

Ministerio de Educación

Subsecretaría de Fundamentos
Educativos

Currículo
Priorizado para
la Emergencia
Área de Inglés

Ciclo Costa-Galápagos

2021-2022

MINISTERIO DE EDUCACIÓN

MINISTRA DE EDUCACIÓN

Monserrat Creamer Guillén

Viceministra de Educación

Isabel Maldonado Escobar

Viceministro de Gestión Educativa

Andrés Chiriboga Zumárraga

Subsecretaria de Fundamentos Educativos

José Alberto Flores Jácome

Directora Nacional de Currículo

Graciela Mariana Rivera Bilbao la Vieja

Directora Nacional de Estándares Educativos

Gabriela Serrano (E)

Elaboración: Equipo de cooperación Coordinación Zonal 6

Coordinadora del equipo: Fabiola Lorena Aguilar Piedra

Docentes de inglés de Zona 6:

Aida Cecilia Cajamarca Rojas

Rocío Alexandra García Avila

Poleth Alejandra Mendieta Sinche

Mayra Gabriela Pañi Molina

Ana Lucía Campos Orellana

Magno Olmedo Pacheco Bermeo

Guillermina Gabriela Castillo Castillo

Maria Eugenia Orellana Cobos

Sonia Mercedes Vallejo Vaca

Boris Adrián Juela Bermeo

María Asunción Inga Lafebre.

Lucia del Carmen León Albarracín

Edgar Patricio Lojano López



Introducción

La emergencia sanitaria que atraviesa el mundo entero y nuestro país producto del COVID-19, ha provocado que los centros educativos de diferentes sostenimientos reformulen sus planes pedagógicos con la finalidad de permitir la continuidad de aprendizajes en diferentes modalidades y escenarios, con el uso de herramientas diversas, metodologías e instrumentos de evaluación con el fin de lograr aprendizajes contextualizados, pertinentes y flexibles en sus diferentes ofertas, modalidades y escenarios que respondan a las problemáticas que el mundo enfrenta.

Bajo este contexto, es necesario replantear el rol de la escuela y de las familias con el compromiso de brindar una educación de calidad en condiciones de equidad. Esta es una oportunidad para generar las transformaciones que nuestro sistema educativo necesita.

A partir de este enfoque ponemos a disposición de las docentes y los docentes de la asignatura de inglés el currículo priorizado para la emergencia.

El currículo priorizado para la emergencia de la asignatura de inglés está elaborado con base a las destrezas con criterio de desempeño imprescindibles y los módulos de inglés del 1 al 6.

La distribución de contenidos que se realicen servirá de base para la elaboración de las planificaciones micro-curricular.





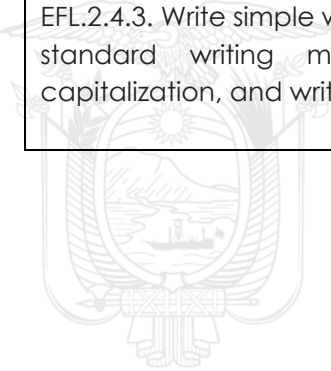
Subnivel Elemental of Educación General Básica:	ONE
<p>By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</p> <p>O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.</p> <p>O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</p> <p>O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.</p> <p>O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.</p> <p>O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.</p> <p>O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.</p>	
<p>Learning Objective:</p> <p>Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.</p>	<p>Values</p> <p>Conflict resolution, critical thinking, communication skills, decision making</p> <p>Emotional containment</p> <p>Conflicts are opportunities to learn. Conflict resolution requires skills that reduce tension, not increase it.</p> <p>When you have a conflict, which is the first thing that comes to your mind?</p> <p>What have you learned after a conflict?</p>



	<p>Identify 3 positive and negative attitudes in your family that they use when faced with a conflict.</p> <p>How do your actions contribute positively to your family, school and community?</p>
<p>Essential Contents</p> <p>Basic personal information Expressions of politeness in short dialogues or conversations Greetings and Introducing myself and Yourself There is / There are Action Verbs Understandig commands Describing objects Alphabet Verbs in Simple Present Tense Verb To Be in Present Personal Pronouns Counting from 1 to 50 Possessive Nouns WH Questions Writing simple words, phrases and sentences</p>	
<p>Skill and Performance criteria:</p> <p>EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)</p>	<p>Indicators for the Perfomance Criteria:</p> <p>I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3) Learners can understand the main ideas in short simple spoken texts. Learners can express basic ideas, initiate conv</p>



<p>EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: Please, sorry, thank you, etc.)</p> <p>EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)</p> <p>EFL 2.3.1. Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.</p> <p>EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).</p> <p>FL.2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: sea, mean, bee, etc.)</p> <p>EFL.2.4.3. Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.</p>	<p>Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery. Ref.I.EFL.2.9.1.</p> <p>I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4)</p> <p>I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)</p> <p>Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.). Ref I.EFL.2.17.1.</p>
---	---





<p>Subnivel Elemental of Educación General Básica:</p>	<p>TWO</p>
<p>By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</p> <p>O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.</p> <p>O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</p> <p>O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.</p> <p>O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.</p> <p>O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.</p> <p>O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.</p>	
<p>Learning Objective:</p> <p>Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.</p>	<p>Values</p> <p>Recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Diversity is the difference or distinction between people, animals or things. It implies the existence of variety, infinity, disparity or multiplicity.</p> <p>What do you understand by diversity?</p> <p>What makes you different from your friends and family?</p>



	<p>How do you think someone or something that is different from you should be treated?</p> <p>For the fact of being different, how would you wish to be treated?</p>
<p>Essential Contents</p> <p>Talk about their own surroundings Introduce yourself and oneself Bodies and Senses Understanding short Sentences and Commands Pronouncing the Alphabet Oral Description of Images Article a/an Prepositions of Place Verb to Be Vocabulary for School Subjects Occupations and Activities Present Progressive Present simple Family and school vocabulary Reading: a short text or a simple story Writing: short simple words, phrases and sentences</p>	
<p>Skill and Performance criteria:</p> <p>EFL.2.1.2 Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can recognize differences between where people live and write about their own surroundings, as well ask simple questions. (I.2, S.2) REF.(I.EFL.2.1.1)</p>



EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: What's your name? etc.)

EFL 2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.

EFL 2.4.4. Write simple words, phrases and sentences for controlled practice of language items.

EFL.2.4.5. Write simple sentences on familiar topics to communicate basic ideas.

EFL 2.3.6. Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)

EFL2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)

Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.). Ref I.EFL.2.17.1.

Learners can recognize differences between where people live and write about their own surroundings, as well ask simple questions. (I.2, S.2) REF.(I.EFL.2.1.1)

Learners can understand a short simple text on an everyday topic. Ref.EFL.2.12.1.(I.4)

I.EFL.2.18.1. Learners can write short simple phrases and sentences to show that they know how to use simple grammar or vocabulary items. (I.3, I.4)

Learners can produce a short simple sentence and a paragraph – with ample support on a variety of topics with the support of a model text. I.EFL.2.19.1 (I.3)

I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)

Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref.: I.EFL.2.7.1. (I.3)





<p>Subnivel Elemental of Educación General Básica:</p>	<p>THREE</p>
<p>By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</p> <p>O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.</p> <p>O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</p> <p>O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.</p> <p>O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.</p> <p>O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.</p> <p>O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.</p>	
<p>Learning Objective:</p> <p>Students will understand that certain actions of human beings have a negative and direct impact on the phenomena that happens in nature and that worsen environmental problems such as global warming, for raising awareness and making assertive and responsible decisions with the immediate environment, communicating it in various spaces and with nature-friendly resources.</p>	<p>Values</p> <p>Decision making, environmental care, responsibility, assertive communication, environmental awareness, recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Decision making, environmental care, responsibility, assertive communication, environmental awareness, recognition of diversity, empathy, effective communication.</p>



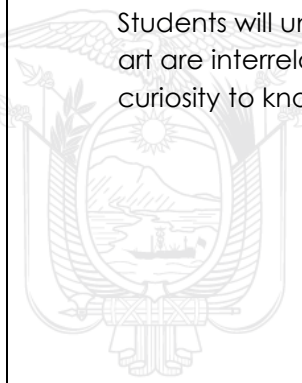
	<p>Environmental pollution is a phenomenon that affects the entire world.</p> <p>What negative impacts do you identify in your city? (Specify in relation to what)</p> <p>What positive changes do you identify that occurred while the world was paralyzed by the pandemic?</p> <p>What can you do to take care of your environment and avoid the accumulation of waste?</p> <p>List 3 good practices to reuse some wastes, both organic and inorganic</p>
<p>Essential Contents</p> <p>Talk about their own surroundings</p> <p>Introduce family members</p> <p>Talk about feelings and emotions</p> <p>Get to know my home</p> <p>Read beyond the story understand details.</p> <p>Recognize sounds of the alphabet and vowels.</p> <p>Use Negative and affirmative sentence</p> <p>Adjective to describe emotions</p> <p>Prepositions of place</p> <p>Talking about a place in the neighborhood</p> <p>Dairy products</p> <p>Food: fruits and vegetables.</p> <p>Frequency adverbs</p> <p>Listen and read stories</p> <p>Learn a song</p> <p>Write about food</p> <p>Plural words</p>	



Skill and Performance criteria:	Indicators for the Performance Criteria:
<p>EFL.2.1.2 Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)</p> <p>EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)</p> <p>EFL.2.2.10 Clap, move, chant, or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)</p> <p>EFL.2.5.2. Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.</p>	<p>Learners can recognize differences between where people live and write about their own surroundings.(I.2, S.2) REF.(I.EFL.2.1.1)</p> <p>Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref.: I.EFL.2.7.1. (I.3)</p> <p>Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly. Ref. I.EFL.2.8.1.</p> <p>Learners can report emotions and compose short responses to literary texts through words and images. Learners can generate and expand on personal opinions and responses to oral and written texts through TPR, playground games, and songs. Ref. I.EFL.2.22.1. (I.3, S.3)</p>





<p>Subnivel Elemental of Educación General Básica:</p>	<p>FOUR</p>
<p>By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</p> <p>O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.</p> <p>O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</p> <p>O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.</p> <p>O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.</p> <p>O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.</p> <p>O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.</p>	
<p>Learning Objective:</p> <p>Students will understand that history, technology, science and art are interrelate and evolve together, encouraging human curiosity to know and build a better world.</p> 	<p>Values</p> <p>Curiosity, security, self-care, respect, critical thinking, self-awareness</p> <p>Emotional containment</p> <p>The necessity to know about the world is innate; therefore, we need information to avoid risks.</p> <p>The opportunities offered by the development of science and technology show a world full of data that is immediately accessible to everyone.</p> <p>Write down 3 aspects that draw your attention to the development of history, science, technology and art.</p>



	<p>Talk with your family about the impacts that the development of history, science, technology and art has had.</p>
<p>Essential Contents</p> <p>Story structure: beginning, middle, end. Main ideas in a short simple text on a cross-curricular topic. Numbers School clothes and classroom objects. WH – questions (understand the use/speaking): what, who, where, when Present simple tense Pronouns: I, he, she, it, we, you, they. Verb to be: am / is / are. Expressions of time Meals of the day Present continuous Countable/ uncountable nouns There is /are and questions Prepositions Can/ can't</p>	
<p>Skill and Performance criteria:</p> <p>Listen to and read short narratives and/or other oral and written texts (with a preference for authentic texts) in order to stimulate imagination, curiosity and a love for reading. REF. EFL.2.5.4.</p> <p>EFL 2.4.8 Complete a basic survey or a questionnaire by providing personal details.</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can demonstrate an affinity for a variety of literary texts in order to stimulate imagination and curiosity for reading. Ref I.EFL.2.23.1 (I.1, I.4) Learners can write information in a simple survey form or questionnaire. Ref I.EFL.2.20.1.</p> <p>Learners can understand the main ideas in a short simple text on a cross-curricular* topic. Ref. I.EFL.2.16.1. (I.2)</p>

<p>EFL 2.3.7. Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)</p> <p>EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)</p> <p>EFL 2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.</p>	<p>*The content is from other school subjects like art, music, math, science, geography."</p> <p>Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref.: I.EFL.2.7.1. (I.3) "</p> <p>Learners can recognize differences between where people live and write about their own surroundings, as well ask simple questions. (I.2, S.2) REF.(I.EFL.2.1.1)</p>
--	--

<p>Subnivel Elemental of Educación General Básica:</p>	<p>FIVE</p>
<p>By the end of Snivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <ul style="list-style-type: none"> O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts. O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence. O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English. O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills. 	



O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
 O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
 O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
 O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.

Learning Objective:

Students will understand that health, culture and entertainment are fundamental axes in the development of the life project and their dissemination is important through artistic and cultural manifestations

Values

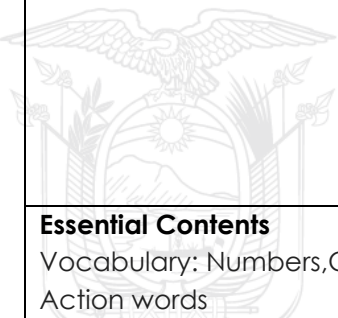
Care, self-determination, decision-making, self-knowledge

Emotional containment

- A project of life helps us to organize and plan our goals, dreams, purposes,
- Have you ever wondered what you would like in the coming years?
- What is the subject you like the most?
- What activities do you like or would you like to do?
- What do you need to improve your skills?
- What can you do to improve your eating and health care habits?
- Do you think Cultural and artistic activities develop creative abilities?
- What would you like to learn?

Essential Contents

Vocabulary: Numbers, Colors, Food
 Action words
 Adjectives to describe a person
 Present simple tense





Nouns (place/ person/ animal/ thing). Singular and Plural.
 Articles: a / an
 Noun + verb.
 Pronouns
 Shapes
 Short descriptions – paragraphs.
 Possessive pronouns: my, your, his, her, their, ours.
 WH – questions (understand the use/speaking): what, who, where, when, why.
 There is /are and questions
 Prepositions

Skill and Performance criteria:

Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations REF EFL.2.1.4.

EFL.2.2.14. Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: Where do you live? Do you have a bicycle? Etc.)

EFL 2.3.7. Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)

EFL 2.4.8 Complete a basic survey or a questionnaire by providing personal details.
 Apply ICT and/or other resources to communicate. REF EFL.2.5.5.

Indicators for the Performance Criteria:

Learners ask questions about how other people live. REF. I.EFL.2.2.A. (J.3,S.1)

Learners can interact using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Ref. I.EFL.2.10.1. (I.3)

Learners can understand the main ideas in a short simple text on a cross-curricular* topic. Ref. I.EFL.2.16.1. (I.2)

Learners can write information in a simple survey form or questionnaire. Ref I.EFL.2.20.1.

Learners can communicate thoughts, feelings, and/or personal experiences through a range of resources and other media, including ICT. Ref I.EFL.2.24.1. (I.2, I.3, I.4)



Subnivel Elemental of Educación General Básica:	SIX
<p>By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</p> <p>O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.</p> <p>O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</p> <p>O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.</p> <p>O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.</p> <p>O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.</p> <p>O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.</p>	
<p>Learning Objective:</p> <p>Students will understand that Ecuador is part of a megadiverse and multicultural world, contributing to the construction and care of a more just and equitable human society through assertive communication in its near and distant environment.</p>	<p>Values</p> <p>Justice, fairness, empathy, assertive communication, respect</p> <p>Emotional containment</p> <p>Human beings are different from each other and belong to different cultures.</p> <p>How different are my family members?</p> <p>How equal are we?</p>



	<p>What men and women have in common?</p> <p>What is equity? Why talk about equity?</p> <p>What actions can you take with your family to promote a more just and equitable society?</p>
<p>Essential Contents</p> <p>"Vocabulary: animals, colors and numbers, Means of transportation Seasons of the year Adjectives Present simple tense Pronouns: I, he, she, it, we, you, they. Verb to be: am/is/are Present continuous Short descriptions – 2 paragraphs. WH – questions (understand the use/speaking): what, who, where, when, why. Regular and irregular verbs Prepositions Like/ dislike Simple Phrasal verbs</p>	
<p>Skill and Performance criteria:</p> <p>EFL.2.1.2 Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, Country/city, etc.) "</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can recognize differences between where people live and write about their own surroundings, as well ask simple questions. (I.2, S.2) REF.(I.EFL.2.1.1)</p> <p>Learners can understand the main ideas in short simple spoken texts. Ref.: I.EFL.2.6.1. (I.3) "</p>



EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: What is your name? etc.)

EFL 2.3.10. Read a variety of simple text-types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)

EFL 2.4.6 Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)

Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities. REF EFL.2.5.9.

Learners can understand the main ideas in a short simple text on a cross curricular* topic. Ref. I.EFL.2.16.1. (I.2)

Learners can produce a short simple sentence and a paragraph – with ample support - on a variety of topics with the support of a model text. I.EFL.2.19.1 (I.3)

Learners can utilize a range of creative thinking skills to show a respect for sharing and accepting different ideas through brainstorms REF .EFL.2.25.1. (J3, S4)





ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

<p>Subnivel Medio of Educación General Básica:</p>	<p>ONE</p>
<p>By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 3.1 Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts.</p> <p>O.EFL 3.2 Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.</p> <p>O.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 3.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 3.5 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.</p> <p>O.EFL 3.6 Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 3.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.</p> <p>O.EFL 3.8 Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.</p> <p>O.EFL 3.9 Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks, which require a direct exchange of information.</p> <p>O.EFL 3.10 Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.</p>	
<p>Learning Objective:</p> <p>Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently</p>	<p>Values</p> <p>Conflict resolution, critical thinking, communication skills, decision making</p> <p>Emotional containment</p> <p>Conflicts are opportunities to learn. Conflict resolution requires skills that reduce tension, not increase it.</p>



When you have a conflict, which is the first thing that comes to your mind?
 What have you learned after a conflict?

Identify 3 positive and negative attitudes in your family that they use when faced with a conflict.

How do your actions contribute positively to your family, school and community?

Essential Contents

- Class rules
- Ways to help others, at school and in the community
- Making a recipe
- Use of adjectives and food vocabulary
- Writing the directions to get from one place to another
- Listen to instructions
- Short simple text-types and narratives
- Linking words
- Parts of a paragraph
- Lifetime Activities
- Greeting and commands
- School and students
- Recycling paper
- Dates and years
- Frequency adverbs
- Money, collections
- Present Perfect tense
- Giving your opinion



Skill and Performance criteria:	Indicators for the Performance Criteria:
<p>EFL 3.1.2. Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)</p> <p>EFL 3.1.7. Demonstrate appropriate classroom behaviors by participating in small group or whole class discussions. (Example: being courteous, respecting the person and property of others, etc.)</p> <p>EFL 3.3.1. Understand most of the details of the content of a short simple text (online or print).</p> <p>EFL 3.3.10. Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Example: simple science experiments, instructions for an art project, etc.)</p> <p>EFL 3.4.3. Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)</p> <p>EFL 3.4.6. Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)</p> <p>EFL 3.2.3. Record key items of specific information from a heard message or description, either in written form or by drawing a picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)</p> <p>EFL 3.2.7. Identify the main idea of short, clear, simple messages and announcements, understand sentences, and frequently used expressions</p>	<p>I.EFL.3.2.1. Learners can say ways to take care of the environment and one's surroundings. Learners can identify and exhibit socially responsible behaviors at home, at school and towards the environment. (J.3, S.1)</p> <p>I.EFL.3.11.1. Learners can understand most details in a short simple online or print text and can follow short instructions. (I.3, I.4)</p> <p>I.EFL.3.18.1. Learners can write short simple text-types and narratives, online and in print, using appropriate language, layout and linking words. (I.3, J.2)</p> <p>Learners can record and identify key information from a spoken message of immediate need or interest. (I.2, I.3) (REF I.EFL.3.7.1.)</p>



<p>related to areas of immediate relevance. (Example: follow verbal instructions for a game, ask for prices at a store, follow simple classroom instructions, describe places nearby, etc.)</p>	
---	--

<p>Subnivel Medio of Educación General Básica:</p>	<p>TWO</p>
<p>By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <ul style="list-style-type: none"> O.EFL 3.1 Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts. O.EFL 3.2 Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence. O.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. O.EFL 3.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English. O.EFL 3.5 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems. O.EFL 3.6 Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought. O.EFL 3.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts. O.EFL 3.8 Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence. O.EFL 3.9 Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks, which require a direct exchange of information. O.EFL 3.10 Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups. 	



<p>Learning Objective:</p> <p>Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.</p>	<p>Valores para trabajar junto al objetivo:</p> <p>Values</p> <p>Recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Diversity is the difference or distinction between people, animals or things. It implies the existence of variety, infinity, disparity or multiplicity.</p> <p>What do you understand by diversity?</p> <p>What makes you different from your friends and family?</p> <p>How do you think someone or something that is different from you should be treated?</p> <p>For the fact of being different, how would you wish to be treated?</p>
<p>Essential Contents</p> <p>Writing a short descriptive paragraph</p> <p>People and culture</p> <p>Basic interpersonal interactions</p> <p>Main ideas reading comprehension</p> <p>Writing a description about a familiar topic</p> <p>Designing a graphic short story</p> <p>Recipes</p> <p>Cookies, fruits and vegetables</p> <p>Some/any quantifiers</p> <p>Present simple tense</p> <p>Comparatives and superlatives</p>	



<p>Past simple tense Frequency adverbs Means of transport/pollution Future tense: will</p>	
<p>Skill and Performance criteria:</p> <p>EFL 3.1.1. Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.</p> <p>EFL 3.2.9. React appropriately to what others say using verbal/non-verbal back-channeling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: Oh! Yes! Thanks. And you? Etc.)</p> <p>EFL 3.2.12. Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions, give directions, express a personal opinion, etc.)</p> <p>EFL 3.3.8. Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)</p> <p>EFL 3.4.2. Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words)</p> <p>EFL 3.5.2. Create picture books and/ or other graphic expressions in pairs in class by varying scenes, characters or other elements of literary texts.</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can show an awareness of different cultures and identify similarities and differences between them in oral and written short texts. (I.2, S.2, J.1) (REF I.EFL.3.1.1.)</p> <p>Learners can use back-channeling to react appropriately to what others say about familiar topics in predictable, everyday situations and when carrying out pair work for a specific task in class. (I.3, J.3)(REF I.EFL.3.10.1)</p> <p>Learners can make and support inferences using evidence from texts and features of written English. (I.2, J.3)(REF I.EFL.3.15.1.)</p> <p>Learners can write short simple paragraphs to describe people, places, animals, things and feelings, with limited support. (I.3, S.1)(REF I.EFL.3.17.1.)</p> <p>Create picture books, graphic expressions and personal stories by adapting elements of literary texts. (I.3, S.3)(REF I.EFL.3.22.1)</p>



<p>Subnivel Medio of Educación General Básica:</p>	<p>THREE</p>
<p>By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 3.1 Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts.</p> <p>O.EFL 3.2 Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.</p> <p>O.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 3.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 3.5 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.</p> <p>O.EFL 3.6 Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 3.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.</p> <p>O.EFL 3.8 Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.</p> <p>O.EFL 3.9 Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.</p> <p>O.EFL 3.10 Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.</p>	
<p>Learning Objective:</p> <p>Students will understand that certain actions of human beings have a negative and direct impact on the phenomena that happens in nature and that worsen environmental problems such as global warming, for raising awareness and making assertive and responsible decisions with the immediate environment, communicating it in various spaces and with nature-friendly resources.</p>	<p>Values</p> <p>Decision making, environmental care, responsibility, assertive communication, environmental awareness, recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Environmental pollution is a phenomenon that affects the entire world.</p>



	<p>What negative impacts do you identify in your city? (Specify in relation to what)</p> <p>What positive changes do you identify that occurred while the world was paralyzed by the pandemic?</p> <p>What can you do to take care of your environment and avoid the accumulation of waste?</p> <p>List 3 good practices to reuse some wastes, both organic and inorganic</p>
<p>Essential Contents</p> <p>Adventure, cultural, ecotourism Religious and Ecotourism Music adjectives Comparatives and superlatives My favorite music Interviews Vocabulary comprehension Skimming and scanning Short paragraphs Long and short actions in the past</p>	
<p>Skill and Performance criteria:</p> <p>EFL 3.1.2. Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)</p> <p>EFL 3.5.1. Use audio, video and pictures to respond to a variety of literary texts through online or in-class ICT activities.</p>	<p>Indicators for the Performance Criteria:</p> <p>I.EFL.3.2.1. Learners can say ways to take care of the environment and one's surroundings. Learners can identify and exhibit socially responsible behaviors at home, at school and towards the environment. (J.3, S.1)</p>

<p>EFL 3.5.5. Evaluate literary texts (both written and oral, online, in video or in print) according to pre-established criteria. (Example: completing a checklist, a chart, a personal response, etc.)"</p> <p>EFL 3.4.6. Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)</p> <p>EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.</p>	<p>I.EFL.3.21.1. Learners can employ audio, video, pictures and ICT to respond to oral and written texts and use pre-established criteria to evaluate literary texts individually or in groups. (I.2, I.3, I.4)</p> <p>I.EFL.3.18.1. Learners can write short simple text-types and narratives, online and in print, using appropriate language.(I.3, J.2)</p> <p>Learners can match, label and answer simple questions about basic details in a short simple cross-curricular text. (I.2, S.1)(REF I.EFL.3.12.1)</p>
--	--

<p>Subnivel Medio of Educación General Básica:</p>	<p>FOUR</p>
<p>By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <ul style="list-style-type: none"> ○.EFL 3.1 Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts. ○.EFL 3.2 Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence. ○.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. ○.EFL 3.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English. ○.EFL 3.5 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems. ○.EFL 3.6 Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought. 	



O.EFL 3.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.

O.EFL 3.8 Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.

O.EFL 3.9 Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.

O.EFL 3.10 Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.

Learning Objective:

Students will understand that history, technology, science and art are interrelate and evolve together, encouraging human curiosity to know and build a better world.

Values

Curiosity, security, self-care, respect, critical thinking, self-awareness

Emotional containment

The necessity to know about the world is innate; therefore, we need information to avoid risks.

The opportunities offered by the development of science and technology show a world full of data that is immediately accessible to everyone.

Write down 3 aspects that draw your attention to the development of history, science, technology and art.

Talk with your family about the impacts that the development of history, science, technology and art has had.

Essential Contents

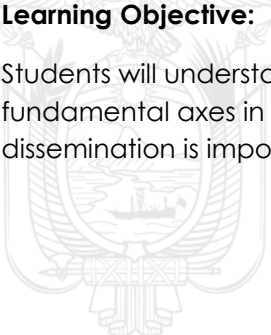
Fairy tales
 Sport events
 Simple present
 Simple past tense of regular verbs





<p>Future tense Questions/ answers with simple past tense Comparisons Connectors Adverbs Adjectives modals have to- may/might</p>	
<p>Skill and Performance criteria:</p> <p>Exchange basic personal preferences in order to express likes and dislikes. REF EFL 3.1.3.</p> <p>EFL 3.2.15. Provide a simple description and/or opinion of a common object or a simple account of something experienced. (Example: an Ecuadorian celebration, a class trip, a party, a game played, etc.)</p> <p>EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.</p> <p>EFL 3.4.6. Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)</p> <p>EFL 3.5.3. Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can employ a range of verbal and nonverbal communication features to express likes and dislikes REF I.EFL.3.3.1. (I.3, S.4)</p> <p>Learners can describe simple, familiar situations and talk about experiences. REF I.EFL.3.9.1.(I.3, J.3)</p> <p>Learners can match, label and answer simple questions about basic details in a short simple cross-curricular text.. (I.2, S.1)(REF I.EFL.3.12.1)</p> <p>I.EFL.3.18.1. Learners can write short simple text-types and narratives, online and in print, using appropriate language, layout and linking words. (I.3, J.2)</p> <p>I.EFL.3.23.1. Learners can create and produce short texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes. (I.1, I.3)</p>



<p>Subnivel Medio of Educación General Básica:</p>	<p>FIVE</p>
<p>By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 3.1 Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts.</p> <p>O.EFL 3.2 Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.</p> <p>O.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 3.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 3.5 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.</p> <p>O.EFL 3.6 Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 3.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.</p> <p>O.EFL 3.8 Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.</p> <p>O.EFL 3.9 Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.</p> <p>O.EFL 3.10 Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.</p>	
<p>Learning Objective:</p> <p>Students will understand that health, culture and entertainment are fundamental axes in the development of the life project and their dissemination is important through artistic and cultural manifestations</p> 	<p>Values</p> <p>Care, self-determination, decision-making, self-knowledge</p> <p>Emotional containment</p> <p>A project of life helps us to organize and plan our goals, dreams, purposes,</p> <p>Have you ever wondered what you would like in the coming years?</p> <p>What is the subject you like the most?</p>



	<p>What activities do you like or would you like to do?</p> <p>What do you need to improve your skills?</p> <p>What can you do to improve your eating and health care habits?</p> <p>Do you think Cultural and artistic activities develop creative abilities?</p> <p>What would you like to learn?</p>
<p>Essential Contents</p> <p>Express likes and dislikes. Types of music Instruments Rhythms Reading: The royalty in the Inca empire Adjectives Simple present Verb to be in past tense Future tense Simple past tense of regular verbs Questions/ answers with simple past tense Time expressions (present/past) WH questions and answers Connectors Adverbs Have you ever...? have to vs need to</p>	
<p>Skill and Performance criteria:</p>	<p>Indicators for the Performance Criteria:</p>



EFL 3.1.5. Describe, read about, participate in or recommend a favorite activity, book, song or other interest to various audiences. (Example: peers, other classes, teachers, other adults, etc.)

EFL 3.2.14. Make and respond to invitations, suggestions, apologies and requests.

EFL 3.3.9. Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)

EFL 3.4.1. Make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.)

Create a brainstorm and/or draw a mind map to describe and organize ideas or organize useful information from different texts. REF EFL 3.5.6.

I.EFL.3.3.1. Learners can employ a range of verbal and nonverbal communication features to express likes, dislikes, and can give recommendations in basic yet effective terms. (I.3, S.4)

I.EFL.3.9.1. Learners can answer simple questions quickly and initiate basic interaction spontaneously when given opportunities. (Example: make an invitation, give a suggestion, etc.) Learners can describe simple, familiar situations and talk about past experiences. (I.3, J.3)

Learners can identify and use reading strategies to make written text more comprehensible and meaningful. (I.2, S.1) (REF)

I.EFL.3.16.1. Learners can make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, a set of flashcards, etc.) (I.1, J.4)

Learners can create brainstorms and/ or draw mind maps to describe and organize ideas or useful information from different texts. (I.4, S.4, J.3)(REFI.EFL.3.24.1.)





<p>Subnivel Medio of Educación General Básica:</p>	<p>SIX</p>
<p>By the end of Subnivel Medio of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 3.1 Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts.</p> <p>O.EFL 3.2 Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.</p> <p>O.EFL 3.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p>O.EFL 3.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.</p> <p>O.EFL 3.5 Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.</p> <p>O.EFL 3.6 Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 3.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.</p> <p>O.EFL 3.8 Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.</p> <p>O.EFL 3.9 Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.</p> <p>O.EFL 3.10 Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.</p>	
<p>Learning Objective:</p> <p>Students will understand that Ecuador is part of a megadiverse and multicultural world, contributing to the construction and care of a more just and equitable human society through assertive communication in its near and distant environment</p>	<p>Values</p> <p>Justice, fairness, empathy, assertive communication, respect</p> <p>Emotional containment</p> <p>Human beings are different from each other and belong to different cultures.</p> <p>How different are my family members?</p> <p>How equal are we?</p>



	<p>What men and women have in common?</p> <p>What is equity? Why talk about equity?</p> <p>What actions can you take with your family to promote a more just and equitable society?</p>
<p>Essential Contents</p> <p>Short stories</p> <p>Places</p> <p>Prepositions</p> <p>Verb to be in past tense</p> <p>Simple past tense of regular verbs</p> <p>Past progressive</p> <p>Time expressions</p> <p>Connectors</p> <p>Adverbs</p> <p>Simple present (review)</p> <p>Past tense (review)</p> <p>Future (review) Will vs going to</p> <p>Reading: Solar system</p> <p>Reading: The Universe</p> <p>Participles as subjects</p> <p>Writing process: short text</p>	
<p>Skill and Performance criteria:</p> <p>EFL 3.5.8. Create stories, poems, songs, dances and plays including those that reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (Example: purpose, settings, audience, voice, rhythm, etc.)</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can create stories, poems, songs and plays to reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (S.2, J.1)(REFI.EFL.3.25.1.)</p>



<p>EFL 3.1.4. Use a variety of oral, print and electronic forms for social communication and for writing to oneself. (Example: friendly notes, invitations, diary entries, notes to self, electronic messages, etc.)</p> <p>EFL 3.2.13. Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.</p> <p>EFL 3.3.3. Identify the meaning of specific content-based words and phrases, with the aid of visual support.</p> <p>EFL 3.4.2. Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words)</p>	<p>I.EFL.3.5.1. Learners can employ various print and digital sources in order to communicate with others in oral and written form in social situations. (J.3, S.1, S.4)</p> <p>I.EFL.3.9.1. Learners can answer simple questions quickly and initiate basic interaction spontaneously when given opportunities. (Example: make an invitation, give a suggestion, etc.) Learners can describe simple, familiar situations and talk about past experiences. (I.3, J.3)</p> <p>Learners can determine the meaning of specific content-based words and phrases when accompanied by visual support REF I.EFL.3.13.1 (I.2, I.3)</p> <p>Learners can write short simple paragraphs to describe people, places, animals, things and feelings, with limited support. (I.3, S.1)(REF I.EFL.3.17.1.)</p>
---	--





Subnivel Superior of Educación General Básica:	ONE
<p>By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.</p> <p>O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.</p> <p>O.EFL 4.3 Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.</p> <p>O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</p> <p>O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.</p> <p>O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.</p> <p>O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</p> <p>O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.</p>	
<p>Learning Objective:</p> <p>Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.</p>	<p>Values</p> <p>Conflict resolution, critical thinking, communication skills, decision making</p> <p>Emotional containment</p> <p>Conflicts are opportunities to learn. Conflict resolution requires skills that reduce tension, not increase it.</p>



	<p>When you have a conflict, which is the first thing that comes to your mind? What have you learned after a conflict?</p> <p>Identify 3 positive and negative attitudes in your family that they use when faced with a conflict.</p> <p>How do your actions contribute positively to your family, school and community?</p>
--	--

Essential Contents

A weekly journal entry about a cross-cultural experience.
 Reading a text and answering information questions.
 Reading for skimming and for scanning.
 Making a poster for a school campaign to increase awareness about animal cruelty.
 Present Simple (Review)
 yes/no questions Wh-questions
 Present Continuous
 Past Continuous
 Determiners and Gerunds: ing forms
 Strong Adjectives and Adverbs
 Simple present and continuous
 Verbs + infinitive / ing
 Past Tense-Regular and Irregular
 Question forms
 Phrasal verbs

Short news article and completing an outline.



Skill and Performance criteria:	Indicators for the Performance Criteria:
<p>EFL 4.1.10. Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to face relationships based on communication and cooperation.</p> <p>EFL 4.2.3. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)</p> <p>EFL 4.2.6. Use other students' contributions in class as models for their own.</p> <p>EFL 4.3.1. Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.</p> <p>EFL 4.4.1. Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose.</p> <p>EFL 4.4.4. Write to describe feelings/ opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p> <p>EFL 4.4.5. Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.)</p>	<p>Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions REF (I.EFL.4.5.1.). (J.3, S.1, S.4)</p> <p>Learners can follow and understand short straight foward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. REF (I.EFL.4.7.1.) (I.2, I.3, S.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p>

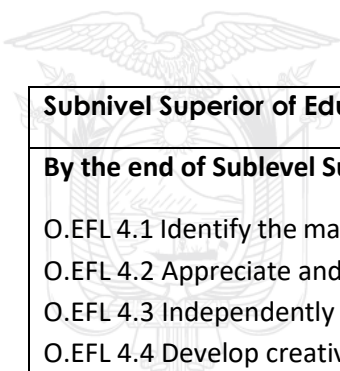


<p>Subnivel Superior of Educación General Básica:</p>	<p>TWO</p>
<p>By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.</p> <p>O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.</p> <p>O.EFL 4.3 Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.</p> <p>O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</p> <p>O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.</p> <p>O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.</p> <p>O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</p> <p>O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.</p>	
<p>Learning Objective:</p> <p>Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.</p>	<p>Values</p> <p>Recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Diversity is the difference or distinction between people, animals or things. It implies the existence of variety, infinity, disparity or multiplicity.</p> <p>What do you understand by diversity?</p> <p>What makes you different from your friends and family?</p>



	<p>How do you think someone or something that is different from you should be treated?</p> <p>For the fact of being different, how would you wish to be treated?</p>
<p>Essential Contents</p> <p>Possessive adjectives. Future: be going to and present continuous. Modals: have to and must. Quantifiers; Some/any; a few/many; A lot of, a few/a little. Do vs. Make Past Simple and continuous. Relative clauses Present perfect Simple past vs. present perfect Listening for general and specific information Communicate needs and information clearly in simple terms. Reading a text in a familiar content area subject. Compare and contrast information. Researching and writing a short paragraph about a new topic and using appropriate references to support your ideas.</p>	
<p>Skill and Performance criteria:</p> <p>EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) EFL 4.2.5. Understand most changes in the topic of discussion if people speak slowly.</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. (I.EFL.4.6.1.) (I.3, S.1, J.4) Learners can communicate personal information and basic immediate needs in simple terms using grammatical structures and vocabulary seen in class</p>

<p>EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)</p> <p>EFL 4.3.5. Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</p> <p>EFL 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)</p> <p>EFL 4.4.2. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.</p>	<p>(although there may and / frequent basic errors) REF. (I.EFL.4.8.1.) (I.1, I.2, I.3, S.1)</p> <p>Learners can employ a range of reference materials and sources, both online and in print, in order to select ideas, answer inquiries, find relationships and relate ideas between different subject areas. REF. (I.EFL.4.12.1.) (I.1, I.2, J.2)</p> <p>Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. REF. (I.EFL.4.16.1.) (I.1, I.3, I.4, J.2, J.4)</p>
---	--



<p>Subnivel Superior of Educación General Básica:</p>	<p>THREE</p>
<p>By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.</p> <p>O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.</p> <p>O.EFL 4.3 Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.</p> <p>O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</p>	



O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.

O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.

O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.

O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.

O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.

Learning Objective:

Students will understand that certain actions of human beings have a negative and direct impact on the phenomena that happens in nature and that worsen environmental problems such as global warming, for raising awareness and making assertive and responsible decisions with the immediate environment, communicating it in various spaces and with nature-friendly resources.

Values

Decision making, environmental care, responsibility, assertive communication, environmental awareness, recognition of diversity, empathy, effective communication

Emotional containment

Environmental pollution is a phenomenon that affects the entire world.

What negative impacts do you identify in your city? (Specify in relation to what)

What positive changes do you identify that occurred while the world was paralyzed by the pandemic?

What can you do to take care of your environment and avoid the accumulation of waste?

List 3 good practices to reuse some wastes, both organic and inorganic





<p>Essential Contents</p> <p>Creating a poster about environment Clothing Grocery shopping Modals (would like, would rather) Preposition of time Wh questions (How much-how many) Comparatives and superlatives Weather report (simple past/present perfect) Advice on recycling Prepositional phrases Predictions about future Travel Plans Studying careers Professions</p>	
<p>Skill and Performance criteria:</p> <p>EFL 4.1.2. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</p> <p>EFL 4.1.9. Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect."</p> <p>EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in</p>	<p>Indicators for the Performance Criteria:</p> <p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)</p> <p>Learners can communicate personal information and basic immediate needs in simple terms using grammatical structures and vocabulary seen in class (although there may and / frequent basic errors) REF. (I.EFL.4.8.1.) (I.1, I.2, I.3, S.1)</p> <p>I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p>

<p>class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)</p> <p>EFL 4.2.11. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.)</p> <p>EFL 4.4.2. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.</p> <p>EFL 4.5.4. Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. REF. (I.EFL.4.16.1.) (I.1, I.3, I.4, J.2, J.4)</p> <p>Learners can create short, original texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles and appropriate vocabulary. (I.EFL.4.20.1.) (I.1, I.3)</p>
---	--

<p>Subnivel Superior of Educación General Básica:</p>	<p>FOUR</p>
<p>By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.</p> <p>O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.</p> <p>O.EFL 4.3 Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.</p> <p>O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</p> <p>O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.</p> <p>O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p>	



O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.

O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.

O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.

Learning Objective:

Students will understand that history, technology, science and art are interrelate and evolve together, encouraging human curiosity to know and build a better world.

Values

Curiosity, security, self-care, respect, critical thinking, self-awareness

Emotional containment

The necessity to know about the world is innate; therefore, we need information to avoid risks.

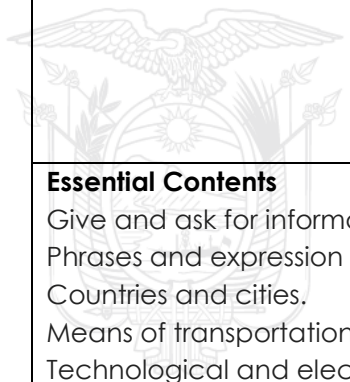
The opportunities offered by the development of science and technology show a world full of data that is immediately accessible to everyone.

Write down 3 aspects that draw your attention to the development of history, science, technology and art.

Talk with your family about the impacts that the development of history, science, technology and art has had.

Essential Contents

Give and ask for information
 Phrases and expression related to history, technology, science and art.
 Countries and cities.
 Means of transportation
 Technological and electronical devices





Creator, creations/ inventions / inventors
 Historical facts
 Present perfect
 Conditionals
 Use of some and any.
 How much and how many (countable and uncountable
 Writing texts.

Skill and Performance criteria:

Seek and provide information and assistance, orally or in writing and in online interactions, for personal, social and academic purposes. REF EFL 4.1.6.

EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)

EFL 4.3.6. Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.

EFL 4.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.

EFL 4.5.4. Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.

Indicators for the Performance Criteria:

Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online. REF I.EFL.4.4.1. (J.2, J.3, J.4, I.3)

Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. (I.EFL.4.6.1.) (I.3, S.1, J.4)

Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. REF. (I.EFL.4.13.1) (I.2, I.4, J.4)

Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process. REF. (I.EFL.4.17.1.) (I.1, I.3, S.4, J.2, J.4)

Learners can create short, original texts, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts. REF I.EFL.4.20.1. (I.1, I.3)



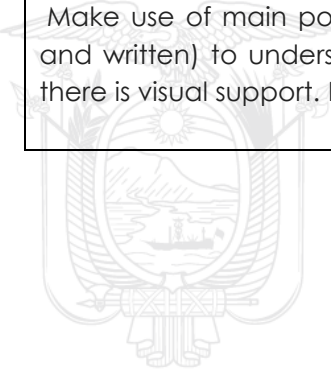
<p>Subnivel Superior of Educación General Básica:</p>	<p>FIVE</p>
<p>By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.</p> <p>O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.</p> <p>O.EFL 4.3 Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.</p> <p>O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</p> <p>O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.</p> <p>O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.</p> <p>O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</p> <p>O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.</p>	
<p>Learning Objective:</p> <p>Students will understand that health, culture and entertainment are fundamental axes in the development of the life project and their dissemination is important through artistic and cultural manifestations</p>	<p>Values</p> <p>Care, self-determination, decision-making, self-knowledge</p> <p>Emotional containment</p> <p>A project of life helps us to organize and plan our goals, dreams, purposes,</p> <p>Have you ever wondered what you would like in the coming years?</p> <p>What is the subject you like the most?</p> <p>What activities do you like or would you like to do?</p>



	<p>What do you need to improve your skills?</p> <p>What can you do to improve your eating and health care habits?</p> <p>Do you think Cultural and artistic activities develop creative abilities?</p> <p>What would you like to learn?</p>
<p>Essential Contents</p> <p>Health care</p> <p>Healthy habits</p> <p>Medicine</p> <p>Diseases/ illness</p> <p>Modals (could, might, may, should, must)</p> <p>Professions and occupational places</p> <p>Adjectives -Synonyms / antonyms</p> <p>Second and third conditional</p> <p>There is / There are review</p> <p>Prepositions of place</p> <p>Regular /irregular plural</p> <p>Reading: Skimming and scanning (mystery and Superstitions)</p> <p>Ghosts/ paranormal activities/ witches</p> <p>Unreal world</p> <p>Relative clauses (Which and that)</p> <p>Articles: a / an, the, and zero article.</p> <p>Accidents and emergencies e.g. bump your head, pass out.</p> <p>Future tense predictions and intentions with “will” and plans with “going to.</p> <p>Reported questions and requests.</p> <p>Modals of deduction: present.</p>	



Skill and Performance criteria:	Indicators for the Performance Criteria:
<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social situations in order to communicate specific intentions in online or virtual interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) REF EFL 4.1.8.</p> <p>EFL 4.2.12. Describe habits, routines, past activities and experiences within the personal and educational domains.</p> <p>EFL 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)</p> <p>EFL 4.4.4. Write to describe feelings/ opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Make use of main points in texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. REF EFL 4.5.1.</p>	<p>Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or virtual social and classroom interactions. REF I.EFL.4.4.1. (J.2, J.3, J.4, I.3)</p> <p>Learners can use simple language to describe, compare and state facts about familiar everyday topics in short, structured situations, interacting with relative ease. REF I.EFL.4.9.1. (I.3, I.4, S.4)</p> <p>Learners can employ a range of reference materials and sources, both online and in print, in order to select ideas, answer inquiries, find relationships and relate ideas between different subject areas. REF. (I.EFL.4.12.1.) (I.1, I.2, J.2)"</p> <p>Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience. REF I.EFL.4.15.1. (I.3, I.4, S.3, J.2)</p> <p>Learners can understand literal meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. REF. (I.EFL.4.18.1.) (I.2, I.3, I.4)</p>





<p>Subnivel Superior of Educación General Básica:</p>	<p>SIX</p>
<p>By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.</p> <p>O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.</p> <p>O.EFL 4.3 Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.</p> <p>O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.</p> <p>O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.</p> <p>O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.</p> <p>O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.</p> <p>O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</p> <p>O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.</p>	
<p>Learning Objective:</p> <p>Students will understand that Ecuador is part of a megadiverse and multicultural world, contributing to the construction and care of a more just and equitable human society through assertive communication in its near and distant environment</p>	<p>Values</p> <p>Justice, fairness, empathy, assertive communication, respect</p> <p>Emotional containment</p> <p>Human beings are different from each other and belong to different cultures.</p> <p>How different are my family members?</p> <p>How equal are we?</p> <p>What men and women have in common?</p>



	<p>What is equity? Why talk about equity?</p> <p>What actions can you take with your family to promote a more just and equitable society?</p>
<p>Essential Contents</p> <p>Adjectives, adverbs, vocabulary Imperatives National celebrations Food, Music and Clothing Local festivities Feelings Infinitives and gerunds Expressions of time Adverbs of degree Using also to give additional information. Using so to describe a result. Places and feelings, e.g. breathtaking, shelter. Fiction/ nonfiction characters Modals of deduction: past -ing forms. Participle clauses. Phrasal verbs with get, e.g. get back, get through. Negative prefixes. Compound adjectives ending in -ing, e.g. eye-catching, record-breaking</p>	
<p>Skill and Performance criteria: EFL 4.1.1. Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes.</p>	<p>Indicators for the Performance Criteria: Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures. Ref (I.EFL.4.1.1.)(I.2, S.1, S.2, J.1)</p>



EFL 4.2.14. Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.

EFL 4.3.1. Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)

EFL 4.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.

EFL 4.5.6. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures.

I.EFL.4.10.1. Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.) (I.3, J.3, J.4)


I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)

Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process. REF. (I.EFL.4.17.1.) (I.1, I.3, S.4, J.2, J.4)

Learners can create short, original texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary. REF I.EFL.4.20.1. (I.1, I.3)





<p>Bachillerato General Unificado:</p>	<p>ONE</p>
<p>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	
<p>Learning Objective:</p> <p>Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.</p> 	<p>Values</p> <p>Conflict resolution, critical thinking, communication skills, decision making</p> <p>Emotional containment</p> <p>Conflicts are opportunities to learn. Conflict resolution requires skills that reduce tension, not increase it.</p> <p>When you have a conflict, which is the first thing that comes to your mind? What have you learned after a conflict?</p> <p>Identify 3 positive and negative attitudes in your family that they use when faced with a conflict.</p>



	<p>How do your actions contribute positively to your family, school and community?</p>
<p>Essential Contents</p> <p>Writing a weekly journal about cross-cultural experience. Adjusting presentation Asking questions about themselves, their families or their possessions. Identify the main points in simple straightforward texts Writing Process for Paragraphs Vocabulary related to Science, History, and Ecology Future Tense Zero and First Conditional Simple past and past of to be Present perfect Time sequencers Family Vocabulary Movie genres Simple past / past continuous Biographies and movies review Idioms</p>	
<p>Skill and Performance criteria:</p> <p>EFL 5.1.1. Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.</p> <p>EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities</p> <p>EFL 5.3.1. Find specific predictable information in short, simple texts in a range of age-and level-appropriate topics. (Example: biographies,</p>	<p>Indicators for the Performance Criteria:</p> <p>I.EFL.5.1.1. Learners can demonstrate and understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J3)</p> <p>Learners can find specific in- formation and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics.REF. I.EFL. 5.10.1. (I.1, I.2, S.2)</p>



news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)

EFL 5.3.8. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.

EFL 5.4.1. Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.

EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)

EFL 5.4.4. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)


EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.

I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, which support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)

Learners can produce well-constructed informational texts by applying the writing process. Ref.I.EFL.5.15.1.(I.2, I.3, I.4, S.3, J.1)





<p>Bachillerato General Unificado:</p>	<p>TWO</p>
<p>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	
<p>Learning Objective:</p> <p>Learning objective project three: Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.</p> 	<p>Values</p> <p>Recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Diversity is the difference or distinction between people, animals or things. It implies the existence of variety, infinity, disparity or multiplicity.</p> <p>What do you understand by diversity?</p> <p>What makes you different from your friends and family?</p> <p>How do you think someone or something that is different from you should be treated?</p> <p>For the fact of being different, how would you wish to be treated?</p>



Essential Contents

Vocabulary related to Science, technology, inventions and environment
 Past and present perfect expressions
 Simple past, present perfect and past perfect
 Past continuous
 Second conditional
 History of our planet
 Reading: Skimming and Scanning
 Writing Process for paragraphs
 Writing a summary
 Writing an e-mail, blogs or posts
 Informal writing
 Connectors of contrast
 Present perfect continuous
 Gerunds and infinitives

Skill and Performance criteria:

EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
 EFL 5.2.6 Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
 EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)
 EFL 5.4.6. Produce emails and blog posts describing personal experiences and feelings.
 EFL 5.4.9. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.)

Indicators for the Performance Criteria:

Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriated contexts. I.EFL.5.3.1. (I3, I4, S1, S2)
 Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)
 Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) REF. I.EFL.5.11.1.
 Learners can produce emails, blog posts and other written texts. I.EFL.5.13.1. (I.3, S.3, J.2)



<p>Bachillerato General Unificado:</p>	<p>THREE</p>
<p>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	
<p>Learning Objective:</p> <p>Students will understand that certain actions of human beings have a negative and direct impact on the phenomena that happens in nature and that worsen environmental problems such as global warming, for raising awareness and making assertive and responsible decisions with the immediate environment, communicating it in various spaces and with nature-friendly resources.</p>	<p>Values</p> <p>Decision making, environmental care, responsibility, assertive communication, environmental awareness, recognition of diversity, empathy, effective communication</p> <p>Emotional containment</p> <p>Environmental pollution is a phenomenon that affects the entire world.</p> <p>What negative impacts do you identify in your city? (Specify in relation to what)</p> <p>What positive changes do you identify that occurred while the world was paralyzed by the pandemic?</p>



	<p>What can you do to take care of your environment and avoid the accumulation of waste?</p> <p>List 3 good practices to reuse some wastes, both organic and inorganic</p>
<p>Essential Contents</p> <p>Environment vocabulary Traditions, customs and festivities Past Continuous Adverbs of manner Past modals (speculation) Create and write a legend Passive voice Indefinite pronouns Used to Present perfect So and such Prefixes and suffixes Relative clauses</p>	
<p>Skill and Performance criteria:</p> <p>EFL 5.1.1. Display and understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.</p> <p>EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities"</p> <p>EFL 5.2.2 Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.</p>	<p>Indicators for the Performance Criteria:</p> <p>I.EFL.5.1.1. Learners can demonstrate and understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J3)</p> <p>Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) REF .EFL.5.5.1. (I.3, I.4)</p> <p>I.EFL.5.16.1.</p> <p>Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>



EFL 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.

Bachillerato General Unificado:	FOUR
<p>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	
<p>Learning Objective:</p> <p>Students will understand that history, technology, science and art are interrelate and evolve together, encouraging human curiosity to know and build a better world.</p>	<p>Values</p> <p>Curiosity, security, self-care, respect, critical thinking, self-awareness</p> <p>Emotional containment</p>



The necessity to know about the world is innate; therefore, we need information to avoid risks.

The opportunities offered by the development of science and technology show a world full of data that is immediately accessible to everyone.

Write down 3 aspects that draw your attention to the development of history, science, technology and art.

Talk with your family about the impacts that the development of history, science, technology and art has had.

Essential Contents

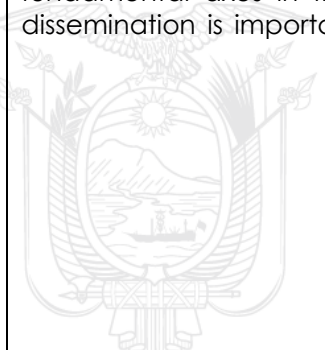
- Text about history, technology and science.
- Years, dates, timelines.
- Simple Past, Past Perfect, Past Modals
- Third Conditional
- Tag questions
- Character and personality traits
- Feelings and emotions
- Phrasal verbs
- Gerunds and infinitives
- Future will / won't (predictions , decisions, offers and promises) and be going to (future plans)
- Habits
- Conjunctions
- Healthy food vs junk food
- Reported speech
- Wishes



<p>Skill and Performance criteria:</p> <p>EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities</p> <p>Build on others' ideas when engaged discussions on personal, social, community topics. REF EFL 5.2.9</p> <p>Identify and understand the main points in straightforward texts on subjects of personal interest or familiar topics.EFL 5.3.8.</p> <p>EFL 5.4.9. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.)</p> <p>EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>Indicators for the Performance Criteria:</p> <p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J3)</p> <p>Learners can respond to and build on other people's ideas on familiar, social topics by expressing opinions and feelings and clarifying meaning. Ref. I.EFL.5.8.1. (I.3, I.4, S.1, J.3, J.4)</p> <p>Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar topics.REF. I.EFL. 5.10.1. (I.1, I.2, S.2)</p> <p>Learners can produce emails, blog posts and other written texts.I.EFL.5.13.1. (I.3, S.3, J.2)</p> <p>Learners can demonstrate and convey different levels of meaning in literary texts, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>
---	---





<p>Bachillerato General Unificado:</p>	<p>FIVE</p>	
<p>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>		
<p>Learning Objective:</p> <p>Students will understand that health, culture and entertainment are fundamental axes in the development of the life project and their dissemination is important through artistic and cultural manifestations</p> 	<p>Values</p> <p>Care, self-determination, decision-making, self-knowledge</p> <p>Emotional containment</p> <p>A project of life helps us to organize and plan our goals, dreams, purposes,</p> <p>Have you ever wondered what you would like in the coming years?</p> <p>What is the subject you like the most?</p> <p>What activities do you like or would you like to do?</p> <p>What do you need to improve your skills?</p>	



	<p>What can you do to improve your eating and health care habits?</p> <p>Do you think Cultural and artistic activities develop creative abilities?</p> <p>What would you like to learn?</p>
<p>Essential Contents</p> <p>Vocabulary: Seasons, Natural features, Weather disasters / Natural Disasters Numbers Simple present and simple past passive Comparatives and superlatives Both, either, neither Teen situations around the world Working real life situations Third Conditional Regrets and wishes Quantifiers, too, not enough. Vocabulary: Furnishing ,Furniture Parts of the house Embedded questions Phrasal verbs Idioms</p>	
<p>Skill and Performance criteria:</p> <p>EFL 5.1.9 Communicate information and ideas effectively to diverse audiences using a variety of media and formats.</p> <p>EFL 5.2.3. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.</p> <p>EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.</p>	<p>Indicators for the Performance Criteria:</p> <p>Learners can communicate effectively using a variety of media and formats. REF I.EFL.5.4.1.(I1, I.3, J.4)</p> <p>Learners can deal with practical, everyday communication demands in familiar social contexts, such as following directions in class activities and identifying main ideas in other curricular subjects. REF I.EFL.5.6.1. (I.1, I.3, S.1)</p> <p>Learners can produce well-constructed informational texts by applying the writing process. Ref.I.EFL.5.15.1.(I.2, I.3, I.4, S.3, J.1)</p>



<p>EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p> <p>Deal with practical, everyday communication demands within familiar and social contexts, effectively and without undue effort. REF EFL 5.2.13</p>	<p>Learners can demonstrate and convey different levels of meaning in texts, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p> <p>I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar and social contexts when given sufficient support. (I.1, I.3, S.1)</p>
---	--

<p>Bachillerato General Unificado:</p>	<p>SIX</p>
<p>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior. O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	



<p>Learning Objective:</p> <p>Students will understand that Ecuador is part of a megadiverse and multicultural world, contributing to the construction and care of a more just and equitable human society through assertive communication in its near and distant environment</p>	<p>Values</p> <p>Justice, fairness, empathy, assertive communication, respect</p> <p>Emotional containment</p> <p>Human beings are different from each other and belong to different cultures.</p> <p>How different are my family members?</p> <p>How equal are we?</p> <p>What men and women have in common?</p> <p>What is equity? Why talk about equity?</p> <p>What actions can you take with your family to promote a more just and equitable society?</p>
<p>Essential Contents</p> <p>Technology and means of communication</p> <p>Habits and manners of other cultures</p> <p>Wishes</p> <p>Indirect Questions</p> <p>Reported speech (present, past, future)</p> <p>Another, other, the other, others, the others</p> <p>Outdoor activities, sports</p> <p>Leisure time activities</p> <p>Preposition of time /place</p> <p>Tag questions</p> <p>Compound adjectives</p> <p>Countable / uncountable nouns</p> <p>Definite and indefinite articles</p> <p>Inventions and Statistics</p> <p>Phrasal verbs</p>	



Future continuous
Idioms

Skill and Performance criteria:	Indicators for the Performance Criteria:
<p>EFL 5.1.3. Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.</p> <p>EFL 5.3.4. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p>EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)</p> <p>Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of texts. REF EFL 5.5.9.</p> <p>EFL 5.2.7. Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)</p>	<p>Learners can exhibit an ability to discuss culture from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. REF I.EFL.5.2.1 (I.1, I.2, S.2, J.1, J.3) I.FL.5.2.1</p> <p>Learners can engage with a variety of digital and print texts and resources by evaluating the information in order to find the most appropriate sources to support an idea or argument. REF. I.EFL.5.12.1. (I.2, I.4, J.3)</p> <p>Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational use. REF I.EFL.5.14.1. (I.1, I.2, S.3, S.4)</p> <p>Learners can engage in collaborative activities in order to reflect on texts. Ref. I.EFL.5.19.1 (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p> <p>Learners can present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. Ref. I.EFL.5.9.1. (I.2, I.3, J.2)</p>

