

**Scope and Sequence**  
**Bilingual Experimental High Schools and Bilingual Groups**  
**Ninth grade**

Each week (10 lessons):

- 8 lessons on Oral and Written Comprehension/ Production
- 1 lesson on Phonology
- 1 lesson for Integrated Project

Each Theme (3 weeks, 30 lessons):

- 24 lessons on Oral and Written Comprehension/ Production
- 3 lessons on Phonology
- 3 lessons for Integrated Project
- Each Unit(12 -14 weeks)
- 120 lessons (30 lessons x 4 themes; 12 weeks)
- 2 weeks per Unit for Assessment, additional time for Integrated Project (if needed), other school activities, etc.

- **Important Note: This school year (2021) was divided into two semesters. Due to this fact, the scope and sequence was distributed in a different way. The number of lessons could vary because of school schedules.**

**Scope and Sequence**

**Bilingual Experimental High Schools and Bilingual Groups**

**Ninth Grade**

**CEFR Band: B1.1 –B1.2**

**Domain (s):** Socio-interpersonal and Academic

**First Semester (Term 1 and half term 2)**

**Second Semester (Half term 2 and term 3)**

**Scenario:** Together ...We can.  
**Scenario:** "Glocal" Citizens

**Scenario:** Cultural Diversity and Connections  
**Scenario:** "Glocal" Citizens  
**CEFR Band: B1.2**

**Themes:**

1. Learn from each other (3 weeks)
2. Support each other (3 weeks)
3. Help each other (3 weeks)
4. Make it better (3 weeks)
5. Our Wonderful World: Natural Phenomena (3 weeks)
6. Our Responsibility: Environmental Concerns (3 weeks)

**Themes:**

1. Our Reactions: Coping with Disasters (3 weeks)
2. Our Ecological Footprint (3 weeks)
3. Phrases & Fashion (3 weeks)
4. Beliefs & Values (Myths & Legends) (3 weeks)
5. Micro Cultures: Family & School (3 weeks)
6. Macro Cultures: Global Dimensions (3 weeks)

<b>I SEMESTER</b> <b>Scenario: Together ...We can</b> <b>(12-14 weeks)</b> <b>"Glocal" Citizens (Part 1) (6-7 Weeks)</b> <b>CEFR Band: B1.1 - B1</b>						<b>II SEMESTER</b> <b>"Glocal" Citizens (Part 2)</b> <b>(6-7 weeks)</b> <b>Cultural Diversity and Connections</b> <b>(12-14 weeks)</b> <b>CEFR Band: B1.1 - B1.2</b>					
<b>Theme 1:</b>  <b>Learn from each other</b>  <b>(3 weeks)</b>	<b>Theme 2:</b>  <b>Support each other</b>  <b>(3 weeks)</b>	<b>Theme 3:</b>  <b>Help each other</b>  <b>(3 weeks)</b>	<b>Theme 4:</b>  <b>Make it better</b>  <b>(3 weeks)</b>	<b>Theme 1:</b>  <b>Our Wonderful World: Natural Phenomena</b>  <b>(3 weeks)</b>	<b>Theme 2:</b>  <b>Our Responsibility: Environmental Concerns</b>  <b>(3 weeks)</b>	<b>Theme 3:</b>  <b>Our Reactions : Coping with Disasters</b>  <b>(3 weeks)</b>	<b>Theme 4:</b>  <b>Our Ecological Footprint</b>  <b>(3 weeks)</b>	<b>Theme 1:</b>  <b>Phrases &amp; Fashion</b>  <b>(3 weeks)</b>	<b>Theme 2:</b>  <b>Beliefs &amp; Values (Myths &amp; Legends)</b>  <b>(3 weeks)</b>	<b>Theme 3:</b>  <b>Micro Cultures: Family &amp; School</b>  <b>(3 weeks)</b>	<b>Theme 4:</b>  <b>Macro Cultures: Global Dimensions</b>  <b>(3 weeks)</b>
<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>
L3	L5	L4	L2	L4	L2	L1	L7	L6	L1	L2	L1
L1	SI4	L6	SI6	L5	L6	L3	L8	L7	L4	L5	L3
SI1	SP2	SI3	SI8	R1	R3	R7	R2	R1	R3	R2	R7
SI2	R2	SI5	SP4	R6	R4	R5	R8	R4	R5	R8	R9
SP1	R3	SI7	SP6	SI1	SI7	SI2	SI4	SI5	SI1	R6	SI3
SP5	W2	SP3	R7	SI6	SI8	SI3	SI5	SI2	SI4	SI7	SP4
R1	W6	R5	R8	SP3	SP4	SP5	SP1	SP2	SP1	SI6	W5
R4		R6	W4	W1	W3	W7	SP2	W1	W2	SP3	
W1		W3		W2	W5	W8				W3	
		W5					W4			W4	
							W6				
							W9				

<p><u>Functions</u> Describing experiences and events</p> <p>Describing feelings and emotions.</p> <p><u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time - Then, later, after that, finally. See more on "Suggested Discourse Markers Section."</p>	<p><u>Functions</u> Checking understanding. Expressing opinions; language of agreeing and disagreeing.</p> <p><u>Discourse Markers</u> Linkers: sequential past time - Then, later, after that, finally. See more on "Suggested Discourse Markers Section."</p>	<p><u>Functions</u> Initiating and closing conversations.</p> <p><u>Discourse Markers</u> Markers to structure informal discourse Right. , really? Well, anyway... See more on "</p>	<p><u>Functions</u> Managing interaction (interrupting, changing topic, resuming or continuing)</p> <p><u>Discourse Markers</u> Markers to structure informal discourse Oh I know, - Yes, I suppose so. See more on "Suggested Discourse Markers Section."</p>	<p><u>Functions</u> Describing experiences and events</p> <p>Describing feelings and emotions.</p> <p><u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time - Then, later, after that, finally.</p>	<p><u>Functions</u> Checking understanding.</p> <p>Expressing opinions; language of agreeing and disagreeing</p> <p><u>Discourse Markers</u> Linkers: sequential past time - Then, later, after that, finally.</p>	<p><u>Functions</u> Initiating and closing conversations</p> <p><u>Discourse Markers</u> Markers to structure informal discourse Right. , really? Well, anyway... Oh... I know. Yes, I supposed so. See more on "Suggested Discourse Markers Section."</p>	<p><u>Functions</u> Managing interaction (interrupting, changing topic, resuming or continuing)</p> <p><u>Discourse Markers</u> Markers to structure informal discourse Right. , really? Well, anyway Oh I know, - Yes, I suppose so. See more on "Suggested Discourse Markers Section."</p>	<p><u>Functions</u> Describing experiences and events</p> <p>Describing feelings and emotions.</p> <p><u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc. Linkers: sequential past time - Then, later, after that, finally.</p>	<p><u>Functions</u> Checking understanding</p> <p>Expressing opinions; language of agreeing and disagreeing</p> <p><u>Discourse Markers</u> Linkers: sequential past time - Then, later, after that, finally.</p>	<p><u>Functions</u> Initiating and closing conversations</p> <p><u>Discourse Markers</u> Markers to structure informal discourse Right. , really? Well, anyway... See more on "Suggested Discourse Markers Section."</p>	<p><u>Functions</u> Managing interaction (interrupting, changing topic, resuming or continuing)</p> <p><u>Discourse Markers</u> Markers to structure informal discourse Oh I know, - Yes, I suppose so. See more on "Suggested Discourse Markers Section."</p>
<p>Grammar</p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Broader range of intensifiers such as too, enough</li> <li>• Comparative and</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Conditionals, 2nd and 3rd</li> <li>• Connecting words expressing cause and effect,</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Modals – might, may, will, probably</li> <li>• Modals – should have/might</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Present perfect/past simple</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Intensifiers such as too, enough</li> <li>• Comparative and</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Conditionals, 2nd and 3rd</li> <li>• Connecting words expressing cause and</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Modals – might, may, will, probably</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Present perfect/past simple</li> </ul>	<p>Grammar</p> <p>Comparative and superlative adjectives</p>	<p>Grammar</p> <p>Will and going to, for prediction</p> <p>Future continuous</p>	<p>Grammar</p> <p>Past simple</p> <p>Wh- questions in the past</p> <p>Past tense responses</p>	<p>Grammar</p> <p>Present perfect continuous</p> <p>Present perfect/past simple</p>

<p>superlative adjectives</p> <ul style="list-style-type: none"> <li>• Complex question tags</li> <li>• Past continuous</li> </ul>	<p>contrast etc.</p> <ul style="list-style-type: none"> <li>• Future continuous</li> <li>• Will and going to, for prediction</li> <li>• Modals - must/can't deduction</li> </ul>	<p>ht have/etc.</p> <ul style="list-style-type: none"> <li>• Modals: must/have to</li> <li>• Past perfect</li> <li>• Past simple</li> <li>• Past tense responses</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech (range of tenses)</li> <li>• Simple passive - Wh-questions in the past</li> </ul>	<p>superlative adjectives</p> <ul style="list-style-type: none"> <li>• Complex question tags</li> <li>• Past continuous</li> </ul>	<p>effect, contrast etc.</p> <ul style="list-style-type: none"> <li>• Future continuous</li> <li>• Will and going to, for prediction</li> <li>• Modals - must/can't deduction</li> </ul>	<ul style="list-style-type: none"> <li>• Modals – should have/might have/etc.</li> <li>• Modals: must/have to</li> <li>• Past perfect</li> <li>• Past simple</li> <li>• Past tense responses</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech (range of tenses)</li> <li>• Simple passive - Wh-questions in the past</li> </ul>	<p>Complex question tags</p> <p>Conditionals , 2nd and 3rd</p>	<p>Past continuous</p> <p>Past perfect</p>	<p>Phrasal verbs, extended</p>	<p>Reported speech (range of tenses)</p>
<p><u>Vocabulary</u></p> <p><i>*More as needed</i></p> <p><u>Learn from Each Other (Teen Life)</u></p> <p>Courtship, engagement, love, marriage, buddy, study-buddy, pal; relationship, trust, integrity, observe share, loyalty, constant, communication, express, accept, esteem, reflection, confidence, self-expression, self-acceptance, self-esteem, self-reflection, self-confidence,</p>	<p><u>Vocabulary</u></p> <p><i>*More as needed</i></p> <p><u>Support Each Other (Interpersonal Relationships)</u></p> <p>Conversation, communicate, message, feedback, compassion respond, empathy, sympathy, verbal communication, non-verbal communication, ethics, confidential, confidentiality, passive listening, active listening,</p>	<p><u>Vocabulary</u></p> <p><i>*More as needed</i></p> <p><u>Help Each Other (Battle Against Addictions)</u></p> <p>Support, sober, sobriety, sponsor, rehab, recovery, tolerance, twelvestep program, relapse, overdose, addiction, blackout, dependence, codependence, abuse, drugs,</p>	<p><u>Vocabulary</u></p> <p><u>Make it Better(Causes and Consequences)</u></p> <p>Cause, solutions, consequence, conflict, failure, decisions, unpleasant, excuses, revive, betrayal, resurrect, stubborn, strongwilled, confrontation, close-minded, persistent, restoration, soothe, comfort,</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Our Wonderful World: Natural Phenomena World, nature, phenomena, sunrise, sunset, cloud, rainbow, constellation, migration, solar eclipse, lunar eclipse, meteor shower, volcano, lava, mountain range, ocean, river, lake,</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Our Responsibility : Environmental Concerns</p> <p>Responsibility, environment, environmental, concern, global, global warming, local, pollution, health, waste, overpopulation, deforestation, consumerism, oil spill, toxic</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Our Reactions: Coping with Disasters</p> <p>Earthquake, flood, hurricane, wildfire, tornado, mudslide, tsunami, cyclone, electrical storm, epidemic, perseverance, determination,</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Our Ecological Footprint</p> <p>Ecology, biology, organism, ecological, carbon, carbon footprint, carbon emissions, crop land, pasture, forests, sustain, sustainable development, exceed, regenerate, lifestyle,</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Phrases &amp; Fashions</p> <p>culture, fashion, phrase, culture, cultural diversity, idiom, proverb, slogan, accessory, gown, modest, classic, old-fashioned, tunic, upscale, urban, understated, mainstream</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Beliefs &amp; Values (Myths &amp; Legends)</p> <p>religions, belief, values, myths, legends, religion, morals, honesty, symbolism, tradition, supernatural, triumph, adversity, spiritual, beliefs, manners, pride,</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Micro Cultures: Family &amp; School</p> <p>micro culture, distinctive, distinction, shared values/beliefs/behaviors specific customs, race, ethnicity, religion, non-voluntary, lunchroom activities, classroom dynamics, sports teams, cliques, administration, cooperation,</p>	<p>Vocabulary</p> <p><i>*More as needed</i></p> <p>Macro Cultures: Global Dimensions</p> <p>Macro culture, geographical, mindset, practices, widely-practiced, dimension, globalization, far-reaching, national, international, powerful, dominant, majority, minority.</p>

<p>depression, secrets, emotions</p> <p><u>Idioms</u></p> <p><b>Feeling blue</b> (To be sad) Let's invite her to join us because I think she is feeling blue today.</p> <p><b>Learning by example</b> – Following the lead of others, applying truth to one's life observed in others. He believed in learning by example so he surrounded himself with good friends.</p> <p><b>sit tight</b> – To wait quietly and patiently often in an anxious situation – Margie called to tell us her car had broken down. We told her to sit tight and we would be there as soon as possible.</p> <p><u>Quotes</u></p>	<p>barrier, process, aggression, dominate, assertive.</p> <p><u>Idioms</u></p> <p><b>A shoulder to cry on</b> – someone to whom you can tell your problems to and then ask for sympathy and advice. Sometimes you just need a shoulder to cry on after a hard day.</p> <p><u>Quotes</u></p> <p>If you can, help others; if you cannot do that at least do not harm them.</p> <p>If we have no peace, it is because we have forgotten that we belong to each other.</p> <p><b>~Mother Teresa</b>”.</p> <p><u>Phonology</u></p> <p>•Consonant clusters st, sk,</p>	<p>abstinence, gambling, alcohol, food, chronic, progressive disease, enable.</p> <p><u>Idioms</u></p> <p><b>Fall off the wagon</b> – To lose control of oneself and engage in a compulsive behavior. If you are serious about staying sober you should not put yourself in situations where you might give in to temptation and fall off the wagon.</p> <p><u>Quotes</u></p> <p><b>Carry the weight of the world on one's shoulders</b> – to appear to be dealing with all the problems in</p>	<p>accepting, rejecting, inclusion</p> <p><u>Idioms</u></p> <p><b>Face the music</b> To confront a difficult or unpleasant situation; to accept the unpleasant consequences of one's own actions. – Jessica's parents had always made excuses for her bad behavior. This time they did not protect her; therefore, she had to face the music.</p> <p><b>Have a clean/clear conscience</b> (about someone or something) – to be free of guilt about someone or something</p>	<p>waterfall, pond, current, wave</p> <p><u>Idioms</u></p> <p>Bird's-eye view</p> <p>A broad view or overview of something or someplace. The outline will give you a bird's-eye view of my new book.</p> <p>work on (someone)</p> <p>to have an effect on someone, to try to influence someone I am working on my boss to get her to start a recycling program.</p> <p><u>Quotes</u></p> <p>Look deep into nature and then you will understand everything better.</p>	<p>smog, ozone layer, trash, energy</p> <p><u>Idioms</u></p> <p>see eye to eye</p> <p>To agree</p> <p>All countries need to see eye to eye if we are going to tackle the problem of global warming</p> <p>Wear and tear</p> <p>damage that is the result of ordinary use -We put a lot of wear and tear on the earth simply living day to day.</p> <p>wait for the other shoe to drop</p> <p>to wait for something bad to happen after other bad things have occurred After the flooding and then the mudslide, we</p>	<p>human spirit, restoration, unity, grief, denial, anger, rebuild</p> <p><u>Idioms</u></p> <p>without question</p> <p>absolutely, certainly</p> <p>Without question, we must act responsibly regarding the earth's resources.</p> <p>when the chips are down</p> <p>When the situation is critical when things are going badly. The Red Cross is first to arrive on scene of many disasters. You can always</p>	<p>humanity, consume resources, produce waste, ecosystems, improve</p> <p><u>Idioms</u></p> <p>Have a whale of a time</p> <p>to have an exciting and interesting time</p> <p>We had a whale of a time at the party last night.</p> <p>Ivory tower</p> <p>An isolated environment where one is out of touch with everyday reality; a place of retreat where one concentrates on intellectual rather than everyday matters. Many people are stuck in their ivory</p>	<p>m, garment, handbag, catwalk, cosmetics, casual, formal, function</p> <p><u>Idioms</u></p> <p>Feather in (one's) cap.</p> <p>An exceptional achievement</p> <p>The scholarship Lee won to attend the university was a feather in his cap.</p> <p>Get a grip</p> <p>to take control of one's feelings</p> <p>We need to get a grip on racism around the world.</p> <p><u>Quotes</u></p> <p>No culture can live if it attempts to be exclusive.</p>	<p>behavior, respect, deception, attitudes, empowerment, standards, sense of right and wrong</p> <p><u>Idioms</u></p> <p>Can't stand (someone or something)</p> <p>to dislike someone or something very much</p> <p>I can't stand the way that dress looks on me.</p> <p>know the ins and outs</p> <p>To be familiar with the details and hidden meanings of an activity or situation. When you travel to a foreign country, it is wise to hire a guide if</p>	<p>community, group, peoples, bond, divisions</p> <p><u>Idioms</u></p> <p>Fair and square</p> <p>Honest(ly)</p> <p>Some people believe George cheated but he won the game fair and square.</p> <p>know the ropes</p> <p>To be familiar with a task or situation.</p> <p>You have to know the ropes if you want to get hired in this city.</p> <p><u>Quote</u></p> <p>Peace cannot exist without justice, justice cannot exist without fairness, fairness cannot exist without development, development cannot exist without democracy, democracy cannot exist without respect for the identity and worth of</p>	<p><u>Idioms</u></p> <p>Element of truth</p> <p>Partially true, containing some truth</p> <p>His excuse about his homework had an element of truth to it.</p> <p><u>Quotes</u></p> <p>Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences.</p> <p>Mikhail Gorbachev</p> <p><u>Phonology</u></p> <p>Compounds (noun compounds, verb compounds and adjective compounds).</p>
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<p>I get by with a little help from my friends.  <b>~The Beatles</b>  A friend is one with whom you are comfortable, to whom you are loyal, through whom you are blessed, and for whom you are grateful.  <b>~William Arthur Ward</b>  <u>Phonology</u>  Phonology  Break words down into syllables. - consonant clusters: – Initial /t, k, g, f, b, p, d/</p>	<p>sp, sl, sm, sn,  – /ʃ/ – / θ/ – /sp, spl, /</p>	<p>the whole world  When you carry the weight of the world on your shoulders you can easily become too stressed to function.  <u>Phonology</u>  • Final /pts, sts, sct, sks, sts, kts, pts, kθs, ŋks/</p>	<p>I sleep better when I have a clear conscience.  <u>Quotes</u>  God, grant me the serenity to accept the things I cannot change, Courage to change the things I can, And wisdom to know the difference.  Niebuhr Life is a tapestry woven by the decisions we make.  <b>~Sherrilyn Kenyon</b>  <u>Phonology</u>  Review</p>	<p>~Albert Einstein  In all things of nature there is something of the marvelous. ~ Aristotle  Phonology  Phonetic processes:  Blending  Reductions</p>	<p>were waiting for the other shoe to drop and more trouble to come.  <u>Quotes</u>  The only way forward if we are going to improve the quality of the environment is to get everybody involved. ~ Richard Rogers  Phonology  Phonetic processes:  Deletion  Assimilation</p>	<p>count on them to help when the chips are down.  <u>Quotes</u>  Bad things do happen in the world like war, natural disasters, and disease.  But out of those situations always arise stories of ordinary people doing extraordinary things. ~ Daryn Kagan  Phonology  Phonetic processes  Weakening  Linking</p>	<p>towers and do not see the impact their consumption has on the environment.  <u>Quotes</u>  One individual cannot possibly make a difference, alone. It is individual efforts, collectively, that makes a noticeable difference— all the difference in the world!  ~Dr. Jane Goodall  The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share.</p>	<p>~Mahatma Gandhi  Phonology  Word stress</p>	<p>you don't know the ins and outs of the place.  <u>Quotes</u>  The love of one's country is a splendid thing. But why should love stop at the border?  ~Pablo Casals  Phonology  Affixation (prefixes and affixes)</p>	<p>cultures and peoples. ~Rigoberta Menchú Tum  Phonology  Part of speech alternation (verb/noun, verb/adjective)</p>	
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							~Lady Bird Johnson				
							Phonology				
							Review				

## Sample tasks and activities

<ul style="list-style-type: none"> <li>• <b>Use appropriate competence processes while focusing on real life tasks such as ...</b></li> </ul> <p>Completing an online interview about teen life. How Can I Improve My Self-Esteem?(For teens) <a href="https://kidshealth.org/en/teens/self-esteem.html">https://kidshealth.org/en/teens/self-esteem.html</a></p> <p>Starting a learning journal about my life and how can I improve myself.</p> <p>Completing an outline of a short nonfiction article on teenager facts.</p> <p>Write a short email/WhatsApp message to teacher about what is the best or worst of your high school / community/group/family.</p> <p>Google and then explain an infographic on how to help to solve a conflict.</p> <p>Compare/contrast commercials on traveling options for vacations.</p> <p><b><u>Sample Activities</u></b></p> <p>Creative writing</p> <p>Play some calming quiet music. The students are told that they must write just what comes into their mind and write for 7 minutes without a break. If they do not know what to write they just write blab la blab la, but they cannot stop writing. After the 7 minutes, they read their text a couple of times and put the paper away. Then we do the same again and again. After that they all have something with a kind of storyline and content.</p>	<ul style="list-style-type: none"> <li>• <b>Use appropriate competence processes while focusing on real life tasks such as ...</b> <ul style="list-style-type: none"> <li>○ Listening to podcasts on movies, books, and magazines deal with conservation and nature (Eg. National Geographic for teens)</li> <li>○ Listening to ads for movies or podcasts related to nature and how to take care about it.</li> <li>○ Reading articles related to the themes (<a href="http://scienceoutreach.ab.ca/children/magazines/mag-grades7-12.php">http://scienceoutreach.ab.ca/children/magazines/mag-grades7-12.php</a>)</li> <li>○ Plotting about how you can help to preserve the planet determining priority actions and make flyers or online campaigns to avoid damaging the planet.</li> <li>○ Read and summarize descriptions of documentals related to natural phenomena and disasters on TV and news.</li> <li>○ Discussing a movie, TV program, or event related to environmental concerns or/and our ecological footprint.</li> <li>○ Writing in a journal</li> </ul> </li> </ul> <p><b><u>Sample Activities</u></b></p> <ul style="list-style-type: none"> <li>• Use graphic organizers while listening to portions of videos on how people interview such as: <a href="https://www.youtube.com/watch?v=CTGPNIGRgOY">https://www.youtube.com/watch?v=CTGPNIGRgOY</a></li> <li>• Series of clips by radio, television, etc. journalists <a href="https://www.theguardian.com/world/natural-disasters">https://www.theguardian.com/world/natural-disasters</a> <a href="https://www.usnews.com/topics/subjects/natural-disasters">https://www.usnews.com/topics/subjects/natural-disasters</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use appropriate competence processes while focusing on real life tasks such as ...</b> <ul style="list-style-type: none"> <li>○ Listening to TED Talks and discuss about fashion and new tendencies and the impact in our culture</li> <li>○ Writing in a fashion journal through time line</li> <li>○ Selecting a blogging option website</li> <li>○ Selecting a literature website that is appealing to fashion/ values/ beliefs and interacting with it</li> <li>○ Making a plan for a future events with your family today and in 10 years</li> <li>○ Interview and record English-speaking role models within your family and community</li> <li>○ Listen to movie trailer, watch movie, read review and state/write opinion about the different themes</li> <li>○ Listen to interviews of famous people of fashion and world online</li> <li>○ Research successes and failures in either business, film, or books</li> <li>○ Present self to potential influencer in some of the themes</li> </ul> </li> </ul> <p><b><u>Sample Activities</u></b></p> <ul style="list-style-type: none"> <li>• Post quotes around room, ask learners to create quotes of their own</li> <li>• Provide who/what/where/why/how listening guides for use with excerpts of TED Talks, etc.</li> <li>• Use and or adapt information for a fashion show from a website like these <a href="https://girlstweenfashion.com/10-fun-diy-projects-crazy-cool-activities-for-teens/">https://girlstweenfashion.com/10-fun-diy-projects-crazy-cool-activities-for-teens/</a></li> </ul> <p><a href="https://www.youtube.com/watch?v=D1i8SJgrysc">https://www.youtube.com/watch?v=D1i8SJgrysc</a></p> <p>Talking about fashion (lesson plan at annexes)</p>
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Now they swap texts and give each other comments on the other person's text. After that, they should work with their texts again. This time with the comments in mind, they can start looking at language and grammar and let another student read it again and comment on it, and as a final point finish their text.

Almost every time the students are told to write something they sit in groups – chosen by me- and I invite them to help each other both on content and form, and most of them follow the invitation.

### Timeline

Learners create a timeline of big events that have happened since they were born. Learners interact by talking about the possible impact one event could have on their generation. For example, why they think they are so creative or secure, etc.

### Talk show

Authentic tasks are easy to identify as they are what we do with our own language all the time. Students plan a talk show in groups taking about teenage problems and solutions.

They also can Exchange information and ask opinions through phoning for information, answering e-mail, preparing reports, holding a meeting and filling a jig saw activity.

### Further links:

Games to share:

<https://www.ultimatecampresource.com/camp-games/circle-games/>

The 'Circle of knowledge'

Look the annex or go to this link:

<file:///D:/Users/partavia/Desktop/scopeand%20sequence%20le%209th/Circle%20of%20Knowledge%20handout.pdf>

Students make charts about realities now and expectations in a future. (How do they see each other in 10 years from now?) or make a journal about how to build self-confidence  
<https://biglifejournal.com/blogs/blog/build-self-esteem-confidence-teens>

- Use excerpts from online journal writing resources such as those found here  
<https://esiflow.com/environmentlessonplans.html>  
<https://www.childrenandnature.org/2015/05/29/triple-impact-how-nature-education-can-change-the-world/>
- Provide details on a task that needs to be done to heal the world and make local and global actions in terms of environment matters  
<https://www.linguahouse.com/es/esl-lesson-plans/topic/environment-and-nature>  
[https://www.linguahouse.com/es/esl-lesson-plans/searchlessons?keywords=natural+phenomena&topic\[\]=Tps\\_fabc511b-b9f5-b594-5d04-e1097cfe3cd3#maintainScroll=1](https://www.linguahouse.com/es/esl-lesson-plans/searchlessons?keywords=natural+phenomena&topic[]=Tps_fabc511b-b9f5-b594-5d04-e1097cfe3cd3#maintainScroll=1)  
<https://www.linguahouse.com/es/esl-lesson-plans/topic/environment-and-nature>
- Use map of the world and try to make a research about pro and cons of the environmental disasters and problems according to every continent (5 groups).
- Role play
- Send email/text or WhatsApp message to friend about how to protect the world within your own house / community/ school.
- Trace a book or movie from initial ad/trailer, to excerpt, to reviews and then ask learners to review
- Work on a budget for an upcoming event using online helps like this one  
<http://www.hrblockdollarsandsense.com/ideas-info-for-parents/10-steps-to-help-your-teenager-create-a-budget-for-2015/>

- <https://www.linguahouse.com/es/esl-lesson-plans/general-english/talking-about-fashion>
- Show pages from websites and have learners give thumbs up or thumbs down on appearance, content, appeal to teens (use any of the themes) Eg.  
<https://www.linguahouse.com/esl-lesson-plans/topic/fashion>
- Promptcards <https://en.islcollective.com/english-esl-worksheets/vocabulary/people/advanced-conversation-promptcards-about-values-beliefs-ethic/1521>
- Comments and round tables  
<https://www.youtube.com/watch?v=u8k1XVgRMxM>  
Crazy interview  
<https://www.enotes.com/homework-help/what-difference-macro-culture-micro-culture-772199>
- Create a poets corner and have learners present readings from favorite poems or stories for the final moments of each class.
- Use T-charts to make comparisons on micro and macro cultures
- Use graphic organizer such as what I know, what I want to know, what I learned, as guide to listening to referents on the different themes being interviewed.  
<https://www.forbes.com/sites/sboyd/2016/03/14/10-fashion-icons-and-the-trends-they-made-famous/#7dcc121c1268>  
<https://www.youtube.com/watch?v=5Pgf34wSVmE>  
<https://www.youtube.com/watch?v=sX4DLQIIW9E>
- Ask learners to present written Q&A (examples can be found online) as a dialogue
- Incorporate the use of success memes in lesson plans. See memes online at  
<https://www.pinterest.com/pin/369365606921572869/>
- Use a video on how successful people initially failed such as the one found here  
<https://www.youtube.com/watch?v=zLYECijmnQs> .  
<http://iteslj.org/questions/family.html>
- How covid19 change our lives (macro/micro cultures)
- Additional activity would be to correct the printed portion of the presentation so that it uses upper and lower case and punctuation correctly.

<p>Dialogues about how to improve (Many activities)  <a href="https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf">https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf</a></p> <p>Students paste a piece of paper in their back and the others go around the class writing positive messages or qualities, then they comment with the group.</p> <p>Learners interact with infographic related to a topic that they think is important to comment at their age.</p> <p>After modeling by teacher, learners present a slide show or a video about values in the teenage world.</p> <p>Learners used gapped sentences to complete a review of a favorite book, song, sporting event, etc. and interact with other learners as they read and ask questions about the review.</p>		
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**Designed by Paola Artavia. English Regional Advisor. DRE- Occidente**

**Validated by Marianella Granados Sirias and Alfredo Ortega Cordero. National English Advisors. Department of Third Cycle and Diversified Education**

## Phonology

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Productive Practice – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

## **First Semester Integrated Project**

### **1 lesson per week for 12 weeks**

#### Suggestions:

- creative storybook (physical or digital) for building class understanding.
- a survey of school/community identifying dangerous places and providing ideas/actions to bring awareness/give solutions in order to avoid accidents
- writing a school/local bulletin/magazine about tips for healthy lifestyle habits

#### Week 1-3 Participating to Negotiate

1. Teacher introduces Integrated Project Options and the fact that the learners can choose to work on teams based on their interests or to work as a whole class on one project. Learners brainstorm ideas about the projects or suggest similar new ones. Suggested tool: Mindmaps.
2. Teacher reviews Essential Question and Unit Goals and learners continue to clarify (without yet choosing). Suggested tool: KWHL or KWL graphic organizer (What I know, want to know, how I will find out, what I learned)
3. Teacher introduces and learners practice Psycho-Social and Sociocultural aspects while negotiating and choosing and clarifying Integrated Project.
  - Appreciating others opinions, linguistic skills and abilities
  - Demonstrating positive disposition to collaborate with peers and teachers
  - Using positive communication skills when interacting
  - Showing interest, tolerance and respect to peers and families backgrounds
  - Respecting human rights principles and inclusiveness
  - Using conventions for turn-taking, politeness, choice of formal and informal language and respecting opinions when addressing others or working in groupsSuggested tool: Scenarios and role playing.

#### Week 4-6 Thinking for Planning

4. Learners “begin with the end in mind” by describing the completed project and agreeing on purpose. Suggested tools: assessment using SMART acronym – Specific, Measurable, Achievable, Relevant, Timely.
5. Learners continue to clarify by identifying Can Do Goals (both completed and to be completed) that will be needed for project and gathering additional information need. Suggested tools: Causal links, graphic organizers, 5 Ws and H – Who, what, when, where, why, how.
6. Learners complete Action Plans -- Assigning who/what/when for specific actions needed for either steps in Spoken Production (planning and organizing, rehearsing, producing and evaluating) or steps in Written Production (pre-writing, drafting, revising, and editing). Suggested tool: steps for production as explained in syllabus.

#### Week 7-9 Acting Out/Rehearsing

7. Focusing on either Spoken Production or Written Production steps and Psycho Social and Sociocultural aspects.
8. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.
9. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.

#### Week 10-12 Responding/Sharing/Evaluating

10. Presentations of projects with questions and answers

11. Presentations of projects with questions and answers
12. Evaluation of projects

## **Second Semester Integrated Project**

### **1 lesson per week for 12 weeks**

#### Suggestions:

- Research based on selected passages to seek information about cultural diversity in Costa Rica e.g. indigenous region, and ethnic groups and share the work with the class.
- Produce a scripted fashion show representing indigenous groups of Costa Rica or provinces.
- Produce a short play with individuals taking on the roles of different cultural groups of Costa Rica.
- Imagining the school as a community produce a news program with feature stories on the different cultures of the school, weather reports, restaurant reviews, etc.

#### Week 1-3 Participating to Negotiate

1. Teacher introduces Integrated Project Options and the fact that the learners can choose to work on teams based on their interests or to work as a whole class on one project. Learners brainstorm ideas about the projects or suggest similar new ones. Suggested tool: Mindmaps.
2. Teacher reviews Essential Question and Unit Goals and learners continue to clarify (without yet choosing). Suggested tool: KWHL or KWL graphic organizer (What I know, want to know, how I will find out, what I learned)
3. Teacher introduces and learners practice Psycho-Social and Sociocultural aspects while negotiating and choosing and clarifying Integrated Project.
4. Expresses willingness to contribute to the group work
5. Demonstrates self-monitoring on using coherent facial and gestures to convey meaning
6. Uses thinking and metacognitive skills as strategy for decision making
7. Shows openness towards new experiences, cultures, ideas
8. Demonstrates respect to other opinions and aspirations
9. Participates in collaborative work
10. Uses social convention (e.g. punctuality, dress, leave-taking)  
Suggested tool: Scenarios and role playing.

#### Week 4-6 Thinking for Planning

11. Learners “begin with the end in mind” by describing the completed project and agreeing on purpose. Suggested tools: assessment using SMART acronym – Specific, Measurable, Achievable, Relevant, Timely.
12. Learners continue to clarify by identifying Can Do Goals (both completed and to be completed) that will be needed for project and gathering additional information need. Suggested tools: Causal links, graphic organizers, 5 Ws and H – Who, what, when, where, why, how.
13. Learners complete Action Plans -- Assigning who/what/when for specific actions needed for either steps in Spoken Production (planning and organizing, rehearsing, producing and evaluating) or steps in Written Production (pre-writing, drafting, revising, and editing). Suggested tool: steps for production as explained in syllabus.

### Week 7-9 Acting Out/Rehearsing

14. Focusing on either Spoken Production or Written Production steps and Psycho Social and Sociocultural aspects.
15. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.
16. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.

### Week 10-12 Responding/Sharing/Evaluating

17. Presentations of projects with questions and answers
18. Presentations of projects with questions and answers
19. Evaluation of projects

## **Sample Activities & Assessment Techniques**

\* Mental maps \* Case studies \* Simple questionnaires \* Debate \* Web page \* UVE Heuristic \* Suggestions box \* Forum (blogs, wikis, webquest) \* Brainstorming \* Learning path \* Situation, Problem, Information, Resolution \* Game Role-play \* Improvisation \* Discussion groups \* Think-peer-sharing \* Pairs with an observer \* Positive feedback group \* The puzzle \* Use of mobile technology for self-assessment and co-evaluation and support of classroom work , Dialogues, audios) \* Demonstrations \* Teamwork reports \* Wall board \* Tournaments in learning teams \* Individual learning support teams \* Anecdotal notes, tags and cards. \* Venn diagram \* CQA chart (I know, I want to know and I learned) \* Semantic or conceptual maps \* Double entry matrixes: eg. Table T \* Double Entry Diaries \* Problem Solving Chart \* Frayer Model \* Picture to show that I think and decide \* Short tests of comprehension and oral and written production. \* Models \* Digital presentations \* Portfolio \* Folders \* School newspaper

\* Art exhibitions (short stories, small theater scenes, use of gestures) \* Evidence passport \* Self - assessment \* Peer assessment

## Online Resources

### 20 Free Stock Photo Websites

[https://blog.hootsuite.com/20-free-stock-photo-sites-social-media-images/?utm\\_source=twitter&utm\\_medium=owned\\_social&utm\\_campaign=ent\\_selfserve-bau-glo----social\\_hootsuite&hootPostID=8454726501a5c02e8b3566eb51aee886](https://blog.hootsuite.com/20-free-stock-photo-sites-social-media-images/?utm_source=twitter&utm_medium=owned_social&utm_campaign=ent_selfserve-bau-glo----social_hootsuite&hootPostID=8454726501a5c02e8b3566eb51aee886)

### American English

<https://americanenglish.state.gov>

The American English website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community.

### PBS Learning Media

<http://www.pbslearningmedia.org/>

PBS LearningMedia provides PreK-12 educators with access to free digital content and professional development opportunities designed to improve teacher effectiveness and learner achievement. PBS LearningMedia was developed in partnership with the WGBH Educational Foundation and is offered locally by 155 PBS licensees, representing 356 stations in 55 U.S. states and territories.

### Apps for Teaching English

<http://mastersinesl.com/essential-esl-app-guide/>

Masters in ESL provide ESL and TESOL teachers and learners a list of useful apps for every platform to help with crucial language learning processes.

### Sources On Using Podcasts

<http://busyteacher.org/14466-how-to-teach-listening-skills-using-online.html>

<http://busyteacher.org/22450-podcasts-esl-classroom-top-9-ways.html>

### iTunes

<http://www.itunescharts.net/us/charts/podcasts/>

## Sources for Podcast Dramas

<http://www.playmepodcast.com/listen-to-playme/> (Canadian)

<http://www.bbc.co.uk/podcasts/genre/drama> (United Kingdom)

<https://www.thepodcasthost.com/category/fiction-podcasts/fiction-podcast-of-the-week/> (variety)

## Sources for Literature-based Podcasts

<http://learn.org/articles/20-Free-Literary-Podcasts-Worth-Listening-To.html>