-			some visual support. **Reading for the second time** by summarizing, inferring main ideas of each paragraph, key word, explaining his/her own strategies for conveying meaning. **Post-listening** for reacting to the content of the text or for focusing on features/ language forms *and* ***self and co- assessment.*** **Oral and Written Production** **Interaction: interviewing others by starting, maintaining and closing simple face-to-face conversation** **Checking** – comprehension of tasks given by the teacher. **Planning** – language structure and content needed for the task. **Elaborating** – simple face-to-face conversation by using combinations of previously learned relevant sentence frames, viewing interviews, deriving question types, practicing them in dialogues. **Using** – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – face-to-face conversation exchanges expressing feelings within small and then	**Using technically designed instruments for co and self-assessment, such a questionnaire, and with the guidance of the teacher, the learner…** **SI.1**. interviews others if the questions have been prepared beforehand. **SI.2.** starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar. **Using technically designed**

to-earth, hard-working, responsible, goal-oriented (business-; math-; music, etc.)			whole group settings and finally performing interviews. **Description of personal goals and intentions, expression and asking for others´ opinions and needs about personal plans for the future** **Planning** – a presentation about decisions for the future by selecting the appropriate resources to be used in small groups. **Organizing** – a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. **Rehearsing** – the presentation with clear pronunciation and speaking at a normal speed by describing personal goals, expressing and asking for others´ opinions and needs while viewing or reading dialogues using relevant functional language, analyzing them in a whole group with teacher direction, taking notes for sentence patterns and then, practicing asking and responding to peers in small groups. – **Describing** personal goals and intentions, expressing and asking for others´ opinions and needs about personal plans for the future by using future tense in complete sentences modeled on previously learned sentence frames while participating in a comprehensible manner with beginning	**instruments for co and self-assessment, such as a checklist and with the guidance of the teacher, the learner…** **SP.1**. describes personal goals and Intentions. **SP.2.** expresses and asks for others´ opinions and needs. **SP.3.** explains and justifies points of view, assumptions, and plans, briefly. **Using technically**

			fluency, providing appropriate responses to given formal and informal situations (though there may be pauses for self-correction), supported by illustrations within a small or whole group. **Production of a summary of a text and a report based on real events/personal experience and, using accurate spelling and basic punctuation and grammar conventions** **Production** – **Pre-writing** a summary of text and a report, using accurate spelling and basic punctuation and grammar conventions within a small group. – **Drafting** a summary of a text. – **Drafting** a report based on real events/personal experience which includes: a) a summary, b) background (which is optional and not always necessary), c) a body (main contents), the content may even include a simple, small chart or diagram. (When using headings and a list, it is more effective to write a short sentence or phrase to introduce the list) and d) recommendation or conclusion (use either one, depending on the subject/purpose of your report). – **Revising** sentence frames, ideas, elements of the report, checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and	**designed instruments for co and self-assessment, such as rubrics, and with the guidance of the teacher, the learner**… **W.1**. restates a main idea in a few words. **W.2**.writes a one-page report based on real events.

			abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. – **Editing** the report individually before **publishing.** **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: – Essay about *future plans*. – A multi-step research Career Research: *"Planning my Future"*- Gallery Walk (learners explore different careers and professions they want to pursue, complete with educational requirements, salary and job opportunities)	

III PERIOD
(BAND B1)

<table>
<tr><td colspan="3">Unit 1</td></tr>
<tr><td colspan="2">Scenario: Recipes for success</td><td>Themes
1. Ingredients for Healthy Living
2. Add a Pinch of a Positive Attitude
3. Follow the recipe: A Plan for success
4. Give me a Taste: Stories of Successful People</td></tr>
<tr><td colspan="3">Enduring Understanding: A positive attitude and a healthy life style help people to be successful in life.</td></tr>
<tr><td colspan="3">Essential Question: What is successful living?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td>
Listening</td><td>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.

L.2. understand the important details in a relatively long conversation that is overheard regarding positive attitudes and stories of successful people.</td></tr>
<tr><td>
Reading</td><td>R.1. understand the main conclusions from straightforward, factual texts on subjects like, healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily.

R.2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of successful people (e.g., magazines, brochures, information on the Internet).</td></tr>
<tr><td>Oral and Written Production</td><td></td><td>SI.1. give and ask personal opinions in an informal discussion with friends, agreeing and disagreeing politely regarding healthy living, positive attitudes, plans for success, and stories of successful people.

SI.2. start, maintain and close simple face-to-face conversations on about healthy living,</td></tr>
</table>

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

Unit 1				
Learn to know	**Learn to do**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frame 2nd conditional if + past simple, would/could + infinitive – What would you do if you ran low of water and fresh food? – If I were a couch potato, I would future continuous will be + present participle – Kristen will be arriving soon in order to help with the community event – Will you be joining the organization	**Functions** • Expressing opinions, agreement and disagreement about healthy habits. • Describing experiences and events about having a positive attitude in everything. • Describing future plans to become successful. • Describing past experiences of successful people **Discourse Markers** **Linkers:** sequential – past time (later) – He finished his	**Psycho-social** – Working on my own strengths and limitations. – Being flexible and open to changes to reach success in many areas of life. **Sociocultural** – Supporting classmates to reach goals together. – Promoting healthy habits for improving my family and classmates lives. Social Language Samples – Couch potato – Fitness freak	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Distinguishing the main point and the important details of audio recordings and relatively long conversations regarding positive attitudes and stories of successful people**	**Using technically designed instruments for co and self-assessment, such as a learning log, and with the guidance of the**

of the festival? Modals: should have, might have, etc. – You should go on a diet – You might plan your future Phrasal verbs, extended. – Get ahead – In order to get ahead at work, she is working long hours and volunteering for many projects. – Draw up **Vocabulary** Healthy living - exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions diet, effect	letter of intent and **then** went out for a while. **Later**, he looked at it again to see if he had missed anything important. **After that**, he changed some things he'd written before. **Finally,** he placed it in his portfolio. **Connecting words expressing cause and effect, contrast, etc.**: – On the other hand, we could study for the test and then go out. – However, this depends on your attitude towards life challenges. **Markers to structure informal spoken discourse** – Yes, I suppose so. – I know how you feel – You know, I don´t like her either.	Idioms - In the bag Proverbs / Quotes - Success is a journey not a destination. -- Unknown Author - Better late than never. – Unknown Author	**Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them. **Listening for the first time:** to audio recordings, videos or conversations, supported by images, by underlining/ circling words or phrases, responding to questions, or following multiple step directions, instructions, and procedures. - **Distinguishing** main points and the important details of audio recordings by using previously learned language, connections and strategies, **Pair/Group feedback:** for comparing what he/she understood, sharing one's views on facts, ideas, and/or events and, and explaining his/her own strategies for conveying meaning and checking understanding, - **Distinguishing** important details in a relatively long conversation that is overheard **Listening for the second time:** for	**teacher, the learner…** **L.1.** distinguishes the main points and the important details of audio recordings. **L.2.** distinguishes the important details in a relatively long conversation.

education, fitness flexibility gain improvement <u>Positive attitude</u> – helping out friends, role models, cooperate with the community activities and events, adaptable affectionate brave, bright broad-minded calm, determined emotional energetic friendly, optimistic passionate polite, reliable <u>Follow the recipe: a plan for success</u> – Perseverance, determination, humility, goal setting, planning, goals, objectives, reflective, smart			confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, **Post-listening:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts and ***self and co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text. **Interpretation of main conclusions and specific information in straightforward, factual texts about healthy living, positive attitudes, plans for success and stories of successful people** **Planning** **Pre-reading:** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them.	**Using technically designed instruments for co and self-assessment, such as anecdotal report and with the guidance of the teacher, the learner…** **R.1.** interprets the main conclusions from straightforward, factual texts. **R.2.** extracts specific information in straightforward printed text.

plan, fight, persistent determined stubborn, tireless, untiring <u>Give me a taste: Stories of successful people</u> – Hard-working, trained outdoor, fitness family, friends open minded, healthy, wise			**Reading for the first time:** by answering literal questions about text. (e.g., who, what, when, where, why, which, and how) and locating information for a specific purpose that is relevant, irrelevant, or missing in functional text. (e.g., illustrations, diagram, sequence, signal words) supported with visuals. – **Recognizing** the main conclusions from straightforward, factual texts about healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily by looking at the text together and discussing ideas and using prompt questions, **Pair/Group feedback:** for comprehension of vocabulary, self-questioning (on what he/she understood for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning. – **Interpreting** main conclusions from straightforward, factual texts about healthy living, positive attitudes, plans for success, and stories of successful people. **Reading for the second time:** by answering yes/no questions and summarizing, inferring main ideas of each paragraph.	

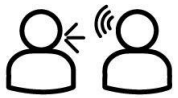
			– **Extracting** specific information in straightforward printed text **Post-reading*:*** for reacting to the content of the text or for focusing on features/ language forms ***self and co assessment*** applying what was read to other situations using a variety of instruments for overall comprehension of the text**.** **<u>Oral and Written Production</u>** **Interaction giving and asking personal opinions and starting, maintaining and closing simple face-to-face conversations and informal discussions about healthy living, positive attitudes, plans for success, and stories of successful people** **Checking** – comprehension of tasks given by the teacher. **Planning** – language structure and content needed for the task by using combinations of previously learned relevant sentence frames for cause and effect supported with physical or online resources. **Elaborating** – simple face-to-face conversations and	**Using technically designed instruments for co and self-assessment., such as checklist, and with the guidance of the teacher, the learner…** **SI.1.** gives and asks personal opinions in an informal discussion. **SI.2**. starts, maintains and closes simple face-to-face conversation.

			informal discussions including asking for help and giving help by using combinations of previously learned relevant sentence frames with social courtesies for interrupting, changing topic, resuming or continuing an interaction. – **Using** turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – by giving and asking personal opinions and starting, maintaining and closing simple face-to-face conversations and informal discussions about healthy living, positive attitudes, plans for success, and stories of successful people within a small or whole group. Finally performing interviews. **Description of feelings and arguments about healthy living, positive attitudes, plans for success, and stories of successful people** **Planning** – a presentation about healthy living, positive attitudes, plans for success and stories of successful people by selecting the appropriate resources to be used small groups.	**Using technically designed instruments for co and self-assessment., such as a rubric, and with the guidance of the teacher, the learner…** **SP.1**. expresses feelings about healthy living, positive attitudes, plans for success,

			Organizing – a presentation by using previously learned relevant sentence frames, supporting details and examples. **Rehearsing** – the presentation with peers. **Describing** – feelings and arguments about healthy living, positive attitudes, plans for success, and stories of successful people by participating in individual presentations while using sentence frames and illustrations. **Production of reflective letter and expository paragraph regarding healthy living, positive attitudes, plans for success, and stories of successful people** **Production** – **Pre-writing:** a reflective letter and a detailed description about healthy living, positive attitudes, plans for success, and stories of successful people within a small or whole group by writing a text containing supporting arguments with evidence. – **Drafting:** an expository paragraph using first a graphic organizer to suit the purpose of the interaction or	and stories of successful people. **SP.2.** expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people. **Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner…** **W.1.** writes his/her reflective letter (“dear me…) about own healthy living, attitudes and plans for a successful future. **W.2.** writes an expository paragraph on healthy living, attitudes and plans for a successful future.

			presentation including a **topic sentence** (what you are writing about), **supporting sentences** (logical sequence of steps), **concluding sentence** (an emphasis on the final product or process desired) – **Drafting:** a reflective letter including **heading** (address, date**,** and greeting**), the body and closing (**the ending and the signature**).** – **Revising:** reflective letters and expository paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. – **Editing** reflective letter and expository paragraph individually before **publishing**. **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: – "A Life Project" Essay	

			– A “Memory Box Treasure writing mini project.	

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

Oral and Written Production	Spoken Interaction	**SI.1.** participate in relatively lengthy conversations with peers on subjects of common interest such as technology, safety, and technological innovations. **SI.2.** express opinions and make suggestions about inventions, living in a tech world, safety, and the next wave of innovations while actively participating in group work.
	Spoken Production	**SP.1.** describe inventions, living in a tech world and the next wave of innovations, in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. **SP.2.** explain how internet is used in a safe way.
	Writing	**W.1**. write short detailed descriptions about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions). **W.2.** write an expository essay about safety while working on line and check written paragraphs or descriptions to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).

Unit 2				
Learn to do	**Learn to be and Live in Community**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar &Sentence Frame Broader range of intensifiers (too, enough). – The use of technology will be too important for future generation. – Banning commercial drones won't be enough to avoid aviation incidents Comparative and superlative adjectives Technology makes life much easier for all of us and more comfortable to develop activities in fewer times. The solar furnace is one of the most powerful ways of generating the highest	**Functions** • Describing inventions that have changed people's lives. • Expressing opinions, agreeing and disagreeing about living in a Tech world. • Describing measures to take into account to surf the web safely. • Managing interaction (interrupting, changing topic, resuming and continuing) in interviews about	**Psycho-social** – Engaging in true face-to-face communication and quality moments over digital means. – Valuing economic, sociocultural and ethical implication when using the latest tech innovations. **Sociocultural** – Valuing using conventional ways to communicate with others.	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds and language forms and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Extracting detailed oral instructions and the main points of stories and other texts**	**Using technically designed**

heat by using mirrors <u>3rd conditional</u> <u>if + past perfect + conditional perfect.</u> If I had built a time travel machine, I would have been around the world in seconds <u>Will and going to for prediction</u> – I won´t use on line dating sites because I like romantic, traditional and formal dating. In the future, the transportation is going to be better <u>Both, either, neither</u> – Both, the internet and the wheel are considered two of the most revolutionary invention of all. – In a near future, neither gasoline nor wires will be used. Either gas or solar energy will be too important for	the next wave of innovations. **<u>Discourse Markers</u>** **Linkers**: sequential – past time (later) He finished the e-mail and then went out for a while. Later, he looked at it again, to see if he had missed anything important. After that, he changed the text a little. Finally, he spellchecked it and send it. **Connecting words expressing cause and effect, contrast, etc.:** – On the other hand, we could buy a flash memory and some ink for the printer. – However, this depends on the budget you have to get a new tablet. **Markers to structure**	– Demonstrating disposition to help each other' within collaborative environments while working with technology. <u>Social Language Samples</u> – Screenager – Game designers – Cybercast <u>Idioms</u> – All-singing, all- dancing ~Silver-surfer <u>Proverbs / Quotes</u> – The real problem is not whether machines think but whether men	**Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them. – **Distinguishing** detailed oral instructions when supported by visuals such as textbook illustrations regarding technology by paraphrasing, using combinations of summarizing sentence frames previously learned **Listening for the first time:** to audio recordings, videos or conversations, by underlining/ circling words or phrases, responding to questions, or following multiple step directions, instructions, and procedures **Pair/Group feedback:** for comparing what he/she understood, sharing one's views on facts, ideas, and/or events and, and explaining his/her own strategies for conveying meaning and checking understanding.	**instruments for co and self-assessment, such as an anecdotal report and with the guidance of the teacher, the learner…** **L.1**.distinguishes detailed oral instructions when supported by visuals. **L.2.** extracts the main points of stories and other text read aloud in the classroom.

housing electricity **Vocabulary** <u>Inventions that Have Changed our Lives</u> – Internet Smartphones Tablets, Video games PSP, Social Network Facebook, Twitter Instagram, Snapchat Upload, Download Share, Like Comment, Cyber Bullying <u>Living in a Tech World</u> – Pros and cons when you are on line (ethics, internet usage, privacy, cyberbullying, Human relationships versus technology, addictions and dependency, dating, social networks, etc.) – Facebooking	**informal spoken discourse** – Right – Really? – Well, anyway – Oh, I know. – Yes, I supposed so. – I know how you feel – You know, I don´t like her either.	do. ~B.F. Skinner – You must do the thing you think you cannot do. ~Eleanor Roosevelt	– **Extracting** the main points and detailed oral instructions of stories and other text read aloud in the classroom related to inventions, living in a tech world, safety, and the next wave of innovations. **Listening for the second time:** for confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, **Post-listening:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts and ***self and co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text **Interpretation of simple instructions and relations between main ideas and supporting ideas in topical articles and reports** **Planning**	**Using technically designed instruments for co and self-assessment such as a reflective questionnaire, and with the**

Googling To tweet, Update Best technology to be wise users To be responsible Safety, Risk Information Selfies <u>Safety First</u> – Be careful Don't share … Respect Advice To denounce To report To communicate Don't expose Be smart <u>The Next Wave of Innovations</u> – Robots Hologram Space traveling Electric motors Space ships			**Pre-reading:** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them. – **Distinguishing** simple instructions, for example for a video or computer game, using familiar type of technological devices, and social networks by following multiple step directions, instructions, and procedures which include prepositional phrases, **Reading for the first time:** by answering literal, predictive, evaluative, and/ or personal response questions about text, underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts. – **Interpreting** relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological	**guidance of the teacher, the learner…** **R.1.** follows simple instructions. **R.2.** interprets relations between main ideas and supporting ideas in topical articles and reports

			advance. **Reading for the second time:** by answering literal, predictive, evaluative, and/ or personal response questions about text and formulating, clarifying and confirming predictions about text for accuracy. **Post-reading:** for reacting to the content of the text or for focusing on features/ language forms and ***self and co-assessment*** applying what was read to other situations using a variety of instruments for overall comprehension of the text**.** **<u>Oral and Written Production</u>** **Interaction with lengthy conversations expressing opinions and making suggestions about inventions, living in a tech world, safety, and the next wave of innovations, in group or peer work** **Checking** - comprehension of tasks given by the teacher.	**Using technically designed instruments for co and self-assessment, such as a descriptive scale, and with the guidance of the teacher, the learner…** **SI.1.** talks lengthy conversations with peers on subjects of common interest.

			Planning – language structure and content needed for the task by using linking words for time sequence and using combinations of previously learned relevant sentence frames. **Elaborating** – lengthy conversations including asking for help and giving help by viewing, practicing and performing sentence structures for asking elaboration questions and open-ended questions. **Using** – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – with lengthy conversations expressing opinions and making suggestions about inventions, living in a tech world, safety, and the next wave of innovations, in group or peer work within a small or whole group. Finally performing interviews. **Explanation of inventions, living in a tech world and the next wave of innovations**	**SI.2.** expresses opinions/makes suggestions while actively participating in-group work. **Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner…** **SP.1.** describes inventions, living

			and explanation how internet is used in a safe way **Planning** - a presentation about inventions, living in a tech world and the next wave of innovations and how internet is used in a safe way by selecting the appropriate resources to be used small groups. **Organizing** - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. **Rehearsing** - the presentation with peers. **Describing** - inventions, living in a tech world and the next wave of innovations though there may be pauses for self-correction by participating in a comprehensible and fairly fluent manner pair presentations supported by sentence frames and illustrations. **Explaining** - how internet is used in a safe and	in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner **SP.2.** explains how internet is used in a safe way. **Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the**

			ethically responsible way. **Production of short detailed descriptions and expository essays about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions)** **Production** - **Pre-writing** of short detailed descriptions and expository essays within a small or whole group by writing a text containing supporting arguments with evidence. - **Drafting** short detailed descriptions by writing a text that states a position/claim and supports arguments with evidence. - **Drafting** expository essays by including an introduction with a thesis statement, body paragraphs with supporting details, and a conclusion and using variations of sentence frames previously learned along with signal words to convey thoughts in a connected manner. - **Revising** short detailed descriptions and expository essays by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns,	**teacher, the learner…** **W.1**. writes short detailed descriptions about objects of interest explaining the advantages and disadvantages involved. **W.2.** writes expository essays.

			the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - **Editing** short detailed descriptions and expository essays individually before **publishing.** **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: - Reflective snapshots about technology. - Reflective video clips about technology in everyday life (ethical use).	

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

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

Unit 3				
Learn to do	**Learn to be and Live in Community**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frame Wh- in the past – What happened in December 26 014 in Thailand? – When did the ozone layer problem start? – Where did hurricane Katrina hit the USA? Modals: must/can't /have to for deduction – We **must** take care of our environment, if we want to preserve life for the future generations.	**Functions** • Talking about natural disasters. • Describing feelings, emotions and attitudes about environmental problems worldwide. • Initiating and closing conversations about possible solutions to help the environment. • Talk about Nonprofit and NGOs that help environment. **Discourse Markers**	**Psycho-social** – Engaging in setting own goals towards healthy and sustainable environment. – Engaging in own true actions to protect the environment. **Sociocultural** – Reflecting on local environmental needs for finding solution. – Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life. Idioms – sail close to the	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Extracting ideas/concepts and key points/**	**Using technically designed instruments for co and self-assessment, such as a**

– We can't deny the importance of technology to help the environment – People have to be environmentally responsible to save the planet. <u>Past continuous Be past + gerund</u> – ONU was talking about the importance of emergency issues worldwide. <u>Simple past</u> – NGO's proposed different solutions to stop animal extinction.	<u>Linkers: sequential – past time (later)</u> – They finished picking up the garbage from the beach **then** they started to classify it. **Later**, they put it in big plastic bags, to take it for recycling. – **After that**, they put all the garbage bags into a truck. – **Finally,** the garbage was taken to a recycling place. <u>Connecting words expressing cause and effect, contrast, etc.:</u> – Consequently, because of, Due to, In spite of, Despite, Although – **On the other hand**, we could make a recycling campaign at school. – **However**, people still throw garbage to the rivers.	wind – at stake <u>Proverbs or Quotes</u> – A recipe for disaster – No quick fix – A race against time – Ripple effect – To sweep something under the carpet <u>Proverbs / Quotes</u> – We won't have a society if we destroy the environment. -- Margaret Mead	**specific details, and the gist in clear standard speech, organized classroom talks and presentations and TV programs** **Planning** **Pre-listening:** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them. – **Recognizing** main ideas/ concepts, and key points, about natural disasters, environmental problems, helping nature, and nonprofit and NGOs by paraphrasing**,** using combinations of summarizing sentence frames previously learned, **Listening for the first time:** to audio recordings, videos or conversations, supported by images, by underlining/ circling words or phrases, responding to questions, or following multiple step directions, instructions, and procedures, **Pair/Group feedback**: for comparing what he/she understood, sharing one's views on	**learning log, and with the guidance of the teacher, the learner…** **L.1.** paraphrases main ideas/ concepts and key points. **L.2.** extracts specific details and getting the gist. **L.3.** extracts the gist of T V programs.

Vocabulary Natural Disasters -- Is Nature Against us? -- Atmosphere, Biodegradable, materials, chemicals, spoiled, destroyed, Deforestation Depletion Erosion Hurricane Twister Flooding Earthquake Drought Land Sliding What´s the Problem? – Catastrophe destruction, suffering,	Markers to structure informal spoken discourse – Oh, I know. – Yes, I supposed so. – I know how you feel – You know, I don´t like it either.		facts, ideas, and/or events and, and explaining his/her own strategies for conveying meaning and checking understanding. - **Extracting** specific details and getting the gist of TV programs on topics of personal interest regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs when people speak clearly, supported by images, **Listening for the second time:** for confirming information individually by responding to questions, making comparisons, agreeing or disagreeing, expressing opinions, using combinations of sentence frames previously learned, **Post-listening:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts, ***self and co-assessment*** using a variety of instrument s (script–sound recognition, information gaps) for overall comprehension of the text. **Interpretation of main ideas and**	**Using technically designed instruments for co- and self-assessment, such as an anecdotal report, and with the guidance of the teacher, the learner…**

death, Contaminate –dirty, harmful chemicals, poison, Deforestation Overcrowded cities Greed Fossil fuels exploitation Over production of Consumerism Global warming Ozone layer depletion Acid rain Aerosol Animal welfare Carbon monoxide <u>A helping Hand (possible solutions)</u> - Conservation, protection, prevent			**supporting details in straightforward factual texts and most words in narrative and expository texts regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs** **Planning** **Pre-reading:** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, listing possible difficulties and strategies for coping with them. - **Differentiating** main idea and supporting details in straightforward factual texts by summarizing them. **Reading for the first time:** texts by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts **Pair/Group feedback:** for comprehension of vocabulary, self-questioning (on what he/she understood, summarizing, inferring main	**R.1.** summarizes main idea and supporting details. **R.2.** interprets most words in narrative and expository texts.

Environmental group Green issues Pressure group Recycle Reuse Reduce Safe Environmentally aware Green energies <u>Who is Doing What?</u> - NGOs- Nonprofit Natural disasters, aid response, Humanitarian, economic consequence volunteering Nonprofit and NGOs (Greenpeace, EWS-WWF, ocean pollution control org			ideas of each paragraph, key words) and explaining his/her own strategies for conveying meaning. **Reading for the second time**: by answering yes/no questions, using combinations of sentence frames previously learned and context to unlock the meaning of unknown words. - **Interpreting** most words in narrative and expository text, and extracting the key ideas from those texts **Post-reading*:*** for reacting to the content of the text or for focusing on features/ language forms *and* ***self and co assessment.*** **<u>Oral and Written Production</u>** **Interaction by starting, maintaining and closing simple face-to-face conversation and express feelings and explain the reasons for them regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs** **Checking**	**Using technically designed instruments for co- and self-assessment. Such as a reflective journal, and with the guidance of the teacher, the learner…** **SI.1.** expresses feelings and explains the reasons for them in simple face-to-face conversation. **S.2.** starts, maintains and closes simple face-to-face conversation on topics that are familiar or of personal interest

			– comprehension of tasks given by the teacher. **Planning** – language structure and content needed for the task. **Elaborating** – simple face-to-face conversation to express feelings and explain the reasons for them including asking for help and giving help by using combinations of previously learned relevant sentence frames. (e.g., I feel upset about; I'm sorry to tell you). **Using** – turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** – face-to-face express feelings and explain the reasons for them, within small and then whole group settings. Finally performing interviews. **Description of natural disasters, environmental problems, helping nature, and nonprofit NGOs and announcements** **Planning** – a presentation about **natural disasters,**	regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs. **Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner**… **SP.1.** makes announcements using simple words and phrasing in a presentation. **SP.2.** speaks in a comprehensible and fairly fluent manner using a

			environmental problems, helping nature, and nonprofit NGOs by selecting the appropriate resources to be used small groups. **Organizing** - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. **Rehearsing** - the presentation with clear pronunciation and speaking at a normal speed. **Describing** - making announcements about natural disasters, environmental problems, helping nature, and nonprofit by participating in a comprehensible manner with beginning fluency, providing appropriate responses to given formal and informal situations, though there may be pauses for self-correction supported by sentence frames and illustrations. **Production of simple sentences, an opinion and persuasive paragraphs on controversial issues regarding natural**	large number of different words and expressions. **Using technically designed instruments for co- and self-assessment. Such as rubrics, and with the guidance of the teacher, the learner…** **W.1.** writes in simple sentences, an opinion on controversial issues. **W.2.** writes a persuasive paragraph regarding

			disasters, environmental problems, helping nature, and nonprofit and NGOs, related to the issue under examination **Production** - **Pre-writing:** simple sentences, an opinion and persuasive paragraphs within a small group. - **Drafting:** short opinions by writing a text that states a position. - **Drafting:** a persuasive paragraph which includes **thesis statement** (that states a position/claim) main **reasons** (arguments), **facts and examples** (evidence) **conclusion** (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand…). - **Revising:** simple sentences, an opinion and persuasive paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas,	environmental problems and helping nature.

			using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - **Editing:** simple sentences, an opinion and persuasive paragraphs individually before **publishing.** **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: - Environmental art and craft supporting ecology project for the high school or community. - A proposal of own nonprofit organization and NGO (in pro of an environmental issue).	

IV PERIOD
(BAND B1)

<table>
<tr><td colspan="3">Unit 1</td></tr>
<tr><td colspan="2">Scenario: Get Ready. Get set. Go!</td><td>Themes:
1. Get ready: Take a Look at your Dreams and Fears
2. Get Set: College or Career?
3. Surviving or Thriving?
4. Go! The Future is Now</td></tr>
<tr><td colspan="3">Enduring Understanding: Decisions can have positive and negative consequences in the future.</td></tr>
<tr><td colspan="3">Essential Question: How can decisions define my future?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td>
Listening</td><td>L.1.understand the main point and the important details of audio recordings, provided standard language is used and the topic is one of interest.

L.2.understand the main points in a relatively long conversation that is overheard.</td></tr>
<tr><td>
Reading</td><td>R.1. read short media reports on familiar events.

R.2.distinguish between different text purposes (to inform, to argue a point, etc.).

R.3. understand most words in narrative and expository text, and extract the key ideas from those texts.</td></tr>
<tr><td>Oral and Written Production</td><td>
Spoken Interaction</td><td>SI.1. speak in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.

SI.2. participate in-group work, expressing opinions and making suggestions actively.</td></tr>
</table>

	Spoken Production	**SP.1.** express an opinion on different topics associated with everyday life and common issues (e.g., give a short talk on the value of developing soft skills). **SP.2.** present an argument clearly enough to be understood most of the time.
	Writing	**W.1.** list the advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events). **W.2.** write a descriptive paragraph about universities, majors or soft skills and check written paragraphs or lists to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.).

Unit 1				
Learn to do	**Learn to be and Live in Community**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frame Adverb – My professor of literature tells stories **well.** – In this university, you **hardly** have to work. It´s easy. Modals: might, may, probably – We may go to college next year. – We might not have time off during test evaluation week. Future continuous Will+ be+ gerund – Alex will be	**Functions** • Describing dreams and fears about the future. • Talking about college or career decisions. • Describing soft skills needed to be successful in working life. • Initiating and closing conversations about future plans regarding jobs and studies.	**Psycho-social** – Making decisions that benefit my future. – Managing soft skills at different scenarios. **Sociocultural** – Respecting everyone's choices regarding their future. Social Language Samples – Having a part time job Idioms – Pull your	**Pre-teaching** – **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. – **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. – **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Extracting the main points and the important details of audio recordings and relatively long conversations about dreams, fears, college or career, soft skills and future**	**Using technically designed instruments for co and self-**

arriving later today. He should be punctual to keep his job. complex questions tags – This job is interesting, isn't it? – This enterprise doesn't offer social security insurance, does it? Embedded Questions – Main question / statement + interrogative+ subject + verb + object / complement Do you know when I can apply for the job? **Vocabulary**	**Discourse Markers** **Linkers:** **sequential** – past time (later) – He finished filling out the university applications **then** he checked them. – Later, he looked at them again, to see if he had missed anything important. – After that, he decided to mail them. – Finally, he waited for university's answer. Connecting words expressing cause	weight – Office politics – Call the shots – Move up the ranks. – Breathing down my neck – Proverbs / Quotes – Communication –the human connection-is the key to personal and career success. -- Paul J. Meyer – What is the recipe for successful achievement? To my mind there are just four essential ingredients; Choose a career you love, give it the best there is in you, seize your opportunities, and be a	**Planning** **Pre-listening** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them. **Listening for the first time:** to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies. – **Distinguishing** the main point and the important details of audio recordings and relatively long conversations. **Pair/Group feedback:** for comparing what he/she understood, explaining his/her own strategies for conveying meaning and checking understanding and confirming information. – **Extracting** the main point and the important details of audio recordings and relatively long conversations. **Listening for the second time:** from stories by	**assessment. Such as learning logs, and with the guidance of the teacher, the learner…** **L.1.** distinguishes the main point and the important details of audio recordings. **L.2.** extracts the main points in a relatively long conversation.

<u>Get ready: Take a Look at your Dreams and Fears</u> – college high school Teachers Counselors Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters) <u>Get Set: College or Career?</u> – Soft skills (punctuality, responsibility, initiative, etc.) – Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid,	and effect, contrast, etc.: – **On the other hand**, we take a course to sharpen our soft skills. – **However**, the university offers new majors. **Markers to structure informal spoken discourse** – Right – Really? – Well, anyway – Oh, I know. – Yes, I suppose so. – I know how you feel. – You know, I don´t like her either.	member of the team. -- Benjamin Franklin Fairless	underlining /circling words or phrases, responding to questions, and following multiple step directions, instructions, and procedures which include prepositional phrases. **Post-listening:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts before and sharing views on the events, themes, characters, setting making text-to-self; text-to-text; text-to-world connections and ***self and co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text. **Extracting information from short media reports, text purposes, and most words in narrative and expository texts about dreams, fears, college or career, soft skills and future** **Planning** **Pre-reading:** stating the task goal, previewing the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about	**Using technically designed instruments for co- and self-assessment, such as graphic organizers, and with the guidance of the teacher, the learner…** **R.1.** reads short media reports on familiar events. **R.2.**distinguishes

type of letters, etc.) – Having a part time job <u>Surviving or Thriving?</u> – College dressing – College problems – Being positive to reach your goals – Developing a positive attitude towards life events and jobs. – Being open to changes, creative and proactive <u>Developing Your Soft Skills</u> – punctuality, responsibility, initiative – Letters – Applications			supported by typographical and visual clues, listing possible difficulties and strategies for coping with them. – **Distinguishing** short media reports, different text purposes (to inform, to argue a point, etc.) and most words in narrative and expository text, and extract the key ideas from those texts. **Reading for the first time:** by carrying out completion exercises, a set of written multiple-step directions/ instructions including prepositional phrases and most words in narrative and expository text. **Pair/Group feedback:** for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning. – **Extracting** the key ideas and details from passages and text information of short media reports, different text purposes (to inform, to argue a point, etc.) and most words in narrative and expository text, and extract about dreams, fears, college or career, soft skills and future, **Reading for the second time:** the key ideas from passages, observing phrasing, punctuation	between different text purposes (to inform, to argue a point, etc.). **R.3.** extracts the key ideas from narrative and expository texts.

– Curriculums – Recruitment <u>Go! The Future is Now.</u> – Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc., having a part time job, Enterprises, business – Enterprises – Companies Human resources department CEO Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial			and expressions, answering literal, predictive, evaluative, and/or personal response questions and formulating, clarifying and confirming predictions about text for accuracy, reading aloud or comprehension of vocabulary, self-questioning **(**on what he/she understood, summarizing, inferring main ideas of each paragraph, key words) and explaining his/her own strategies for conveying meaning and **Post-reading:** for reacting to the content of the text or for focusing on features/ language forms *and* ***self and co assessment,*** applying what was read to other situations using a variety of instruments for overall comprehension of the text**.** **<u>Oral and Written Production</u>** **Interaction in a comprehensible and fairly fluent manner actively participating in group work, expressing opinions and making suggestions about dreams, fears, college or career, soft skills and future** **Checking** – comprehension of tasks given by the teacher.	**Using technically designed instruments for co- and self-assessment, such as learning logs, and with the guidance of the teacher, the learner…** **SI.1.** speaks in a comprehensible and fairly fluent manner using a large number of different words and

aid, type of letters, etc.) Moving out of the home–time to live alone			**Planning** – language structure and content needed for the task by using linking words for time sequence and using combinations of previously learned relevant sentence frames. **Elaborating** – lengthy conversations including asking for help and giving help by viewing, practicing and performing sentence structures for stating a position, providing an opinion, giving justifications, making comparisons and examples and other details. **Using** - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** - in a comprehensible and fairly fluent manner actively participating in group work, expressing opinions and making suggestions about dreams, fears, college or career, soft skills and future with beginning fluency and providing appropriate responses to given formal and informal situations. **Expression of opinions and arguments clearly enough about dreams, fears, college or career, soft skills and future**	expressions, though there may be pauses for self-correction. **SI.2.** participates in-group work, expressing opinions and making suggestions actively. **Using technically designed instruments for co- and self-assessment. Such as rubrics, and with the guidance of the teacher, the learner…** **SP.1.** expresses an

			Planning – a presentation about dreams, fears, college or career, soft skills and future by selecting the appropriate resources to be used in small groups. **Organizing** – a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details and examples. **Rehearsing** – the presentation with peers. **Expressing** – opinions and **presenting** arguments clearly enough about dreams, fears, college or career, soft skills and future by participating in a comprehensible and fairly fluent manner in individual presentations supported by sentence frames and illustrations. **Production of a list of advantages and disadvantages and descriptive paragraphs about dreams, fears, college or career, soft skills and future** **Production** – **Pre-writing:** a list of advantages and disadvantages and descriptive paragraphs	opinion on different topics. **SP.2.** expresses an argument clearly enough to be understood most of the time. **Using technically designed instruments for co- and self-assessment, such as rubrics, and with the guidance of the teacher, the learner…** **W.1.** lists the advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors,

			within a small or whole group by using previously learned sentence frames for monitoring comprehension. – **Drafting:** a list of advantages and disadvantages of things about dreams, fears, college or career, soft skills and future by using varied sentence structures and a wider range of vocabulary**,** – **Drafting:** a descriptive paragraph with a **topic sentence** (what you are writing about) **supporting sentences** (provide details explaining or supporting the topic sentence) **concluding sentence** (a sentence that summarizes the ideas expressed in the paragraph) about dreams, fears, college or career, soft skills and future by using varied sentence structures and a wider range of vocabulary. Sentences connect with each other more cohesively using signal words. – **Revising:** a list of advantages and disadvantages and descriptive paragraphs about dreams, fears, college or career, soft skills and future by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure,	soft skills, careers, events). **W.2.** writes a descriptive paragraph about universities, majors or soft skills.

			cohesion, concrete ideas , using commas: (to punctuate items in a series, dates),spelling, punctuation in a pair-share activity. – **Editing** a list of advantages and disadvantages and descriptive paragraphs about dreams, fears, college or career, soft skills and future individually before **publishing.** **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: – Writing future goals (pros and cons) of the major's academic possibilities and occupations. – Running a debate or a vocational café.	

<table>
<tr><th colspan="3">Unit 2</th></tr>
<tr><td colspan="2">Scenario: Really???
(Controversial issues)</td><td>Themes:
1. You gotta be kidding…World facts
2. Shut up…Issues from Health and Medicine
3. No way…Controversies and the Law
4. OMG… Stereotypes and Cultural Differences</td></tr>
<tr><td colspan="3">Enduring Understanding: What is considered right can be relative depending on personal points of view.</td></tr>
<tr><td colspan="3">Essential Question: How our point of view depends upon the way we look at it?</td></tr>
<tr><td colspan="2">Linguistic Competencies</td><td>Goals
Learner can…</td></tr>
<tr><td rowspan="2">Oral and Written Comprehension</td><td>
Listening</td><td>L.1. understand the main points of stories and other texts read aloud in the classroom about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences.

L.2. understand classroom talk between two or more native speakers, only occasionally needing to request clarification.</td></tr>
<tr><td>
Reading</td><td>R.1. understand short media reports about world facts, issues of health and medicine, controversies from the law and stereotypes and cultural differences.

R.2. understand straightforward, factual text about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences satisfactorily.</td></tr>
<tr><td></td><td>
Spoken Interaction</td><td>SI.1. start a conversation and help to keep it going about world facts, issues from health and medicine, controversies and the law and stereotypes and cultural differences.

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

Unit 2				
Learn to do	**Learn to be and Live in Community**	**Learn to be and Live in Community**	**Suggested Mediation Strategies**	**Assessment Strategies**
Grammar & Sentence Frame Past tense responses subject+main verb in past simple Mass protests and strikes received the media attention last month. Present perfect **have' / 'has'** + the **past participle** Some countries have confirmed the practice of voluntary euthanasia. Reported speech (range of tenses) Most men said that they fell in love at the first sight. Most of my friends	**Functions** Describing past experiences stories and news about world international issues. Expressing agreement/ disagreement about health and medical facts. Describing feelings, emotions, and attitudes when talking about controversial topics related to law. Managing interaction (interrupting, changing topic, resuming or	**Psycho-social** Appreciating human and animal rights. Analyzing implications in local and global decisions. **Sociocultural** Respecting everyone's cultural differences. Social Language Samples Really??? Seriously? Idioms culture shock Really? OMG	**Pre-teaching** - **Participating** in warm-up activities, such as icebreakers (e.g. evocative quotation, active brain gym, scenario, photo or song), improvisational acting out and generative question. - **Engaging** in activation of prior knowledge and schemata, eliciting information (e.g. predictions, setting a scene, brainstorming to review and eliciting new language: vocabulary, sounds, language forms, and socializing unit goals. - **Introducing** different text types (oral/written) visual aids, technology, key vocabulary grammar and sentence frames. **Oral and Written Comprehension** **Extracting the main points of stories and other texts and a classroom talk between two or more native speakers about world facts, issues from health and medicine,**	**Using technically designed instruments for co- and self-**

say that they would not like to have plastic surgery. Simple passive [Thing doing action] + [verb] + [thing receiving action] In brief, I can say that animals are used by scientists in laboratory testing because they are still considered lesser beings. **Vocabulary** **World international:** news, Costa Rica, the happiest country in the world, UFO existence, etc. **Health and Medicine,** in vitro conception, xenophobia,	continuing) when expressing opinions about cultural patterns. **Discourse Markers** **Linkers**: sequential – past time (later) He got in an accident and then he called the ambulance. Later, he went to the hospital. After that, he got a cast on his leg. Finally, he went home to rest. **Connecting words expressing cause and effect, contrast, etc.:** **On the other hand**, we could sue this person. **Markers to structure informal spoken discourse**	Proverbs / Quotes I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' ~Dr. Martin Luther King Jr. Life is meant to be shared. We need each other. ~Lailah Gifty Akita,	**controversies from the law and stereotypes and cultural differences** **Planning** **Pre-listening*:*** by motivating, contextualizing, preparing and stating the task goal, sharing what he /she knows about the topic, predicting what the audio/video is about, listing possible difficulties and strategies for coping with them. **Listening for the first time:** to audio recordings, videos or conversations, of the text, supported by images comparing what he/she understood, and sharing one's views on facts, ideas, and/or events and explaining his/her own strategies. - **Interpreting** the main point and important details of main points of stories and other texts read aloud in the classroom about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences. **Pair/Group feedback:** for comparing what he/she understood, explaining his/her own strategies for conveying meaning and checking understanding and confirming information.	**assessment, such as checklists, and with the guidance of the teacher, the learner…** **L.1.** interprets the main points of stories and other text read aloud in the classroom. **L.2.** extracts the main points from classroom talks.

nursing, Euthanasia, abortion, cloning **Law can be controversial:** Discrimination, Gender equality, legalizing drugs, Animal mistreated or too much care?, corruption **Cultural patterns:** Differences and similarities (food, clothes, gender relationships, racism, music, senior citizens and children care, beliefs, culture shock, beauty, stereotyping, ethnics, etc.).	**However,** to do that you need to spend a lot of money Right Really? Well, anyway Oh, I know. Yes, I supposed so. I know how you feel You know, I don´t like her either…		**Listening for the second time:** by summarizing main ideas/concepts and supporting details from expository, narrative and transactional texts (e.g., letters). - **Extracting** main points of stories, from other texts and from classroom talk between two or more native speakers, **Post-listening:** reacting to the content of the text or for focusing on features/ language forms by rephrasing information, asking questions, and expressing thoughts before and sharing views on the events, themes, characters, setting making text-to-self; text-to-text; text-to-world connections and ***self and co-assessment*** using a variety of instruments (script–sound recognition, information gaps) for overall comprehension of the text. **Extracting short media reports and straightforward, factual text about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences satisfactorily** **Planning** **Pre-reading** stating the task goal, previewing	**Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner…** **R.1.** draws conclusions on short media reports.

			the title, pictures, illustrations, headings, subheadings, general information and structure in the text and sharing what he /she knows about the topic, predicting what the text is about supported by typographical and visual clues, using a KWL chart or listing possible difficulties and strategies for coping them. – **Interpreting** short media reports about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences. **Reading for the first time** by underlining or circling key words, pointing to, writing, drawing, raising his/her hand, brief, simple instructions in texts for drawing conclusions. **Pair/Group feedback** for comparing what he/ she understood and did, explaining his/her own strategies for conveying meaning, summarizing, inferring main ideas of each paragraph, (words) and explaining his/her own strategies for conveying meaning. – **Extracting** short media reports about world facts, issues straightforward and factual text about world facts. **Reading for the second time** by answering	**R.2.** extracts key points in straightforward, factual text

			yes/no questions. **Post-reading** for reacting to the content of the text or for focusing on features/ language forms ***and self and co-assessment*** by applying what was read to other situations using a variety of instruments for overall comprehension of the text**.** **<u>Oral and Written Production</u>** **Interaction by starting a conversation and helping to keep it going and taking part in long conversations with peers about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences** **Checking** - comprehension of tasks given by the teacher. **Planning** - language structure and content needed for the task by using combinations of previously learned relevant sentence frames for giving opinions and justifying them. **Elaborating** - lengthy conversations including asking for help and giving help by using combinations	**Using technically designed instruments for co- and self-assessment, such as learning logs, and with the guidance of the teacher, the learner…** **SI.1.** starts a conversation and helps to keep it going. **SI.2**. takes part in long conversations with peers, if others make an effort as well.

			of previously learned relevant sentence frames with specific details. **Using** - turn-taking tactics to complete the requirements of the task and ensure equal participation by all. **Interacting** - by starting a conversation and helping to keep it going and taking part in long conversations in groups or peers and finally performing interviews. **Expressing opinions of world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences** **Planning** - a presentation about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences and processes by selecting the appropriate resources to be used small groups. **Organizing** - a presentation by using a large number of different words, expressions, and previously learned relevant sentence frames, supporting details, examples and physical	**Using technically designed instruments for co-assessment. Such as semantic maps, and with the guidance of the teacher, the learner…** **SP.1.** explains a process providing detailed, practical instructions. **SP.2.** expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences.

			/digital resources. **Rehearsing** - the presentation with peers. **Expressing opinions** - about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences by participating in a comprehensible and fairly fluent manner in paired presentations supported by sentence frames and illustrations. **Production of a summary of a piece of literature and short persuasive paragraphs about world facts, issues from health and medicine, controversies from the law and stereotypes and cultural differences** **Production** - **Pre-writing:** a summary of a piece of literature and short persuasive paragraphs within a small or whole group by using varied sentence structures and a wider range of vocabulary. Sentences connect with each other more cohesively using signal words. - **Drafting:** a persuasive paragraph which includes **thesis statement** (that states a position/claim), main **reasons** (arguments),	**Using technically designed instruments for co-assessment, such as rubrics and journals, and with the guidance of the teacher, the learner…** **W.1.** writes a short summary of a piece of literature or audiovisual production. **W.2.** writes short persuasive paragraph**.**

			facts and examples (evidence) **conclusion** (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand…). - **Revising:** summary of a piece of literature and short persuasive paragraphs by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling and punctuation accurately in a pair-share activity. - **Editing** summary of a piece of literature and short persuasive paragraphs individually before publishing. **<u>Integrated Mini Project</u>** Participating, thinking, acting out, responding and sharing: - A survey about a controversial issue. - A recorded inspirational video (TedEx in the class), using cell phones or role-play it.	

			Writing memories for the class yearbook.	

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