

# English Curriculum

Based on  
Competency  
Standards

Grade 2



# Letter from the Minister of Education

---

With pride and hope, we present the new Competence-based English Curriculum, a significant advancement in our mission to provide our students with the tools they need to be competent global citizens in an increasingly interconnected world. This Curriculum not only focuses on learning the English language but also emphasizes the development of practical skills, which will enable our young people to communicate their ideas effectively, allowing them to access new opportunities and to actively contribute to the knowledge-based society.

In structuring this Curriculum, we have considered the changing needs of our society and education, ensuring that they align with international best practices and the demands of the 21st Century. Language proficiency is not just an academic skill, but a vital Competence for each student's personal and professional development.

This educational model adapts to different learning styles, seeking to encourage active student participation and develop their critical, creative, and collaborative skills. We also incorporate digital tools and innovative resources that will enrich the learning process and allow teachers and students to explore new ways of teaching and learning English.

We invite all members of our educational community to embrace this change with enthusiasm and commitment. Together, we can educate the generations that will shape the future of our country, providing them with the knowledge, skills, and confidence to successfully face global challenges.



LUCY M. COLINA

**Minister of Education**

# Table of Contents

★ Introduction to the English Curriculum.....	1
★ Curriculum Scope and Sequence.....	21
★ Grade 2.....	26
Scenario 1.....	29
Scenario 2.....	31
Scenario 3.....	33
Scenario 4.....	35
Scenario 5.....	37
Scenario 6.....	39
Scenario 7.....	41
Scenario 8.....	43
★ Glossary.....	46
★ Acknowledgements.....	52

# Introduction to the English Curriculum



# Introduction to the English Language Curriculum

## Welcome to the English Language Curriculum for Panama!

This English Curriculum is designed to develop and improve learners' language skills, helping them communicate effectively in English across a variety of real-world contexts. It supports academic achievement, fosters personal growth, and prepares students to participate actively in a global, interconnected world, while remaining rooted in the realities of Panamanian classrooms.

The Curriculum also promotes intercultural understanding and global citizenship. It encourages learners to value diversity, engage with others respectfully, and act responsibly in their communities and beyond. Through 21st-Century skills like critical thinking, collaboration, and problem-solving, students build the tools they need to thrive in today's world and contribute positively to society.

**This Curriculum was created in Panama, for Panama. It was built from the ground up to reflect Panama's local identity, diversity, and values within its educational system. Every page is shaped by the voices and experiences of Panamanian educators, ensuring that teaching and learning stay authentic, inclusive, and relevant to the needs of students across the country.**

## Features of the English Curriculum



### 1. Standards-based with CEFR Alignment

All instruction is guided by General Standards and Specific Standards, aligned to the localized Panamanian CEFR levels and five skills: Listening, Reading, Speaking, Writing, and Mediation. This ensures consistent, measurable progress across all grades and supports focused, long-term lesson planning.



### 2. Five Language Skills and Their Modes

The Curriculum develops learners' abilities in all five language skills: Listening (Receptive, Interactive), Reading (Receptive), Writing (Productive, Interactive), Speaking (Productive, Interactive), and Mediation (Text, Communication, and Concept). These modes ensure that students not only understand and produce language but also collaborate, adapt meaning, and communicate effectively in real-world contexts.



### 3. Learning Outcomes

Each lesson is based on clear, observable Learning Outcomes directly connected to the Specific Standards for each language skill and the Scenarios. These outcomes help teachers focus instruction and assess what learners can do with English.



### 4. Communicative Competences

The Curriculum integrates Linguistic, Pragmatic, and Sociolinguistic Competences. These three pillars of language development help students communicate effectively, appropriately, and confidently in real-life situations.



### 5. Scenarios and Themes Reflecting Panamanian Contexts

Learning is organized through Scenarios and Themes, which provide authentic, purposeful contexts for language use.

Each Scenario reflects Panamanian environments, values, and learner experiences, ensuring students see themselves and their communities in the Curriculum.



### 6. Action-oriented Approach (AoA)

Lessons are built around meaningful, real-world tasks. Students are at the heart of the English Curriculum; they act as social agents, using English to solve problems, achieve a communicative objective, and interact as they would in everyday life outside the classroom.

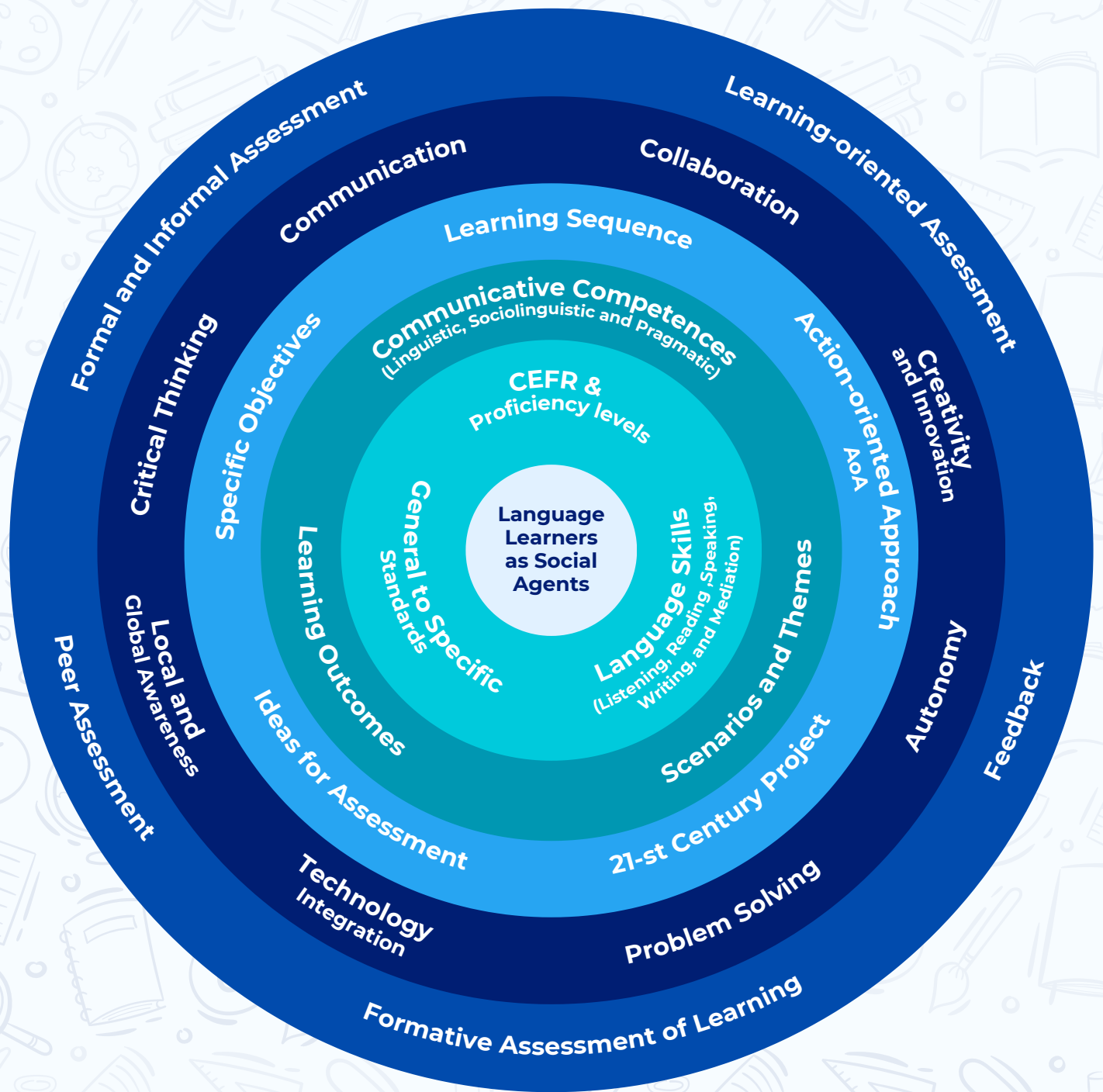


### 7. 21st-Century Project Ideas for Assessment

Each Scenario includes 21st-Century Project Ideas that integrate all five language skills. These projects promote the development of Communicative Competences, language skills, and Curriculum Standards through real-life, complex tasks. They also serve as performance-based assessments that reflect real-world communication.



# Framework for the English Curriculum based on Competence Standards



Language Learners as Social Agents at the Heart of the Curriculum

First Ring: 5 Language Skills, Standards, CEFR, and Proficiency Levels for Panama

Second Ring: Communicative Competences, Scenarios & Themes, and Learning Outcomes

Third Ring: Action-oriented Teaching Learning Framework

Fourth Ring: 21st-Century Skills

Fifth Ring: Assessment of Learning

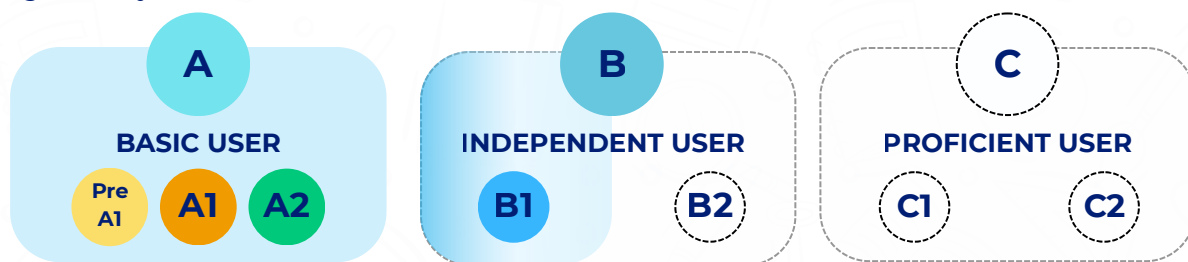


Learners as social agents take responsibility for their learning process, becoming lifelong learners.

# Using the CEFR to Support Standards-Based Learning

The **Common European Framework of Reference for Languages (CEFR)** is a system that helps teachers and learners understand how much English they know and what they need to learn next. It is used worldwide and has six levels, from beginner to proficient (A1 to C2). The reference levels represent broad bands of language proficiency and are very often subdivided. For example, the A1 level is subdivided into Pre A1 and A1. Also, the reference levels are often grouped into three broad categories: Basic user (A1 and A2), Independent user (B1 and B2), and Proficient user (C1 and C2).

The figure below depicts how the reference levels are grouped into broad categories. Each reference level shows what students should be able to do with the language, such as talking to people, understanding texts, and Writing. This English Curriculum follows this system so that students can learn English step by step, progressively.



**Reference Levels of the CEFR:** By using reference levels, teachers and learners can assess where they are and plan what they need to work on next. This way, everyone knows what to expect and how to improve step by step. Here is a quick look at the levels:

## Reference Levels of the CEFR

Pre A1

**Foundational Learner:** At this level, students are just beginning to learn English. They can recognize a few familiar words or phrases and may respond to very simple instructions with visual or gestural support.

A1

**Beginner:** At this level, learners can understand and use very basic words and phrases. They can have simple conversations if the other person speaks slowly and clearly.

A2

**High Beginner:** Students can understand simple sentences and phrases about everyday life, such as shopping, family, or work, and they can have short conversations about familiar topics.

B1

**Pre-Intermediate:** Students can discuss topics they are familiar with, such as their hobbies, school, or work. They can express their opinions, explain their ideas, and handle everyday tasks like ordering food, writing an email, or reading simple news.

B2

**Intermediate:** At this level, learners can understand more complicated texts and conversations. They can discuss many topics, including technical or academic subjects, and explain their views clearly.

C1

**Advanced:** Students can speak and understand English very well. They can discuss complex topics, understand longer texts, and easily express themselves in different situations.

C2

**Proficient:** This is the highest level. Learners can understand almost everything they read or hear and express themselves easily in any situation, just like native speakers.

## Reference Levels of the CEFR, Adapted to Panama

In Panama, the goal is for learners to reach:



**Pre A1** by the end of second grade.

**A1** by the end of fifth grade.

**A2** by the end of ninth grade.

**B1** by the end of twelfth grade.

In Panama, English proficiency levels are carefully organized and divided into smaller sub-levels to support step-by-step learning and provide a scaffolding approach to language learning. For example, the Foundational Level, Pre A1, is split into stages like Pre A1.1, Pre A1.2, and so on. **This structure helps teachers adjust the Curriculum to fit students' language development.** It also ensures that students develop strong **foundational skills through clear and gradual learning goals, helping them steadily improve** their English from early grades to high school.

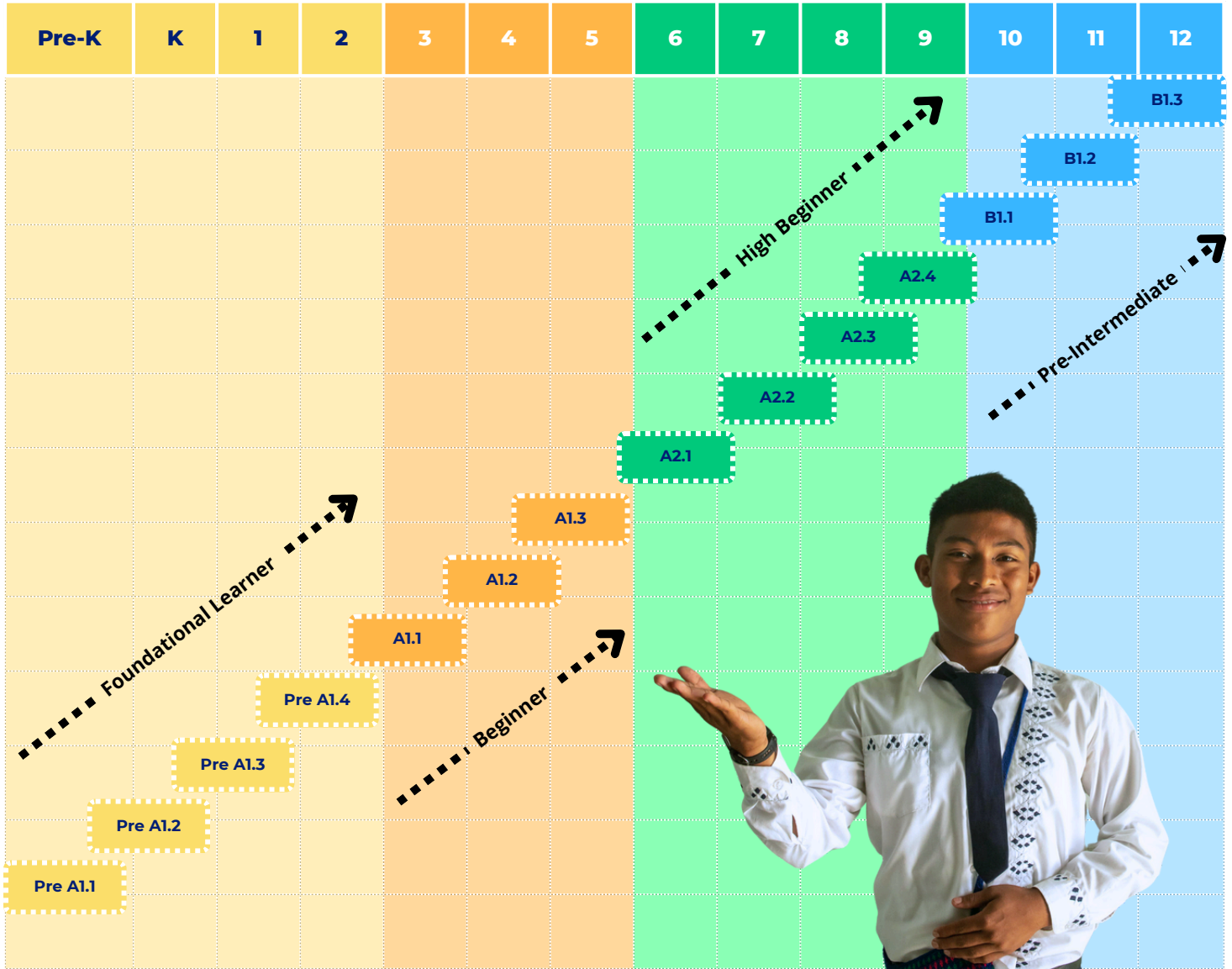
**B1** by the end of twelfth grade.

By the time students reach a B1 level, they can manage everyday situations and take part in conversations about familiar topics without much preparation. They can understand clear standard English, follow the main ideas, and express their thoughts and opinions in informal chats. They're able to handle tasks such as using public transportation, making plans, initiating new topics in conversation, providing feedback, and asking for clarification when they don't understand something. While they might still pause to find the right words or correct small grammar mistakes, they can communicate effectively in most daily situations.



# Proficiency Bands for the English Curriculum based on Competence Standards

## Grades



### Foundational Learner

<A1: Pre-K to Grade 2

"Blue"

### Beginner

A1: Grades 3 to 5

"I like blue."

### High Beginner

A2: Grades 6 to 9

"I like blue because it reminds me of the sky and the ocean."

### Pre-intermediate

B1: Grades 10 to 12

"I like blue because it reminds me of the ocean and the sky. It's calming and soothing, so I often choose blue clothes and decorations for my room."

## Organization of the Curriculum

### Working with General and Specific Standards

Standards are important because they ensure that all students have the opportunity to develop strong English skills. They help teachers create engaging activities and provide a way to measure if students are achieving their learning goals. Teachers use Standards to plan lessons and activities that match what students need to learn. They also use them to check how well students are learning English.

**In the Panamanian context, these Standards are carefully contextualized to align with the national Curriculum and the specific linguistic and educational needs of students in Panama. This ensures that teaching and learning are relevant, effective, and culturally appropriate for our country.**

**Standards cover various skills, including Listening, Reading, Speaking, Writing, and Mediation.** Standards are clear statements that describe what students should know and be able to do in English at each grade level. They act as a roadmap for teachers, guiding them in lesson planning and helping them measure student progress. Standards ensure all students have the chance to develop strong English skills.

There are two types of Standards in the Curriculum: **General Standards** and **Specific Standards**.

**General Standards** provide the overarching framework for the Curriculum. They outline the broad skills that students in Panama should possess at each grade level, such as understanding simple conversations and writing short paragraphs. These are presented as "**can-do**" statements, providing a clear picture of what students should achieve.

**Specific Standards** break down the broader General Standard into more detailed skills. **The Specific Standards are not requirements for students, but instead, they provide insight to teachers on where to focus the development of skills to achieve the General Standards.** The Specific Standards you work with should enable you and your students to make the most progress towards the General Standards.



## Language Skills

**Language Skills** refer to the specific proficiencies students use to perform tasks and communicate effectively. In this Curriculum, these include **Listening (Receptive and Interactive)**, **Reading (Receptive)**, **Writing (Productive and Interactive)**, **Speaking (Productive and Interactive)**, and **Mediation (Text, Communication, and Concept)**.

Each skill is approached through relevant modes of communication to ensure students can understand, express, and negotiate meaning in both individual and collaborative contexts.

Mediation is especially important in Panama's Curriculum, as it promotes cooperation, inclusion, and the ability to support others in understanding ideas and messages. **Together, these five skills prepare learners to use English meaningfully in real-life situations across academic, social, and global settings.**



## Organization of the Standards in the Curriculum Scenarios and Themes

The Curriculum uses **Scenarios** and **Themes** to organize the Standards and provide students with opportunities to practice English in practical, real-life contexts. **Scenarios and Themes** are real-life situations and relevant topics where students apply English in meaningful ways.

**The Curriculum was designed specifically for students in Panama, with carefully selected and curated Scenarios and Themes. These Scenarios and Themes were created, validated, and piloted in Panama to ensure they reflect the cultural, linguistic, and educational realities of Panamanian students.**

**Scenarios** are broad contexts (e.g., "Visiting the Panama Canal"), and **Themes** are focused topics within each scenario (e.g., "The Vessels Are Big Because..."). Together, they create purposeful, real-world contexts for learning. **Importantly, many of these Scenarios are designed to connect to the different 16 educational regions across Panama**, ensuring that learning is relevant and meaningful to students' local communities and realities. These contexts allow students to engage in real-life communication, aligned with the Action-oriented Approach (AoA), where they use English to act in and respond to authentic situations. There are 8 Scenarios in total (with their corresponding themes): six fundamental and two optional. **Teachers are encouraged to carefully select the Scenarios that resonate most with their students' interests, experiences, and local contexts to maximize engagement and learning.**

### Four Big Ideas: How the Curriculum Connects to Other Subjects

The Curriculum is built around **Four Big Ideas** to show that English is more than a school subject. These ideas help students see how English connects to other subjects and real life, making learning more meaningful and useful.



#### Family and Society

**Family and Society:** This Idea links English with social studies, ethics, and learning about being a good citizen. Students may do projects about family traditions, their roles in the community, and how to be responsible.



#### Expressing Ourselves and Connecting with Others

**Expressing Ourselves and Connecting with Others:** This Idea encourages students to be creative and communicate through art, music, and culture. It allows students to experience how English is linked to the arts.



#### Nature and Wellness

**Nature and Wellness:** This Idea connects English with health and science. Students will learn about staying healthy, happy, and connected to the natural environment.



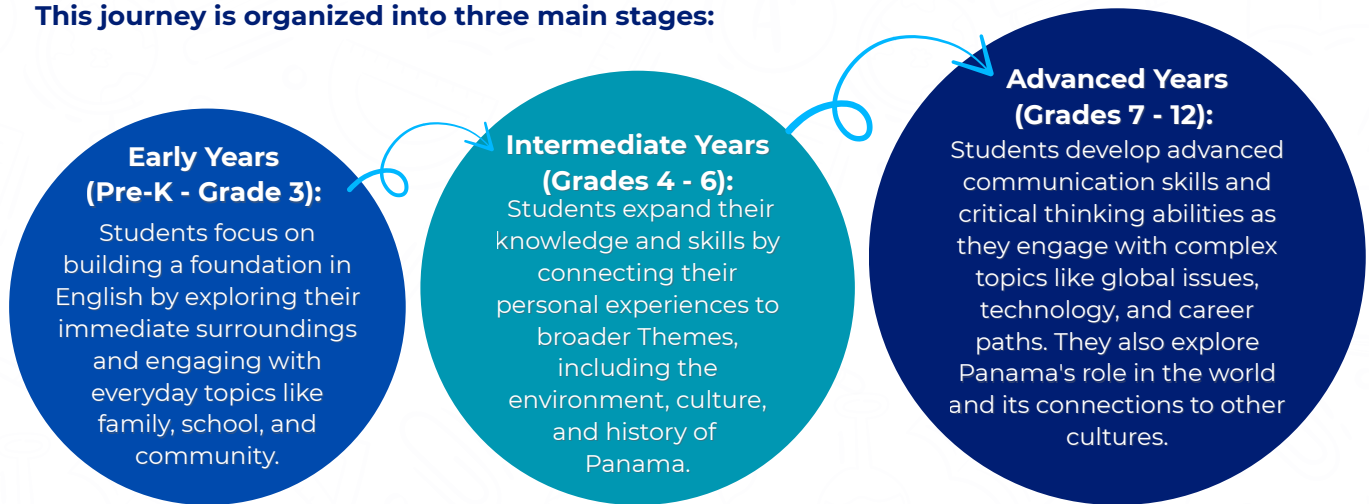
#### Being Local and Global Citizens

**Being Local and Global Citizens:** This Idea connects English with social sciences, like geography, history, intercultural communication, and digital literacy. Students will learn about the world and their place in it, exploring topics like sustainability, career goals, future plans, and cultural diversity.

## Learning to Communicate and Connect

The English Curriculum takes learners on a journey of discovery, starting with their immediate world and expanding outward. They begin by exploring themselves, their families, and their classrooms. As they progress, they learn about their community, their country, and ultimately, their place in the world. Through this journey, learners develop language skills and cultural understanding needed to communicate effectively and connect with others in diverse contexts.

This journey is organized into three main stages:



## Scenarios and Themes in the Curriculum

### Scenarios

**Scenarios** are real-world situations where students use English to communicate, solve problems, and complete tasks. Each Scenario is structured using **task scaffolding**, which progressively builds from simpler activities to more complex language tasks as students develop their skills. These Scenarios ensure that students practice all the key language skills: **Listening, Reading, Speaking, Writing, and Mediation**, within relevant, real-life contexts. Depending on the context, Scenarios are grouped into different domains:

#### Personal Scenarios:

Students engage in everyday conversations, such as discussing family, hobbies, and daily routines.

#### Educational Scenarios:

Students use English for academic purposes, participating in classroom discussions, giving presentations, and working on group projects.



#### Public Scenarios:

Students use English in public settings, like asking for directions, ordering food, or making appointments.

#### Occupational Scenarios:

Students practice job-related skills, such as preparing for interviews, collaborating on workplace tasks, or presenting project proposals.

The Curriculum includes a total of eight Scenarios, **six of which are fundamental** and cover essential learning outcomes. The Standards have been distributed accordingly across these six Scenarios. Additionally, for schools with more English hours or higher student proficiency levels, **two optional Scenarios** have been developed. These optional Scenarios provide opportunities for further enrichment and expansion.



Each Scenario is mapped to **Specific Standards** aligned with the different levels of the CEFR, guiding teachers in what students should be able to do by the end of each lesson or task.

➔ **Example Scenario (Grade 5, Scenario 6: Recycling for Our World, Theme 1: We Recycle Plastic Bottles Every Day):**

*Students participate in a role-playing activity where they plan an eco-friendly event at their school. Using English, they assign roles, set schedules, and discuss environmental concerns. This Scenario aligns with **A1** Standards, where students practice vocabulary related to sustainability, teamwork, and scheduling.*

## Themes

Each Scenario encompasses **two Themes**, which represent broad topics or ideas that guide the learning process and connect language use to real-world contexts. **Themes** provide a broader context for each scenario, aligning with the **Curriculum's Four Big Ideas**. These Themes guide students through interdisciplinary connections between English and other subjects, such as social studies, science, and the arts. Teachers may then use the Themes to design **lessons** that develop specific language skills aligned with the Standards for each grade level.



Scenarios and Themes align with specific language learning competences, known as the Three Pillars. These help teachers understand which language competences and skills should be taught in Scenarios to ensure consistent progress in learning.

➔ **Example Theme (Grade 12, Scenario 8: My Multilingual Self, Theme 2: Language Is an Important Skill.):**

*The Scenarios students will experience as **multilingual learners** include studying abroad, working with visitors to Panama, and exploring careers in international companies. In this theme, students reflect on how language skills contribute to personal and professional success. Through role-plays and group discussions, they predict how learning languages will help them communicate their personal traditions, cultures, and values as they prepare for their future beyond school. This theme aligns with **B1** Standards and focuses on future simple tense for predictions (e.g., "Learning English will help me travel to the United States.") and modals of ability to express potential (e.g., "Speaking English can help me become a pilot.").*

## Communicative Competences: The Three Pillars of Language Learning



**The Standards for Panama describe what students should be able to do with English at each stage of learning.** They focus on building language skills in a step-by-step manner. To support this development in real-life situations, the Curriculum is guided by the Three Pillars of Language Learning, a term we use to refer to **the three Communicative Competences.**

Together, the Standards, Panamanian CEFR levels, and the Communicative Competences enable teachers to plan lessons that equip students with both the skills and understanding necessary to use English effectively in real-world contexts.

### Linguistic Competence

#### Learn to Know

Language knowledge students need, such as grammar, vocabulary, and pronunciation.



### Pragmatic Competence

#### Learn to Do

Using and understanding English in real life tasks, students can apply their language skills in daily situations.



### Sociolinguistic Competence

#### Learn to Be

Know how to use language appropriately in different contexts, respecting cultural norms and social conventions.





## Learn to Know: Linguistic Competence

Linguistic competence is the core of learning any language. It is what students need to "Learn to Know" in order to communicate effectively in English. This means understanding the systems that make language work, like how words are formed, how sentences are built, and how meaning is communicated. This includes learning:

- **Sounds** (Phonology): The different sounds in English and how to pronounce them.
- **Word Formation** (Morphology): How small parts of words, like prefixes and suffixes, help create meaning.
- **Sentence Structure** (Syntax): How words are put together to make sentences.
- **Meaning** (Semantics): How words and sentences carry meaning.



By following this sequence, students in Panama will grow their English skills step by step, becoming confident in both understanding and using the language.

**Table 1. Linguistic Competence Across CEFR Levels**

Proficiency Level	Grades	Focus	Key Considerations	Linguistic Competence Components Addressed
Foundational Learner	Pre-K (Pre A1.1) Kinder (Pre A1.2)	Building a foundation in English sounds, letters, and basic vocabulary.	Play-based learning, sensory activities, visual aids, total physical response (TPR), labeling, and modeling.	Primarily phonology (sound awareness), with the beginnings of letter recognition (orthography) and basic vocabulary (semantics).
	Pre A1 1 (Pre A1.3) 2 (Pre A1.4)	Expanding vocabulary, basic grammar, and simple communication.	Visual aids, sentence frames, repetition and practice, corrective feedback, and collaborative activities.	Phonology (sound awareness), morphology (basic word formation), syntax (simple sentence structures), and semantics (basic vocabulary).
Beginner	A1 3 (A1.1) 4 (A1.2) 5 (A1.3)	Expanding expression and comprehension through vocabulary, grammar, and communication.	Visual aids, graphic organizers, sentence frames, model texts, and peer feedback.	All four components are further developed, with increased emphasis on syntax (moving into compound sentence structures) and semantics (more nuanced vocabulary).
High Beginner	A2 6 (A2.1) 7 (A2.2) 8 (A2.3) 9 (A2.4)	Developing communicative competence in various contexts.	Authentic materials, diverse texts, discussions, presentations, writing tasks, and reading and listening comprehension strategies.	All four components are refined, emphasizing pragmatics (understanding and using language appropriately in different contexts).
Pre-Intermediate	B1 10 (B1.1) 11 (B1.2) 12 (B1.3)	Solidifying independent language use and preparing for further studies.	Academic and technical vocabulary, formal and informal registers, complex grammar, critical thinking, authentic materials, research, and writing workshops.	All four components are further refined, integrated and applied to increasingly complex academic and professional contexts.



## Learn to Do: Pragmatic Competence

Pragmatic competence is the ability to use language in real-life situations. It is about understanding how language works depending on each interlocutor and situation, knowing when to request, inform, ask questions, or express opinions. It helps students use English effectively for communication in everyday life.

**Pragmatics describes how language functions in listener-speaker interactions. This includes:**

### Speech Acts



Using language for different purposes, like asking, apologizing, or offering help.

### Nonverbal Communication



Using gestures and facial expressions to communicate.



By learning how to use language in these ways, students will be able to express themselves clearly, understand others, and build strong relationships.

**Table 2. Pragmatic Competence Across CEFR Levels**

Proficiency Level	Grades	Focus	Key Considerations	Pragmatic Skills Addressed
Foundational Learner	<b>Pre-K (Pre A1.1)</b> <b>Kinder (Pre A1.2)</b>	Building awareness of basic social interactions and politeness.	Play-based learning, role-playing, modeling, and visual aids.	Responding to greetings, using "please" and "thank you," and turn-taking.
	<b>Pre A1</b> <b>1 (Pre A1.3)</b> <b>2 (Pre A1.4)</b>	Expanding social interactions, asking and answering simple questions, and expressing needs and wants.	Simple dialogues, games, routines, visual supports, and providing choices.	Requesting, informing, expressing preferences, and following instructions.
Beginner	<b>A1</b> <b>3 (A1.1)</b> <b>4 (A1.2)</b> <b>5 (A1.3)</b>	Developing complex interactions, exchanging personal information, describing people, places, routines, and habits. Receiving feedback and negotiating meanings.	Peer and group interactions, discussions, presentations, role-plays, and project-based learning.	Giving personal information and describing people, places, routines, and habits.
High Beginner	<b>A2</b> <b>6 (A2.1)</b> <b>7 (A2.2)</b> <b>8 (A2.3)</b> <b>9 (A2.4)</b>	Building communication skills for different situations, understanding implied meaning, and navigating different registers.	Role-playing, information-gap activities, problem-solving tasks, opinion paragraph writing, describing and analyzing different types of short texts, and solving basic cultural awareness activities.	Giving and exchanging simple opinions, explaining basic reasons, and understanding clear messages and simple differences in meaning.
Pre-Intermediate	<b>B1</b> <b>10 (B1.1)</b> <b>11 (B1.2)</b> <b>12 (B1.3)</b>	Developing and refining communication skills for academic and professional settings.	Formal presentations, guided research projects, academic writing, and communicative tasks with reasonable level of fluency and cohesion.	Debating, synthesizing information, presenting research, and communicating with fluency and cohesion.



## Learn to Be: Sociolinguistic and Sociocultural Competence

In addition to knowing vocabulary and grammar, students need to understand the social and cultural contexts of language. "Learn to Be" focuses on helping learners use English in real-world situations by helping them understand how language changes based on who they are talking to, where they are, and the cultural background of the people involved.

**Sociolinguistic competence** is knowing how to adjust your language in different social situations. This includes:

- **Using the right register:** Knowing when and how to use formal or informal language, depending on who you speak to.
- **Understanding social rules:** Knowing when and how to greet someone and what topics are appropriate.
- **Nonverbal cues:** Using and interpreting body language, facial expressions, and gestures.
- **Expressing identity:** Using language to show who you are, your beliefs, and where you come from.

**Table 3. Sociolinguistic Competence Across CEFR Levels**

Proficiency Level	Grades	Focus	Key Considerations	Sociolinguistic Skills Addressed
Foundational Learner	Pre-K (Pre A1.1) Kinder (Pre A1.2)	Building awareness of basic social interactions, greetings, and politeness in simple contexts.	Role-playing, modeling, visual aids, puppets and props, and simple dialogues.	Responding to greetings, using polite phrases (please, thank you), and turn-taking.
	Pre A1 1 (Pre A1.3) 2 (Pre A1.4)	Expanding social interactions, understanding and following classroom routines, expressing needs and wants, and engaging in basic conversations.	Classroom routines, pair and group work, role-playing, use of visual schedules, simple stories, and songs.	Using appropriate language in different classroom settings, and understanding and following classroom rules.
Beginner	A1 3 (A1.1) 4 (A1.2) 5 (A1.3)	Developing awareness of cultural norms, understanding different communication styles, expressing simple opinions, and providing feedback.	Cultural comparisons, role-plays in different contexts (e.g., home, school, community), group discussions, presentations, and project-based learning.	Recognizing and respecting cultural differences, expressing simple opinions, giving and receiving feedback, and collaborating with others.
High Beginner	A2 6 (A2.1) 7 (A2.2) 8 (A2.3) 9 (A2.4)	Using polite language in familiar social situations, understanding clear and implied meaning in simple conversations, beginning to recognize different ways of speaking, and learning about basic cultural differences.	Simple discussions on social issues, intercultural communication activities (e.g., pen pals), authentic materials, and role-plays.	Expressing ideas in different social context, understanding cultural differences, adapting language to different audiences and cultural sensitivity.
Pre-Intermediate	B1 10 (B1.1) 11 (B1.2) 12 (B1.3)	Developing and refining communication skills in academic and professional settings, demonstrating cultural awareness, and engaging in intercultural dialogue.	Academic discussions, guided research projects, formal presentations, debates, and cultural exchange programs.	Applying critical thinking skills in discussions, developing intercultural competence, understanding and using academic and professional language, and adapting communication to specific audiences and purposes.

# The Action-oriented Approach

The Action-oriented Approach (AoA) originates from the CEFR and serves as the teaching approach that guides Panama's English Curriculum. It emphasizes real-world communication and views students as social agents, learners who use English to act, interact, and solve problems in meaningful situations.

**Rather than focusing solely on grammar and vocabulary in isolation, the AoA encourages teachers to design lessons that allow students to use English to complete real-world tasks.** These tasks may include introducing themselves to new people, asking for and giving directions, planning events or projects, solving problems in groups, giving short presentations, or sharing ideas and opinions. **This approach helps students develop their Language Skills and Communicative Competence by using English as a practical tool for everyday life, both inside and outside the classroom.**

## Action-oriented Approach (AoA) for the English Curriculum



# Task Scaffolding in the Curriculum

Like Communicative Language teaching, the Action-oriented Approach uses learning tasks. However, in the AoA, learning tasks have a more specific structure. This structure facilitates learning, making it easier for teachers to plan effective English lessons.

The AoA provides a well-structured **Lesson Stages** to guide teachers in planning lessons. This sequence ensures that learners are ready for each task and can build on their knowledge step by step. The six steps are:



## 1. Warm-up / Pre-task (Engagement, Modeling, and Clarification)

- **Engagement:** Capture students' interest with a fun activity related to the theme and connect it to what they already know.
- **Modeling:** Model the key Language using clear examples, saying words, using gestures, and showing visuals to support understanding.
- **Clarification:** Explain what students will do, check comprehension, and set a purpose for learning.



## 2. Presentation

- Activate students' background knowledge (schema).
- Present new vocabulary, grammar structures, and Language connected with the main task of the lesson in a clear social context.



## 3. Preparation

- Provide student-centered tasks, promoting collaboration, planning, and agency.
- Provide supports, such as models, prompts, or sentence frames.



## 4. Performance

- Students use English to complete the real-world tasks, individually or in collaboration with others.
- Focus on meaningful communication, not perfection. This is the heart of the lesson.



## 5. Assessment / Post-task

- Students demonstrate what they have achieved and receive feedback to support continued growth. Activities include a mix of formative and summative assessments.



## 6. Reflection

- Students think about what they learned and how they used the language. They share their ideas with the class or a partner. This helps them remember new language and build confidence.

# Curriculum Implementation through the Action-oriented Approach

## Pedagogical Considerations and Assessment Strategies Based on the AoA

The graphs below provide key pedagogical considerations and assessment strategies based on the Action-oriented Approach to guide teachers' decision-making when creating lesson plans intended to develop the Standards and students' communicative competences.

Pre  
A1

### Foundational Learner Pre-Kinder to Grade 2

#### Stages

#### Key Pedagogical Considerations



**Pre-Kinder and  
Kinder (Pre A1.1 -  
Pre A1.2):  
Building  
Awareness**

- **Play-Based Learning:** Use games, songs, and activities to help children interact and communicate.
- **Modeling:** Show examples of language use, like greetings and polite phrases.
- **Visual Aids:** Use pictures, puppets, and real objects to help children understand.
- **Positive Reinforcement:** Praise children for trying to use English.
- **Scaffolding:** Provide simple support and gradually increase difficulty as children improve. Include local songs or familiar objects from Panama to connect learning to their environment.

#### Suggested Assessment Strategies

- **Observation:** Watch how children join activities and respond to prompts.
- **Play-Based Assessment:** Use fun activities like matching games or sound bingo to check understanding of vocabulary.
- **Checklists or Anecdotal Records:** Track progress on basic communication and simple instructions.
- **21st-Century Skills Project:** Students collaborate on a project that shows how they are building and integrating their 21st-Century Project Ideas skills with language competences.

#### Key Pedagogical Considerations

- **Action-oriented Activities:** Use role-plays, games, and real-life examples, like pretending to visit a local store or order food.
- **Visual Supports:** Continue using pictures and objects to help students understand, such as local landmarks or animals.
- **Repetition and Practice:** Give students plenty of chances to practice vocabulary and sentences.
- **Scaffolding:** Offer sentence starters to help students build confidence.
- **Positive Reinforcement:** Encourage and celebrate student progress, especially around national events like Independence Day.

#### Suggested Assessment Strategies

- **Observation:** Watch how students participate and use English.
- **Performance Tasks:** Check students' ability to follow instructions or act out simple situations like describing local food.
- **Listening Comprehension:** Assess understanding of basic instructions or stories with local references.
- **Oral Presentations:** Have students share simple personal stories or describe familiar places.
- **Written Assignments:** Use tasks like labeling pictures or writing short sentences.
- **Portfolios:** Collect samples of students' work to document their progress over time.
- **21st-Century Skills Project:** Students collaborate on a project that shows how they are building and integrating their 21st-Century Project Ideas skills with language competences.



**Grades 1-2  
(Pre A1.3 -  
Pre A1.4):  
Laying the  
Foundation**

**A1**

## Beginner Grade 3 to Grade 5

### Stages



**Grades 3-5  
(A1.1 - A1.3):  
Accelerating  
Growth**

### Key Pedagogical Considerations

- **Project-Based Learning:** Have students work on group projects, such as researching the Panama Canal or creating posters about local wildlife.
- **Role-Plays and Simulations:** Practice everyday situations like asking for directions to a local site or ordering food in a restaurant.
- **Authentic Materials:** Use real-world texts, like news about local holidays or festivals.
- **Explicit Instruction:** Teach useful language for specific situations, like apologizing or giving opinions.
- **Peer and Self-Assessment:** Encourage students to think about their own language use and give feedback to each other.

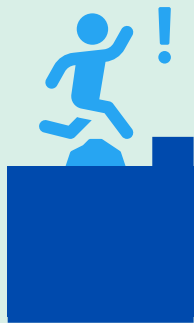
### Suggested Assessment Strategies

- **Observation:** Watch students during group discussions or presentations.
- **Performance Tasks:** Test students' ability to give presentations or role-play real-life situations, such as a conversation about local customs.
- **Portfolios:** Collect work showing student progress on tasks like writing or speaking about everyday topics.
- **21st-Century Skills Project:** Students collaborate on a project that shows how they are building and integrating their 21st-Century Project Ideas skills with language competences.
- **Checklists for Peer and Self-Assessment:** Encourage students to reflect on their communication.
- **Checklists and Rubrics for Portfolios:** Collect samples of students' work to document their progress in using language for different purposes and in various social contexts.

**A2**

## High Beginner Grade 6 to Grade 9

### Stages



**Grades 6-9  
(A2.1 - A2.4):  
Expanding  
Complexity**

### Key Pedagogical Considerations

- **Authentic Materials:** Use real-world texts, like local news or blogs, to help students understand language in context.
- **Task-Based Learning:** Create activities where students work on goals, like planning a trip to the Panama Canal or researching local conservation efforts.
- **Collaborative Learning:** Have students work together on projects, like discussing Panamanian culture or planning a class event.
- **Cultural Awareness:** Include activities that help students learn about Panama's diversity, such as discussing indigenous customs.
- **Self-Reflection:** Encourage students to think about how language and culture connect in their daily lives.

### Suggested Assessment Strategies

- **Observation:** Monitor students' participation in simple discussions or guided projects, focusing on their language use and cultural sensitivity.
- **Performance Tasks:** Students will be assessed on tasks such as giving a presentation on a local topic or writing about Panama's history.
- **Portfolios:** Collect student work showing how they use language in different situations.
- **21st-Century Skills Project:** Students collaborate on a project that shows how they build and integrate 21st-Century Project Ideas skills with language competences.
- **Peer and Self-Assessment:** Encourage students to reflect on their skills.

## B1 Pre-Intermediate Grade 10 to Grade 12

### Stages

### Key Pedagogical Considerations

- **Authentic Tasks:** Provide real-world tasks, such as writing reports on Panama's economy or giving presentations on local environmental issues.
- **Project-Based Learning:** Use projects like developing tourism ideas for Panama's national parks or organizing a community event.
- **Mentorship and Internships:** Connect students with local professionals for real-life practice, like in eco-tourism or business.
- **Cultural Exchange:** Encourage participation in cultural exchanges or discussions about Panamanian heritage.
- **Self-Directed Learning:** Help students take charge of their language learning, focusing on local topics that interest them.

### Suggested Assessment Strategies

- **Performance-Based Assessment:** This type of assessment relies on students performing real-world tasks that reflect authentic language, such as writing essays or participating in structured debates about local or global issues.
- **Portfolios:** Collect samples of student work showing mastery of complex language tasks.
- **21st-Century Skills Project:** Students collaborate on a project that shows how they are building and integrating their 21st-Century Project Ideas skills with language competences.
- **Peer and Self-Assessment:** Encourage students to reflect on their growth and help each other improve.








**Grades 10-12  
(B1.1 - B1.3):  
Approaching  
Dexterity and  
Independence**







# Curriculum Scope and Sequence



# Scope and Sequence for the General Standards

Grade	Pre-K	K	1	2	3	4	5
Proficiency Level	Pre A1.1	Pre A1.2	Pre A1.3	Pre A1.4	A1.1	A1.2	A1.3
	Foundational Learner				Beginner		
 <b>Listening</b>	Can recognize basic sounds, words and phrases with the support of gestures, visual clues and short utterances.	Can recognize familiar spoken sounds, words, and phrases with the support of gestures, simple words, and phrases.	Can identify sounds of familiar words and basic phrases spoken slowly and clearly.	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Can get the gist and the main points of simple conversations when spoken slowly and clearly.	Can show comprehension of general information, specific information and instructions in short oral texts about daily events if spoken slowly and clearly.
 <b>Reading</b>	Can show understanding of the general meanings of stories when they are heard and supported with pictures.	Can show understanding of main ideas of stories when they are heard and supported with pictures.	Can recognize familiar words in simple texts.	Can get the gist of familiar words in simple texts when they are supported with pictures.	Can get the gist and main ideas of short texts if there are pictures.	Can extract general and specific information from short texts when they are supported with pictures.	Can extract general and specific information in simple texts on everyday familiar topics with or without visual support.
 <b>Speaking</b>	Can name things in simple exchanges.	Can identify things using simple words during simple exchanges.	Can use basic language and formulaic expressions to describe things and answer questions.	Can use basic language and formulaic expressions to ask and respond to questions.	Can describe personal experiences and basic things using simple words and phrases.	Can describe basic events, personal experiences, feelings and opinions.	Can exchange personal information, descriptions of basic things, simple questions and answers, and simple directions.
 <b>Writing</b>	Can communicate simple ideas through drawings and symbols.	Can communicate simple ideas by copying words and using drawings and symbols.	Can write about oneself using simple words.	Can compose simple sentences to express simple thoughts and ideas.	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Can write short texts on familiar topics, such as messages, instructions, or summaries, with clear organization and basic detail.	Can create short, organized texts on familiar topics, incorporating revisions and feedback to improve clarity.
 <b>Mediation</b>	Can use basic strategies to clarify meanings, such as drawings and body language.	Can use basic strategies for clarification and repetition to support understanding.	Can use Mediation strategies, such as gestures and body language, to express basic ideas.	Can combine basic Mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	Can use compensation strategies, such as interpretation, simplified language, gestures, and pictures to communicate ideas.	Can facilitate the communication process for peers, such as turn-taking.	Can use simplified language, visual aids, and step-by-step explanations to help peers engage with tasks and information.

6	7	8	9	10	11	12	Grade
A2.1	A2.2	A2.3	A2.4	B1.1	B1.2	B1.3	Proficiency Level
High Beginner				Pre-Intermediate			
Can identify general information and specific details heard from short oral texts when spoken slowly and clearly.	Can extract both the main ideas and specific details in information heard from descriptions and narratives when spoken slowly and clearly.	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	Can identify main ideas, specific details, and speaker intent in short oral texts on familiar topics spoken at a moderate to normal speed.	Can identify key points from extended spoken texts on familiar everyday or academic topics when speech is clear and delivered in standard language.	Can identify tone, intent, and basic implications from oral texts on both academic and familiar topics.	Can analyze opinions and intentions in spoken dialogues and broadcasts on academic and job-related subjects, using standard speech.	 Listening
Can interpret information in fictional and factual short texts using basic reading strategies such as skimming, scanning and making inferences.	Can engage in intensive and extensive Reading of short texts to extract information and details.	Can analyze a variety of short texts.	Can show comprehension of the main points in extended narratives and a variety of texts.	Can analyze the main points and supporting details in a variety of academic and non-academic texts.	Can evaluate information and arguments in academic and non-academic texts in a critical and concise manner.	Can evaluate information from different academic and professional sources, such as newspapers and editorials.	 Reading
Can exchange information about a variety of familiar topics read and discussed in class.	Can describe basic information in simple discussions with peers.	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	Can engage in conversations about familiar topics that involve following multi-step instructions, and describing stories in a straightforward way.	Can engage in conversations on a variety of topics, exchanging opinions, sharing details, and presenting information clearly.	Can participate in structured discussions and presentations on academic, general, or personal topics, involving clear expression of ideas and relevant details or taking the lead when necessary.	Can communicate opinions and ideas about academic and professional topics as well as current events, actively engaging in discussions and narrating past experiences.	 Speaking
Can create simple texts in various genres, such as narratives, plans, and descriptions, incorporating details and peer feedback to improve clarity.	Can compose short, purpose-driven texts, such as summaries, descriptive paragraphs, and project reports, demonstrating growing independence in structure and clarity.	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	Can compose short structured texts, including reflections, descriptive paragraphs, and surveys or forms, demonstrating clear organization with detailed content.	Can compose clear and simple texts with multi-paragraph structures, including essays, detailed narratives, and reviews, expanding on ideas and supporting them effectively.	Can compose short, clear organized texts, such as essays, reviews, and articles, developing ideas fully and connecting them clearly across paragraphs.	Can compose simple academic and job-related texts in a variety of genres, demonstrating clear structure, appropriate tone, and logical sequencing.	 Writing
Can use strategies such as simplifying instructions, explaining main ideas, and using visuals or examples to negotiate meanings with peers.	Can facilitate communication with peers through simplified language, clarification, aiding understanding in group interactions, and interpretation of cultural differences in communication.	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	Can mediate peer interactions by resolving conflicts, interpreting information, and explaining abstract ideas with clarity and precision.	Can mediate communication by interpreting technical or cultural information, resolving disputes, and clarifying meanings in collaborative contexts.	Can mediate communication using diverse strategies, including resolving mis-understandings, simplifying ideas, and interpreting non-verbal cues.	Can facilitate communication of complex information through simplification, clarification, explanation of abstract concepts, and assisting understanding with practical examples.	 Mediation

# Scope and Sequence for the Scenarios and Themes

Grade	Pre-K	K	1	2	3	4	5	
Proficiency Level	Pre A1.1	Pre A1.2	Pre A1.3	Pre A1.4	A.1.1	A1.2	A1.3	
	Foundational Learner				Beginner			
Fundamental	1	<b>Scenario 1</b> Meeting New Friends	It's a School Day!	All Week Long!	School Days	Places I Can Go	A Walk in the Neighborhood	Following Instructions at School
	<b>Themes</b>	<ul style="list-style-type: none"> <li>Meeting My Friends</li> <li>Saying Please and Thank You</li> </ul>	<ul style="list-style-type: none"> <li>Let's Listen!</li> <li>Stand Up!</li> </ul>	<ul style="list-style-type: none"> <li>Today Is Tuesday!</li> <li>It's the Weekend.</li> </ul>	<ul style="list-style-type: none"> <li>Yesterday Was Wednesday.</li> <li>Today Is Friday!</li> </ul>	<ul style="list-style-type: none"> <li>I'm at School.</li> <li>I'm at the Market.</li> </ul>	<ul style="list-style-type: none"> <li>This Is My Favorite.</li> <li>It's the Best!</li> </ul>	<ul style="list-style-type: none"> <li>First, I Cut the Paper.</li> <li>Let's Make a Poster!</li> </ul>
	2	<b>Scenario 2</b> Exploring Our Classroom	Our Routines	Nice Weather Today!	School Life Adventures	A Polite Request	Helping in the Garden	Taking Care of Our Classroom
	<b>Themes</b>	<ul style="list-style-type: none"> <li>Things in My Classroom</li> <li>Colors in My Classroom</li> </ul>	<ul style="list-style-type: none"> <li>First, I Sit Down.</li> <li>Pick It Up!</li> </ul>	<ul style="list-style-type: none"> <li>It's Sunny!</li> <li>It's Raining.</li> </ul>	<ul style="list-style-type: none"> <li>That's a Big Book!</li> <li>That's a Small, Brown Bag.</li> </ul>	<ul style="list-style-type: none"> <li>Can I Have a Pencil?</li> <li>Sorry, I Can't Help You.</li> </ul>	<ul style="list-style-type: none"> <li>The Tomatoes Grow Quickly.</li> <li>These Plants Are from Panama.</li> </ul>	<ul style="list-style-type: none"> <li>We Are Sweeping the Floors.</li> <li>Let's Arrange the Chairs.</li> </ul>
	3	<b>Scenario 3</b> Me and My Family	Hold Up Ten Fingers!	Colors in Our World	All About the Weather	Discovering Our Classroom	Shopping at the Market	The Local Farm Stand
	<b>Themes</b>	<ul style="list-style-type: none"> <li>This Is Me!</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>I Can Count!</li> <li>All the Pencils!</li> </ul>	<ul style="list-style-type: none"> <li>That's a Purple Flower.</li> <li>It's an Orange Cat.</li> </ul>	<ul style="list-style-type: none"> <li>A Perfect Day!</li> <li>Dress for the Weather.</li> </ul>	<ul style="list-style-type: none"> <li>What's in Your Bag?</li> <li>The Book Is on the Table.</li> </ul>	<ul style="list-style-type: none"> <li>How Much Is the Pineapple?</li> <li>I Need Five Yucas.</li> </ul>	<ul style="list-style-type: none"> <li>I Need Two Papayas, Please.</li> <li>How Much Are the Bananas?</li> </ul>
	4	<b>Scenario 4</b> Let's Eat!	Where Is It?	My Family and I	All About My Body	This Beautiful Day	Visiting the Panama Canal	Helping Around the House
	<b>Themes</b>	<ul style="list-style-type: none"> <li>I Love Fruit!</li> <li>I Eat Vegetables!</li> </ul>	<ul style="list-style-type: none"> <li>Where Is Your Book?</li> <li>Go to the Window.</li> </ul>	<ul style="list-style-type: none"> <li>It's My Family!</li> <li>She Is My Mom!</li> </ul>	<ul style="list-style-type: none"> <li>Head to Toes!</li> <li>Hats and Shoes!</li> </ul>	<ul style="list-style-type: none"> <li>It's Sunny. I'm Happy!</li> <li>It's Raining! I Need an Umbrella.</li> </ul>	<ul style="list-style-type: none"> <li>The Vessels Are Big Because...</li> <li>A Vessel Is Crossing!</li> </ul>	<ul style="list-style-type: none"> <li>I Wash the Dishes Everyday.</li> <li>We All Do Chores.</li> </ul>
	5	<b>Scenario 5</b> Numbers Around Me	What's that Sound?	Colors of Things that Go	Exploring My Community	Let's Go Shopping!	A Trip to the Beach	Time for Exercise
	<b>Themes</b>	<ul style="list-style-type: none"> <li>Let's Count to Five!</li> <li>How Many?</li> </ul>	<ul style="list-style-type: none"> <li>The Cat Says "Meow".</li> <li>That's a Rooster!</li> </ul>	<ul style="list-style-type: none"> <li>That's a Blue Bus.</li> <li>That's a Red Bike.</li> </ul>	<ul style="list-style-type: none"> <li>It's the Park!</li> <li>It's the Market!</li> </ul>	<ul style="list-style-type: none"> <li>One, Two, Three Bananas!</li> <li>I Want Five Pineapples.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Pack for a Trip.</li> <li>I Always Pack Lunch.</li> </ul>	<ul style="list-style-type: none"> <li>I Like Walking in the Afternoon.</li> <li>We Can Swim.</li> </ul>
	6	<b>Scenario 6</b> Fun with Letters	Let's Dance!	Shapes Around Us	Discovering Nature's Wonders	I Can Connect with Nature!	It's the Rainy Season	Recycling for Our World
	<b>Themes</b>	<ul style="list-style-type: none"> <li>The A-B-Cs</li> <li>Apple, Banana, Coconut</li> </ul>	<ul style="list-style-type: none"> <li>Move Around</li> <li>One Step In, Two Steps Out!</li> </ul>	<ul style="list-style-type: none"> <li>I See a Rectangle.</li> <li>That Is a Circle.</li> </ul>	<ul style="list-style-type: none"> <li>It's the Rainforest.</li> <li>It's a Slow, Furry Sloth!</li> </ul>	<ul style="list-style-type: none"> <li>I Can Relax and Listen.</li> <li>I'm Outside. I'm Happy!</li> </ul>	<ul style="list-style-type: none"> <li>Where's the Puddle?</li> <li>I Need an Umbrella.</li> </ul>	<ul style="list-style-type: none"> <li>We Recycle Plastic Bottles Every Day.</li> <li>Composting Is Easy.</li> </ul>
Optional	7	<b>Scenario 7</b> Inside My School!	I'm Happy.	Shapes on Our Plates	Fun Outdoors!	It's Time to Eat.	The Beautiful Mola	Conservation Morning, Noon, and Night!
	<b>Themes</b>	<ul style="list-style-type: none"> <li>My Teacher!</li> <li>Time for Recess!</li> </ul>	<ul style="list-style-type: none"> <li>I'm Excited!</li> <li>How Are You?</li> </ul>	<ul style="list-style-type: none"> <li>It's a Square Cracker.</li> <li>It's a Round Orange.</li> </ul>	<ul style="list-style-type: none"> <li>I Love to Run!</li> <li>I Like to Swim.</li> </ul>	<ul style="list-style-type: none"> <li>What's Your Favorite Food?</li> <li>I Like <i>Sancocho</i>!</li> </ul>	<ul style="list-style-type: none"> <li>A <i>Mola</i> Has Many Colors!</li> <li>I Can Make a <i>Mola</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Get Cool in the Shade.</li> <li>Turn Off the Lights, Please.</li> </ul>
8	<b>Scenario 8</b> Panama's Plants and Animals	I Like School!	It's Our Garden.	It's Festival Season.	My Evening Routine	Our Traditional Style of Dress	Planning Meals for My Family	
<b>Themes</b>	<ul style="list-style-type: none"> <li>It's a Plant.</li> <li>It's an Animal.</li> </ul>	<ul style="list-style-type: none"> <li>I Like Games!</li> <li>I Like Math!</li> </ul>	<ul style="list-style-type: none"> <li>The Pink Flowers!</li> <li>A Tall Tree!</li> </ul>	<ul style="list-style-type: none"> <li>Look at the Fireworks!</li> <li>Food I Eat During a Celebration</li> </ul>	<ul style="list-style-type: none"> <li>First, I Brush My Teeth.</li> <li>I'm Sleepy. It's Bedtime.</li> </ul>	<ul style="list-style-type: none"> <li>She Is Wearing a <i>Pollera</i>.</li> <li>Let's Dress for a Dance.</li> </ul>	<ul style="list-style-type: none"> <li>Fruits and Vegetables Are Good for You.</li> <li>Panama Has Delicious Food!</li> </ul>	



6	7	8	9	10	11	12	Grade	
A2.1	A2.2	A2.3	A2.4	B1.1	B1.2	B1.3	Proficiency Level	
High Beginner				Pre-Intermediate				
<b>Our Community News</b> <ul style="list-style-type: none"> <li>Reporting From the School!</li> <li>Our Community is Famous For...</li> </ul>	<b>Our New Classmates</b> <ul style="list-style-type: none"> <li>Where are you from?</li> <li>What was Your Previous School Like?</li> </ul>	<b>Cultural Connections</b> <ul style="list-style-type: none"> <li>I Celebrate This Tradition Because...</li> <li>In This Region, They Have a Custom Of...</li> </ul>	<b>A Guide to Panama</b> <ul style="list-style-type: none"> <li>Our Historical Sites</li> <li>Take a Trip to the Panama Canal</li> </ul>	<b>Let's Start a Club!</b> <ul style="list-style-type: none"> <li>There Are So Many Types of Clubs!</li> <li>Learning to Manage a Club</li> </ul>	<b>Our Town Council</b> <ul style="list-style-type: none"> <li>How Our Town Operates</li> <li>How We Share Our Voice in the Community</li> </ul>	<b>Supporting Our Community</b> <ul style="list-style-type: none"> <li>How Does the Government Support Communities?</li> <li>Volunteering in Our Community</li> </ul>	<b>Scenario 1</b>  <b>Themes</b>	<b>Fundamental</b>
<b>Keeping Our Communities Clean</b> <ul style="list-style-type: none"> <li>We Should Clean the Classroom on Friday.</li> <li>Who Will Bring the Cleaning Supplies?</li> </ul>	<b>Panama's Wildlife</b> <ul style="list-style-type: none"> <li>The Habitat of Wildlife</li> <li>The Daily Habits of Animals</li> </ul>	<b>The Power of Education</b> <ul style="list-style-type: none"> <li>This Trimester, I Am Learning About...</li> <li>Next Trimester, I Plan to Learn...</li> </ul>	<b>Technology in Education</b> <ul style="list-style-type: none"> <li>The Use of Technology in School</li> <li>When It's Better to Ignore Technology</li> </ul>	<b>Advice for Success</b> <ul style="list-style-type: none"> <li>Academic Achievement and Skill Development: How?</li> <li>My Advice for a Ninth Grader Is...</li> </ul>	<b>Our Changing Forests</b> <ul style="list-style-type: none"> <li>I Explored the Ecological History Of...</li> <li>How Our Ecology Is Changing</li> </ul>	<b>My Personal Success Story</b> <ul style="list-style-type: none"> <li>How I Am Successful</li> <li>Saving for Future Goals!</li> </ul>	<b>Scenario 2</b>  <b>Themes</b>	
<b>In the Library</b> <ul style="list-style-type: none"> <li>I Need a Lot of Books!</li> <li>How Do I Find a Book in the Library?</li> </ul>	<b>Legends of Panama</b> <ul style="list-style-type: none"> <li>My Favorite Legend</li> <li>Once upon a Time...</li> </ul>	<b>My Favorite Book/Movie</b> <ul style="list-style-type: none"> <li>My Favorite Movie Is... Because...</li> <li>I Liked Your Presentation Because...</li> </ul>	<b>Renewable Energy in Panama</b> <ul style="list-style-type: none"> <li>What Is Renewable Energy?</li> <li>Why Is Renewable Energy Important for Panama?</li> </ul>	<b>Study Habits for Success</b> <ul style="list-style-type: none"> <li>Learning to Manage Time</li> <li>How I Learned to Focus</li> </ul>	<b>Managing Stress in Changing Times</b> <ul style="list-style-type: none"> <li>Breathing to Relax</li> <li>Forest Bathing and Other Biohacks</li> </ul>	<b>Exploring Our Global Community</b> <ul style="list-style-type: none"> <li>A Dream Trip Around the World</li> <li>What Can I Learn From Other Cultures?</li> </ul>	<b>Scenario 3</b>  <b>Themes</b>	
<b>Our Classroom News</b> <ul style="list-style-type: none"> <li>I Will Write the Article About Our School Trip.</li> <li>We Need Pictures for the Classroom Newsletter.</li> </ul>	<b>The Importance of Water</b> <ul style="list-style-type: none"> <li>How We Use Water Everyday</li> <li>Clean Water Is Important Because...</li> </ul>	<b>Sustainable Living</b> <ul style="list-style-type: none"> <li>You Can Save Water By...</li> <li>In the Past, People Didn't Recycle as Much as They Do Now.</li> </ul>	<b>Our Indigenous Heritage</b> <ul style="list-style-type: none"> <li>Learning About Our Diverse Cultures</li> <li>Researching Our History</li> </ul>	<b>Learning to Research History</b> <ul style="list-style-type: none"> <li>I Learned About the History of Panama.</li> <li>So Many Different Historical Events to Learn!</li> </ul>	<b>Preserving Our Heritage</b> <ul style="list-style-type: none"> <li>Learning How We Take Care of Our Past</li> <li>What Should We Preserve in the Future?</li> </ul>	<b>International Communication</b> <ul style="list-style-type: none"> <li>Introducing Panama to the World</li> <li>Communicating Panama's Importance</li> </ul>	<b>Scenario 4</b>  <b>Themes</b>	
<b>Our Amazing Community</b> <ul style="list-style-type: none"> <li>This Is My Amazing Community.</li> <li>This School Has Been Here a Long Time!</li> </ul>	<b>The Town Square</b> <ul style="list-style-type: none"> <li>Here Is a Map of the Town.</li> <li>Look at the Traditional and Modern Building Materials.</li> </ul>	<b>Career Goals</b> <ul style="list-style-type: none"> <li>I Want to Be a Doctor Because...</li> <li>To Become a Doctor, First I Will Need To...</li> </ul>	<b>Transportation in Panama</b> <ul style="list-style-type: none"> <li>The Benefits of Public Transportation</li> <li>Rules of the Road</li> </ul>	<b>Planning for a Friend's Visit</b> <ul style="list-style-type: none"> <li>Interesting Things to See</li> <li>Unique Facts About My Area</li> </ul>	<b>Panama's Role in the World</b> <ul style="list-style-type: none"> <li>The Importance of Panama in Global Trade</li> <li>How the Canal Impacts Panama's Future</li> </ul>	<b>Robots on Earth and in Space</b> <ul style="list-style-type: none"> <li>How Robots Are Used in Panama</li> <li>The Future Exploration of Space</li> </ul>	<b>Scenario 5</b>  <b>Themes</b>	
<b>An Environmental Project</b> <ul style="list-style-type: none"> <li>Let's Recycle Our Paper!</li> <li>How Can We Help the Environment?</li> </ul>	<b>Arts and Crafts</b> <ul style="list-style-type: none"> <li>This Is a Historical Building.</li> <li>This Is a Local Artist.</li> </ul>	<b>Learning from Our Mistakes</b> <ul style="list-style-type: none"> <li>What Can I Learn from This Experience?</li> <li>Next Time, I Will Study Harder to Avoid...</li> </ul>	<b>Wellness: A Way of Life</b> <ul style="list-style-type: none"> <li>How Exercise Helps My Body</li> <li>The Benefits of Mindfulness</li> </ul>	<b>The Past and Future of Fashion</b> <ul style="list-style-type: none"> <li>How History Is Fashionable</li> <li>What Is Sustainable Fashion?</li> </ul>	<b>Entrepreneurial Spirit</b> <ul style="list-style-type: none"> <li>My Genius Innovations</li> <li>How to Market a Business Idea</li> </ul>	<b>Checking in on Health</b> <ul style="list-style-type: none"> <li>Using Health Technology to Form Good Habits</li> <li>Healthy Minds for Healthy Bodies</li> </ul>	<b>Scenario 6</b>  <b>Themes</b>	
<b>Our Weather Report</b> <ul style="list-style-type: none"> <li>Today's Weather Will Be Sunny with Some Rain Later.</li> <li>How Will the Weather Change Tomorrow?</li> </ul>	<b>The Healing Plants of Panama</b> <ul style="list-style-type: none"> <li>The Soothing Guanábana</li> <li>Sábila Is Helpful for Burns.</li> </ul>	<b>A Day Without Technology</b> <ul style="list-style-type: none"> <li>Pros and Cons</li> <li>Tech-Free or Tech Bound?</li> </ul>	<b>We Are What We Eat!</b> <ul style="list-style-type: none"> <li>Why Is Nutrition Important?</li> <li>Healthy Food for a Balanced Diet</li> </ul>	<b>Dream Jobs</b> <ul style="list-style-type: none"> <li>What Are the Jobs of the Future?</li> <li>What Skills Do I Need for a Future Career?</li> </ul>	<b>Intelligent Robots</b> <ul style="list-style-type: none"> <li>What is Artificial Intelligence?</li> <li>How Technology Changes Society</li> </ul>	<b>Learning to Balance</b> <ul style="list-style-type: none"> <li>How to Balance Social and School Activities</li> <li>Learning to Relax</li> </ul>	<b>Scenario 7</b>  <b>Themes</b>	<b>Optional</b>
<b>The Talents Around Us</b> <ul style="list-style-type: none"> <li>Who Will Perform in the <i>Fiestas Patrias</i> Activities?</li> <li>I Will Play the Drums in the Parade.</li> </ul>	<b>Famous Panamanians</b> <ul style="list-style-type: none"> <li>I Love These Entertainers.</li> <li>My Favorite Athletes!</li> </ul>	<b>Planning for My Future Education</b> <ul style="list-style-type: none"> <li>I Expect My Future to Be...</li> <li>My Personal Goals for the Future Include...</li> </ul>	<b>Our Wonderful Ocean</b> <ul style="list-style-type: none"> <li>The Animals in Our Waters</li> <li>Plants That Live in the Ocean</li> </ul>	<b>Our Time Capsule</b> <ul style="list-style-type: none"> <li>How I Am Preparing for the Next Five Years</li> <li>In Ten Years, I Will...</li> </ul>	<b>International English</b> <ul style="list-style-type: none"> <li>How English Is Used in Workplaces Globally</li> <li>What Communication Skills Are Important in the Workplace?</li> </ul>	<b>My Multilingual Self</b> <ul style="list-style-type: none"> <li>The Benefits of Multilingualism</li> <li>Language Is an Important Skill.</li> </ul>	<b>Scenario 8</b>  <b>Themes</b>	





# Grade 2 Foundational Learner



Pre A1.4





## Listening

Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.



## Reading




Can get the gist of familiar words in simple texts when they are supported with pictures.

## Specific




		Scenario Title		Themes 1	Themes 2	Listening	Reading
Fundamental	1	School Days	Yesterday Was Wednesday.	Today Is Friday!	<p><b>Receptive:</b> Follow the main plot of simple stories told with visual support.</p> <p><b>Interactive:</b> Respond in a predictable pattern to simple questions about familiar things.</p>	<p><b>Reading:</b> Show comprehension of simple sentences.</p> <p><b>Reading:</b> Follow written instructions with visual aids.</p> <p><b>Phonemic Awareness:</b> Recognize all the letters of the alphabet in isolation and the correspondence between letter and sound at the beginning of words.</p>	
	2	School Life Adventures	That's a Big Book!	That's a Small Brown Bag.	<p><b>Receptive:</b> Follow the main plot of simple stories told with visual support.</p> <p><b>Interactive:</b> Demonstrate comprehension of a variety of classroom commands.</p>	<p><b>Reading:</b> Identify key words and phrases in texts.</p> <p><b>Reading:</b> Follow written instructions with visual aids.</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	
	3	All About the Weather	A Perfect Day!	Dress for the Weather.	<p><b>Receptive:</b> Comprehend simple descriptions of people, places, and things around them.</p> <p><b>Interactive:</b> Participate in call-and-response activities, responding appropriately to cues in songs or stories.</p>	<p><b>Reading:</b> Identify simple story elements (e.g., characters, setting).</p> <p><b>Reading:</b> Find specific information in a text (e.g., names, quantities, dates).</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	
	4	All About My Body	Head to Toes!	Hats and Shoes!	<p><b>Receptive:</b> Follow two-step spoken instructions related to classroom activities.</p> <p><b>Interactive:</b> Respond in a predictable pattern to simple questions about familiar things.</p>	<p><b>Reading:</b> Identify keywords and phrases in texts.</p> <p><b>Reading:</b> Identify simple story elements (e.g., characters, setting).</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	
	5	Exploring My Community	It's the Park!	It's the Market!	<p><b>Receptive:</b> Comprehend simple descriptions of people, places, and things around them.</p> <p><b>Interactive:</b> Answer simple questions about a story they have just listened to.</p>	<p><b>Reading:</b> Identify keywords and phrases in texts.</p> <p><b>Reading:</b> Identify simple story elements (e.g., characters, setting).</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	
	6	Discovering Nature's Wonders	It's the Rainforest.	It's a Slow, Furry Sloth!	<p><b>Receptive:</b> Identify familiar vocabulary from daily life used in context.</p> <p><b>Interactive:</b> Engage in short exchanges using phrases learned from classroom discussions.</p>	<p><b>Reading:</b> Show comprehension of simple sentences.</p> <p><b>Reading:</b> Follow written instructions with visual aids.</p> <p><b>Phonemic Awareness:</b> Recognize all the letters of the alphabet in isolation and the correspondence between letter and sound at the beginning of words.</p>	
Optional	7	Fun Outdoors!	I Love to Run!	I Like to Swim.	<p><b>Receptive:</b> Follow two-step spoken instructions related to classroom activities.</p> <p><b>Interactive:</b> Retell a simple instruction or message accurately to another peer.</p>	<p><b>Reading:</b> Show comprehension of simple sentences.</p> <p><b>Reading:</b> Create a title or caption for a paragraph or image.</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	
	8	It's Festival Season.	Look at the Fireworks!	Food I Eat During a Celebration	<p><b>Receptive:</b> Identify numbers and quantities when heard slowly and clearly.</p> <p><b>Interactive:</b> Follow directions in a game as instructed.</p>	<p><b>Reading:</b> Create a title or caption for a paragraph or image.</p> <p><b>Reading:</b> Show comprehension of simple texts.</p> <p><b>Phonemic Awareness:</b> Recognize all the letters of the alphabet in isolation and the correspondence between letter and sound at the beginning of words.</p>	



# Standards

 Speaking	 Writing	 Mediation
<p>Can use basic language and formulaic expressions to ask and respond to questions.</p>	<p>Can compose simple sentences to express simple thoughts and ideas.</p>	<p>Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.</p>

# Standards

 Speaking	 Writing	 Mediation
<p><b>Productive:</b> Identify independently common actions seen in daily routines. <b>Interactive:</b> Participate in simple formulaic question-and-answer exchanges on familiar subjects.</p>	<p><b>Productive:</b> Write simple thank-you notes or greetings in cards using one-sentence picture cards. <b>Interactive:</b> Contribute, with help, a word to a class story or sentence.</p>	<p><b>Text:</b> Summarize short stories using drawings or pictures. <b>Communication:</b> Explain simple written instructions to peers using English or Spanish.</p>
<p><b>Productive:</b> Contribute to storytelling sessions with simple sentences based on visual prompts. <b>Interactive:</b> Use greetings and farewells appropriately in conversations with peers.</p>	<p><b>Productive:</b> Write simple thank-you notes or greetings in cards using one-sentence picture cards. <b>Interactive:</b> Contribute, with help, a word to a class story or sentence.</p>	<p><b>Text:</b> Use visual information in texts to convey meaning. <b>Communication:</b> Relay simple information received verbally using English or Spanish.</p>
<p><b>Productive:</b> Count up to 50 out loud with help. <b>Interactive:</b> Describe simple pictures or objects during classroom discussions.</p>	<p><b>Productive:</b> Fill in blanks in sentences using a word bank related to a familiar context. <b>Interactive:</b> Write simple words supported with drawings to peers.</p>	<p><b>Text:</b> Use visual information in texts to convey meaning. <b>Communication:</b> Describe everyday objects using visual support.</p>
<p><b>Productive:</b> Locate people, objects, and things around them. <b>Interactive:</b> Respond to simple verbal commands in classroom settings.</p>	<p><b>Productive:</b> Write simple responses to texts. <b>Interactive:</b> Write simple words supported with drawings to peers.</p>	<p><b>Text:</b> Interpret simple phrases from a text. <b>Communication:</b> Describe everyday objects using visual support.</p>
<p><b>Productive:</b> Introduce themselves or family members using basic personal information. <b>Interactive:</b> Take part in role-plays that mimic familiar everyday interactions.</p>	<p><b>Productive:</b> Write simple phrases or sentences about personal experiences and familiar items with support and guidance. <b>Interactive:</b> Contribute, with help, a word to a class story or sentence.</p>	<p><b>Text:</b> Connect ideas from a text with personal experiences. <b>Concept:</b> Show a connection between class concepts and personal experiences.</p>
<p><b>Productive:</b> Contribute to storytelling sessions with simple sentences based on visual prompts. <b>Interactive:</b> Relay short messages from one person to another in a group setting.</p>	<p><b>Productive:</b> Make a list of items. <b>Interactive:</b> Write words or phrases as responses to classroom polls or questions.</p>	<p><b>Text:</b> Summarize short stories using drawings or pictures. <b>Communication:</b> Relay simple information received verbally using English or Spanish.</p>
<p><b>Productive:</b> Express basic needs and feelings using simple phrases. <b>Interactive:</b> Interact in a predictable pattern with simple questions and answers about familiar things using simple phrases.</p>	<p><b>Productive:</b> Write simple responses to texts. <b>Interactive:</b> Write simple messages to peers using words, drawings, and short phrases.</p>	<p><b>Text:</b> Summarize short stories using drawings or pictures. <b>Concept:</b> Show a connection between class concepts and personal experiences.</p>
<p><b>Productive:</b> Express basic needs and feelings using simple phrases. <b>Interactive:</b> Interact in a predictable pattern with simple questions and answers about familiar things using simple phrases.</p>	<p><b>Productive:</b> Write a word or phrase to a group story or project with support or guidance. <b>Interactive:</b> Write simple messages to peers using words, drawings, and short phrases.</p>	<p><b>Text:</b> Use visual information in texts to convey meaning. <b>Communication:</b> Explain simple written instructions to peers using English or Spanish.</p>






# 2

## Scenario 1: School Days

**Themes:** 1 Yesterday Was Wednesday.

2 Today Is Friday!

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<b>Receptive:</b> Follow the main plot of simple stories told with visual support. <b>Interactive:</b> Respond in a predictable pattern to simple questions about familiar things.	<ul style="list-style-type: none"> <li>→ Can follow with visual support the main plot of simple stories about the days of the week (e.g., "On Monday, I get ready for school.").</li> <li>→ Can listen and respond in a predictable pattern to simple questions about days of the week, including future references (e.g., "Today is Monday. What day is tomorrow?" "Tomorrow is Tuesday.").</li> <li>→ Can follow the main plot of simple stories told with visual support by identifying familiar routines associated with specific days (e.g., "On Fridays, we go to the library.").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<b>Reading:</b> Show comprehension of simple sentences. <b>Reading:</b> Follow written instructions with visual aids. <b>Phonemic Awareness:</b> Recognize all the letters of the alphabet in isolation and the correspondence between letter and sound at the beginning of words.	<ul style="list-style-type: none"> <li>→ Can show comprehension of the days of the week in simple texts by matching sentences with visual aids (e.g., matching "Yesterday was Wednesday." to a visual that highlights the previous day).</li> <li>→ Can identify and respond to key words about days in simple texts using visual support (e.g., pointing to "Tomorrow is Friday." in a schedule).</li> <li>→ Can recognize all the letters of the alphabet and connect each letter to its initial sound in familiar words (e.g., identifying the letter F and its /f/ sound in "Friday" when shown a weekly calendar).</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<b>Productive:</b> Identify independently common actions seen in daily routines. <b>Interactive:</b> Participate in simple formulaic question-and-answer exchanges on familiar subjects.	<ul style="list-style-type: none"> <li>→ Can identify common actions using simple phrases (e.g., "I write," "I read," and "I listen.&gt;").</li> <li>→ Can participate in simple question-and-answer exchanges about days of the week (e.g., "What day is it today?" "Today is Tuesday." "What day is tomorrow?" "Tomorrow is Wednesday.&gt;").</li> <li>→ Can describe common actions in daily routines in simple exchanges. (e.g., "We clean up on Monday." "We sing on Tuesday." "I read on Wednesday.&gt;").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<b>Productive:</b> Write simple thank-you notes or greetings in cards using one-sentence picture cards. <b>Interactive:</b> Contribute a word to a class story or sentence, with help.	<ul style="list-style-type: none"> <li>→ Can write simple thank-you notes or greetings using one-sentence picture cards (e.g., "Thank you!" or "Hello, happy Sunday!").</li> <li>→ Can create one-word captions of items for a class book (e.g., "pencil" or "book").</li> <li>→ Can write brief captions to describe drawings of days of the week with activities (e.g., "Monday. I need my book and pencil.&gt;").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<b>Text:</b> Summarize short stories using drawings or pictures. <b>Communication:</b> Explain simple written instructions to peers, using English or Spanish.	<ul style="list-style-type: none"> <li>→ Can summarize short stories using drawings or pictures (e.g., draws a sun and says "Sunday" to show the story's setting).</li> <li>→ Can explain simple written instructions to peers, using gestures (e.g., points to the calendar to show, "Today is Monday.&gt;").</li> <li>→ Can clarify simple instructions, using basic gestures (e.g., gives thumbs up to indicate "yes").</li> </ul>

# Communicative Competences

<b>Linguistic Competences</b>	<b>Recommended Grammatical Features</b>  1. Past simple with the verb "be" (e.g., "Yesterday was...") 2. Present simple (e.g., "Today is...") 3. WH-questions (e.g., "What is it?")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, calendar, schedule, activity, week, school, friend, math, science, English <b>Verbs:</b> be (was, is), start, end, learn, read, write, say, listen, share, talk, draw, like, have <b>Adjectives:</b> sunny, rainy, cloudy <b>Personal pronoun:</b> it <b>Preposition of time:</b> on <b>Demonstratives:</b> this, that, these <b>Time markers:</b> yesterday, today, tomorrow, morning, afternoon, evening
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /w/ in "Wednesday" and /f/ in "Friday" <b>Phonemic awareness:</b> Recognizing correspondence between letter and sound at the beginning of familiar words (e.g., letter F and letter sound /f/ in "Friday")
<b>Pragmatic Competences</b>	<b>Answering questions about days:</b> "Yesterday was Wednesday." <b>Expressing preferences:</b> "I like Friday. Art is on Friday!" <b>Discourse marker:</b> and (e.g., "Yesterday was Wednesday and I went outside!")
<b>Sociolinguistic Competences</b>	<b>Talking about schedules:</b> Communicating about daily classroom activities and schedules using appropriate language and turn-taking (e.g., "Today is Monday.").

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Time Travel Calendar**  
 Overview: Students draw a "Time Travel" calendar on paper, note the days "yesterday," "today," and "tomorrow," and draw an activity for each day.
- Project 2: Weekly Story Journal**  
 Overview: Students write short journal entries about the weather in their diaries (e.g., "It is rainy today." "It was sunny yesterday." "It was cloudy on Tuesday.").
- Project 3: Digital Time Diary**  
 Overview: Students learn to create a digital diary by using a simple calendar app or filling in calendar areas on a digital diary worksheet to track activities and events for yesterday and today.

### Skills & Technology Integration



#### Skills:

- Time Awareness:** Understanding past, present, and future.
- Communication:** Discussing time with simple sentences.



#### Technology Integration:

- Use a simple calendar app to track days and events.






# 2

## Scenario 2: School Life Adventures

Themes: 1 That's a Big Book!

2 That's a Small, Brown Bag.

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Follow the main plot of simple stories told with visual support.</p> <p><b>Interactive:</b> Demonstrate comprehension of a variety of classroom commands.</p>	<ul style="list-style-type: none"> <li>➔ Can follow the main idea of a simple story and identify familiar vocabulary when visuals are provided (e.g., a story about a small red pencil and a big blue book going to school, with students identifying them as the teacher points to the corresponding pictures while asking, "What size is the pencil?").</li> <li>➔ Can understand and respond appropriately to basic classroom commands (e.g., "Please sit down." or "Open your book.").</li> <li>➔ Can participate in brief exchanges using simple, familiar classroom phrases (e.g., responding to "What color is the bag?" with "It's brown.").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Identify key words and phrases in texts.</p> <p><b>Reading:</b> Follow written instructions with visual aids.</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	<ul style="list-style-type: none"> <li>➔ Can identify keywords and phrases in simple texts related to classroom objects (e.g., recognizing "desk," "book," and "pen" in the sentence, "The pen is on the desk next to the book.").</li> <li>➔ Can follow written instructions to identify classroom objects (e.g., "Circle the picture of the pencil.").</li> <li>➔ Can identify the initial and final phonemes of common classroom objects and make the correspondence between letters and their sounds at the beginning and end of words with visual support (e.g., identifying the initial letter and sound /p/ and the final letter and sound /l/ in "pencil" when shown a picture of a pencil).</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Contribute to storytelling sessions with simple sentences based on visual prompts.</p> <p><b>Interactive:</b> Use greetings and farewells appropriately in conversations with peers.</p>	<ul style="list-style-type: none"> <li>➔ Can contribute simple sentences to storytelling sessions using visual prompts (e.g., "The book is big." when shown a picture of a large book).</li> <li>➔ Can use appropriate greetings and farewells in brief peer interactions (e.g., "How are you?" "Bye," and "See you tomorrow.").</li> <li>➔ Can ask and respond in a predictable pattern to questions about familiar objects (e.g., responding to "What color is the bag?" with "It's brown.").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Write simple thank-you notes or greetings in cards using one-sentence picture cards.</p> <p><b>Interactive:</b> Contribute a word to a class story or sentence, with help.</p>	<ul style="list-style-type: none"> <li>➔ Can write simple, polite thank-you notes or greetings using familiar classroom vocabulary and adjectives (e.g., "Hello, friend! Thank you for the red pencil.").</li> <li>➔ Can contribute words to a simple story describing classroom objects (e.g., "red," "green," and "pencil").</li> <li>➔ Can describe classroom objects in photos or drawings using adjectives and the present simple tense (e.g., "This is a big, blue book." or "The bag is small and brown.").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Use visual information in texts to convey meaning.</p> <p><b>Communication:</b> Relay simple information received verbally using English or Spanish.</p>	<ul style="list-style-type: none"> <li>➔ Can use visual information in texts to convey meaning by pointing to images that match the story (e.g., points to a picture of a lost book to indicate, "The story is about a book.").</li> <li>➔ Can relay simple information received verbally by repeating short words or using gestures (e.g., hears "Sit down." and points to a chair).</li> <li>➔ Can point to classroom objects to help peers understand the vocabulary (e.g., points to "pencil" when asked).</li> </ul>

# Communicative Competences

<b>Linguistic Competences</b>	<b>Recommended Grammatical Features</b>  1. Adjectives (e.g., "Point to the blue book.") 2. Present simple (e.g., "That's a book.") 3. WH-questions (e.g., "What size is the book?")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> book, bag, pencil, desk, chair, eraser, ruler, board, marker, crayon, paper, shelf, folder, backpack, notebook, window, door, chalk, scissors, poster, table, bin, please, thank you <b>Verbs:</b> see, look, find, lost, draw, write, read, point, stack <b>Adjectives:</b> brown, red, blue, yellow, green, black, white, round, flat, big, small, long, short, tall, square, rectangular, oval, diamond <b>Pronoun:</b> it <b>Demonstratives:</b> this, that, these <b>Prepositions:</b> on, in, under, next to, by <b>Numbers:</b> one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /b/ in "book" and /s/ in "small" <b>Phonemic awareness:</b> Identification of initial sounds and letters in common classroom objects (e.g., /p/ in "pencil")
<b>Pragmatic Competences</b>	<b>Describing objects with detail:</b> "This is a small bag." "That's a big, blue book." <b>Responding to questions:</b> "What color is the book?" "It's blue." <b>Discourse marker:</b> and
<b>Sociolinguistic Competences</b>	<b>Employing polite expressions:</b> Describing classroom objects (e.g., "Can you please pass me the blue pencil?" or "Thank you for the book."). <b>Employing polite expressions in greetings and farewells:</b> (e.g., "How are you?" "See you tomorrow")

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: My Classroom Object Hunt**  
 Overview: Students go on a classroom object hunt, labeling objects with descriptive words like "big," "small," or colors, and create a mini-poster.
- Project 2: Classroom Object Bingo**  
 Overview: Students play a game of bingo. The teacher describes classroom objects (e.g., "small brown bag"), and students mark the correct object on their bingo cards.
- Project 3: Digital Object Hunt**  
 Overview: Students use cell phones or tablets to take pictures of classroom objects, label them with adjectives, and create a digital poster.

### Skills & Technology Integration



#### Skills:

- Collaboration:** Describing classroom objects through collaborative teamwork.
- Communication:** Describing objects using adjectives to facilitate communication of ideas.



#### Technology Integration:

- Use a cellphone or tablet camera to take pictures and label classroom objects digitally.






# 2

## Scenario 3: All About the Weather

Themes: 1 A Perfect Day!

2 Dress for the Weather.

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Comprehend simple descriptions of people, places, and things around them.</p> <p><b>Interactive:</b> Participate in call-and-response activities, responding appropriately to cues in songs or stories.</p>	<ul style="list-style-type: none"> <li>➔ Can comprehend essential weather-related words (e.g., "rainy" or "sunny").</li> <li>➔ Can follow simple descriptions of people in different weather conditions (e.g., "It's sunny. He is hot!").</li> <li>➔ Can participate in call-and-response songs, stories, and chants with appropriate cues (e.g., "How's the weather?" "It is rainy!").</li> </ul>
 Reading	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Identify simple story elements (e.g., characters, setting).</p> <p><b>Reading:</b> Find specific information in a text (e.g., names, quantities, dates).</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	<ul style="list-style-type: none"> <li>➔ Can identify simple story elements, such as characters or settings, in short texts about the weather (e.g., recognizing "the boy" and "the rainy day" in a story).</li> <li>➔ Can find specific weather-related information in a text (e.g., locating "rain" or "sunny" when looking for weather descriptions or identifying the number of items, such as "two umbrellas").</li> <li>➔ Can identify the initial and final phonemes of spoken weather-related words and make the correspondence between letters and their sounds at the beginning and end of words with visual support (e.g., identifying the /w/ and /i/ sounds in "windy" when shown an image of wind).</li> </ul>
 Speaking	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Count up to 50 out loud with help.</p> <p><b>Interactive:</b> Describe simple pictures or objects during classroom discussions.</p>	<ul style="list-style-type: none"> <li>➔ Can count weather-related items up to 50 with assistance (e.g., counting "clouds" or "raindrops" in a picture).</li> <li>➔ Can describe simple weather-related pictures or objects during classroom discussions (e.g., "This is a rainy day." "The umbrella is red!").</li> <li>➔ Can respond to peer questions about weather and objects using simple phrases (e.g., "What is this?" "It's an umbrella!").</li> </ul>
 Writing	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Fill in blanks in sentences using a word bank related to a familiar context.</p> <p><b>Interactive:</b> Write simple words supported with drawings to peers.</p>	<ul style="list-style-type: none"> <li>➔ Can fill in blanks in sentences about the weather using a word bank (e.g., selecting "rainy" or "sunny" to complete "Today is a ___ day!").</li> <li>➔ Can write simple, weather-related words supported with drawings to communicate ideas (e.g., drawing a rain storm and writes, "rainy").</li> <li>➔ Can express simple weather-related ideas with guidance (e.g., "I like rainy weather!").</li> </ul>
 Mediation	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Use visual information in texts to convey meaning.</p> <p><b>Communication:</b> Describe everyday objects using visual support.</p>	<ul style="list-style-type: none"> <li>➔ Can use visual information in texts by pointing to related images during stories (e.g., points to clouds when discussing "It's cloudy!").</li> <li>➔ Can describe everyday objects using visual support (e.g., points to the sun in a weather chart and says "sunny").</li> <li>➔ Can participate in weather chants by pointing to visuals (e.g., points to an umbrella during a "rainy day" song).</li> </ul>

# Communicative Competences

<b>Linguistic Competences</b>	<b>Recommended Grammatical Features</b>  1. Adjectives + nouns (e.g., "rainy day") 2. Present simple (e.g., "I like sunny days.") 3. WH-questions (e.g., "What is the weather like?")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> sun, rain, raindrop, coat, hat, day, cloud, wind, storm, umbrella, boots, scarf, puddle, rainbow, season, weather, jacket, sky, temperature, forecast <b>Verbs:</b> wear, like, play, run, jump, look, feel, change, shine, fall, blow, check, prepare, watch, enjoy <b>Adjectives:</b> sunny, rainy, warm, cold, cloudy, windy, bright, clear, wet, dry, chilly, hot, cool, foggy, mild, freezing <b>Time markers:</b> today, tomorrow, yesterday, morning, afternoon, evening, night, now, later, soon <b>Prepositions of place:</b> inside, outside
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /s/ in "sunny" and /r/ in "rainy" <b>Phonemic awareness:</b> Initial letter and sound of /w/ and final letter and sound /i/ in the word "windy"
<b>Pragmatic Competences</b>	<b>Describing the weather and activities:</b> "It's a sunny day, and I play outside." <b>Responding to questions:</b> "What's the weather like?" "It's rainy. I need my umbrella." <b>Discourse marker:</b> and
<b>Sociolinguistic Competences</b>	<b>Expressing preferences:</b> Talking about preferences related to weather and clothing (e.g., "I like sunny days.").

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Weather Journal**  
 Overview: Children create a weather journal, drawing daily weather conditions (e.g., sunny, rainy) and describing their favorite weather.
- Project 2: Weather Forecast Video**  
 Overview: Students act as weather reporters, recording short videos describing the day's weather and their favorite weather using phrases like "I like sunny days." Optionally, students can draw a comic strip of a weather report to report the news.
- Project 3: Digital Weather Tracking**  
 Overview: Students use a weather app to track daily weather conditions and create a digital weather report. Optionally, students can cut out weather information from newspapers and paste it to make a weather tracking collage or create a chart to track the weather with a pencil and paper.

### Skills & Technology Integration



#### Skills:

- Weather Observation:** Recording weather conditions.
- Communication:** Expressing weather preferences.



#### Technology Integration:

- Use a weather app to record weather changes and track patterns.








# 2

## Scenario 4: All About My Body

Themes: 1 Head to Toes!

2 Hats and Shoes!

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Follow two-step spoken instructions related to classroom activities.</p> <p><b>Interactive:</b> Respond in a predictable pattern to simple questions about familiar things.</p>	<ul style="list-style-type: none"> <li>➔ Can follow two-step instructions related to body movements (e.g., "Raise your hand and wave." or "Touch your nose and clap your hands.").</li> <li>➔ Can listen and respond to predictable patterns presented in rhymes, songs, and chants (e.g., "Put your left foot in, take your left foot out.").</li> <li>➔ Can follow and answer questions about body parts using gestures or short answers (e.g., "Where is your hat?" "On my head.").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Identify keywords and phrases in texts.</p> <p><b>Reading:</b> Identify simple story elements (e.g., characters, setting).</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	<ul style="list-style-type: none"> <li>➔ Can locate and identify keywords related to body parts and clothing within sentences (e.g., identifying "head" and "hat" in a description).</li> <li>➔ Can recognize simple story elements, such as characters and setting, in texts about body parts and clothing (e.g., identifying "the boy" and "his hat" in a story).</li> <li>➔ Can identify the initial and final sounds with letter correspondence in body parts and clothing-related vocabulary (e.g., the /h/ and /d/ sounds and letters in "hand" or the /t/ and /z/ sounds in "toes" when shown images of a hand or toes).</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Locate people, objects, and things around them.</p> <p><b>Interactive:</b> Respond to simple verbal commands in classroom settings.</p>	<ul style="list-style-type: none"> <li>➔ Can locate and identify people, objects, and things around them by describing body parts or clothing (e.g., "the boy with the blue hat" or "the red shoes").</li> <li>➔ Can follow and respond to simple commands in a game, calling out familiar body parts (e.g., "Touch your head!").</li> <li>➔ Can ask and respond to questions about familiar body parts and clothing using descriptive language (e.g., The teacher asks, "What is on your feet?" and the student responds, "These are shoes.").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Write simple responses to texts.</p> <p><b>Interactive:</b> Write simple words supported with drawings to peers.</p>	<ul style="list-style-type: none"> <li>➔ Can write simple sentence responses to questions about body parts and clothing (e.g., What do you wear on your head? "I wear a hat.").</li> <li>➔ Can write simple words about body parts supported with drawings to communicate ideas (e.g., drawing a hand and writing "hand" to label it).</li> <li>➔ Can write, with support, simple phrases or sentences about personal experiences with body parts or clothing (e.g., "I wear my raincoat on rainy days.").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Interpret simple phrases from a text.</p> <p><b>Communication:</b> Describe everyday objects using visual support.</p>	<ul style="list-style-type: none"> <li>➔ Can interpret simple phrases from a text by pointing to related visuals (e.g., points to "head" when hearing "Touch your head.").</li> <li>➔ Can describe everyday objects using visual support (e.g., when asked, "What do you wear on rainy days?" the student responds, "I wear my red raincoat." When shown a picture and asked, "What's this?" the student responds, "It's my red raincoat.").</li> <li>➔ Can use simple gestures to clarify descriptions for peers (e.g., points to "hand" and says "hand").</li> </ul>

# Communicative Competences

Linguistic Competences	<b>Recommended Grammatical Features</b>  1. Imperative + noun (e.g., "Put on your hat.") 2. WH-questions (e.g., "Where is your hat?") 3. Present simple (e.g., "This is my head.")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> head, toes, hand, foot, arm, leg, knee, elbow, shoulder, finger, thumb, neck, back, face, eye, nose, mouth, ear, hair, hat, shoes, coat, jacket, shirt, undershirt, pants, socks, boots, belt <b>Verbs:</b> wear, put on, take off, touch, raise, bend, point, stretch, lift <b>Adjectives:</b> clean, dirty, warm, cold, comfortable, uncomfortable, thick, thin, light, heavy <b>Demonstratives:</b> this, that, these, those <b>Possessive adjectives:</b> my, your, his, her <b>Prepositions:</b> on, in, under, next to
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /h/ in "hat" and /t/ in "toes" <b>Phonemic awareness:</b> Identification of initial sounds with letter correspondence in body parts and clothing-related vocabulary (e.g., /h/ "hand")
Pragmatic Competences	<b>Identifying body parts and clothing:</b> "This is my hand." "The hat is on my head." <b>Following directions:</b> "Put on your hat." "Raise your hand."
Sociolinguistic Competences	<b>Personal awareness:</b> Describing and identifying body parts and clothing (e.g., "This is my hand.").

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Body & Clothes Matching Game**  
 Overview: Students create a matching game with cards showing body parts and clothes (e.g., "head" with "hat") and play the game in groups.
- Project 2: Body Part Puppet Show**  
 Overview: Students create a storybook about puppets and the type of clothes they want them to wear, using descriptive sentences like "The teddy bear wears a hat on his head.". Then, they exhibited the puppets and describe them in a puppet show.
- Project 3: Digital Body Quiz**  
 Overview: Students create an interactive body part quiz using a simple online quiz-making tool.

### Skills & Technology Integration



#### Skills:

- Body Awareness:** Identifying body parts and clothes.
- Communication:** Describing body parts and clothes using simple sentences.



#### Technology Integration:

- Use an online matching game platform to create a digital version of the game.








# 2

## Scenario 5: Exploring My Community

Themes: 1 It's the Park!

2 It's the Market!

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Comprehend simple descriptions of people, places, and things around them.</p> <p><b>Interactive:</b> Answer simple questions about a story they have just listened to.</p>	<ul style="list-style-type: none"> <li>→ Can demonstrate understanding of basic descriptions of people, places, and things around them (e.g., pointing to the park when listening "The park is next to the school.").</li> <li>→ Can answer simple questions about familiar stories just heard (e.g., "Where is the boy in the story?" "At the market.").</li> <li>→ Can identify simple characteristics of people and places in basic oral conversations or descriptions (e.g., "It's a big park." "Maria is tall and Jorge is short.").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Identify keywords and phrases in texts.</p> <p><b>Reading:</b> Identify simple story elements (e.g., characters, setting).</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	<ul style="list-style-type: none"> <li>→ Can identify keywords and phrases related to community places in simple texts (e.g., "park" or "market").</li> <li>→ Can identify simple story elements in community-related texts by locating characters and settings (e.g., recognizing "the girl" at "the library").</li> <li>→ Can identify the initial and final phoneme of community-related words and their corresponding letters when supported by a picture (e.g., identifying the /tj/ sound at the beginning and /tj/ sound at the end of "church" with the letters "CH" and "CH" when shown a picture of a church).</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Introduce themselves or family members using basic personal information.</p> <p><b>Interactive:</b> Take part in role-plays that mimic familiar everyday interactions.</p>	<ul style="list-style-type: none"> <li>→ Can introduce themselves and family members while sharing personal information about community places (e.g., "I'm Ana, and this is the park where I play." or "My dad works at the library.").</li> <li>→ Can take part in role-plays that mimic familiar everyday interactions about community places (e.g., "Where is the park?" "It's next to the library.").</li> <li>→ Can participate in role plays about common activities with family members (e.g., Mom says, "Let's take a walk." The child says, "Yes, let's go!").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Write simple phrases or sentences about personal experiences and familiar items with support and guidance.</p> <p><b>Interactive:</b> Contribute a word to a class story or sentence, with help.</p>	<ul style="list-style-type: none"> <li>→ Can write simple sentences about visiting community places with support (e.g., "I go to the market with my mom.").</li> <li>→ Can contribute a word or phrase to a class project about community places with support (e.g., adding "park" to a class story about the neighborhood).</li> <li>→ Can write basic words or simple sentences about community places (e.g., "park," "school," and "library").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Connect ideas from a text with personal experiences.</p> <p><b>Concept:</b> Show a connection between class concepts and personal experiences.</p>	<ul style="list-style-type: none"> <li>→ Can connect ideas from a text with personal experiences by pointing to images (e.g., points to a market picture and says, "I go there on the weekend.").</li> <li>→ Can show a connection between class concepts and personal experiences by drawing familiar places (e.g., draw a park to show "my favorite place").</li> <li>→ Can relate new vocabulary to familiar places by pointing and naming (e.g., points to "school" and says "I go to school.").</li> </ul>

# Communicative Competences

<b>Linguistic Competences</b>	<b>Recommended Grammatical Features</b> <ol style="list-style-type: none"> <li>1. WH-questions (e.g., "Where is it?")</li> <li>2. Present simple (e.g., "It's the market.")</li> <li>3. Adjectives + nouns (e.g., big park)</li> </ol>
	<b>Recommended Vocabulary</b> <p><b>Nouns:</b> park, market, school, library, church, store, office, home, playground, gym, restroom, street, building, bus, bench, road, garden, map</p> <p><b>Verbs:</b> go, walk, visit, play, run, see, meet, find, stop, look, rest</p> <p><b>Adjectives:</b> big, small, busy, quiet, open, closed, tall, short, safe, familiar, friendly, clean</p> <p><b>Prepositions:</b> in, on, in front of, between, next to, near</p>
	<b>Pronunciation &amp; Phonemic Awareness</b> <p><b>Pronunciation:</b> /p/ in "park" and /m/ in "market"</p> <p><b>Phonemic awareness:</b> Identification of initial and final sounds with letter correspondence in community-related words (e.g., ch, /tʃ/ in "church")</p>
<b>Pragmatic Competences</b>	<p><b>Describing places and activities:</b> "The park is big. I play there."</p> <p><b>Answering questions:</b> "Where is the library?" "Next to the market."</p>
<b>Sociolinguistic Competences</b>	<p><b>Polite expressions to ask for location:</b> Describing places in the local community respectfully (e.g., "Excuse me, where is the library?" "Thank you for showing me the way to the park.")</p>

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Community Map**  
 Overview: Students create a community map labeling important places like "the park" or "the market" and drawing routes to explore them.
- Project 2: Community Place Scavenger Hunt**  
 Overview: Students participate in a scavenger hunt around the classroom, identifying places in the community and matching them to descriptions (e.g., "It's the market.").
- Project 3: Digital Community Tour**  
 Overview: Students create a digital tour of their community with photos on a cell phone or by using pictures found or taken by the teacher, describing places with sentences like "This is the park."

### Skills & Technology Integration



#### Skills:

- Spatial Awareness:** Understanding locations in the community.
- Communication:** Describing community places.



#### Technology Integration:

- Use an online map tool to create and label a simple community map.








# 2

## Scenario 6: Discovering Nature's Wonders

**Themes:** 1 It's the Rainforest.

2 It's a Slow, Furry Sloth!

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Identify familiar vocabulary from daily life used in context.</p> <p><b>Interactive:</b> Engage in short exchanges using phrases learned from classroom discussions.</p>	<ul style="list-style-type: none"> <li>➔ Can identify and respond accurately to familiar vocabulary from daily life when used in discussions (e.g., "What animal is slow?" "The sloth.&gt;").</li> <li>➔ Can engage with familiar phrases about animals and nature (e.g., "Where does the sloth live?" "It lives in the rainforest.&gt;").</li> <li>➔ Can demonstrate comprehension of numbers or quantities associated with familiar topics when spoken slowly and clearly (e.g., "three fish" or "five trees").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Show comprehension of simple sentences.</p> <p><b>Reading:</b> Follow written instructions with visual aids.</p> <p><b>Phonemic Awareness:</b> Recognize all the letters of the alphabet in isolation and the correspondence between letter and sound at the beginning of words.</p>	<ul style="list-style-type: none"> <li>➔ Can show comprehension of simple sentences by identifying key details (e.g., "The sloth is slow.&gt;").</li> <li>➔ Can follow written instructions by matching written descriptions with the corresponding pictures (e.g., a description of the rainforest and its picture).</li> <li>➔ Can identify the initial and final phonemes of spoken words related to nature and make the correspondence between letters and their sounds at the beginning of words with visual support (e.g., J /dʒ/ "jungle" supported with a picture).</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Contribute to storytelling sessions with simple sentences based on visual prompts.</p> <p><b>Interactive:</b> Relay short messages from one person to another in a group setting.</p>	<ul style="list-style-type: none"> <li>➔ Can contribute simple sentences to a story from a visual prompt (e.g., "The monkey sleeps in the tree.&gt;").</li> <li>➔ Can relay short messages or instructions about animals and their habitats to classmates in group activities (e.g., "The sloth is slow.&gt;").</li> <li>➔ Can use basic language to exchange information about nature activities, using gestures if needed (e.g., "The cat climbs the tree.&gt;").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Make a list of items.</p> <p><b>Interactive:</b> Write words or phrases as responses to classroom polls or questions.</p>	<ul style="list-style-type: none"> <li>➔ Can make a list of items related to nature or animals (e.g., "tree, bird, rock").</li> <li>➔ Can write words or phrases as responses to classroom polls, questions, or cues about animals or nature (e.g., Cue: "slow animal." Response: "sloth." Cue: "colorful bird." Response: "parrot." Poll: "Which animal do you like?" Response: "monkey.&gt;").</li> <li>➔ Can write simple phrases or sentences about animals or their environments with guidance (e.g., "The sloth lives in trees.&gt;").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Summarize short stories using drawings or pictures.</p> <p><b>Communication:</b> Relay simple information received verbally using English or Spanish.</p>	<ul style="list-style-type: none"> <li>➔ Can summarize short stories using drawings or pictures (e.g., draw a slow sloth to show the story's main idea).</li> <li>➔ Can relay simple information received verbally by pointing to images (e.g., points to "furry animal" on a picture of a sloth).</li> <li>➔ Can describe new vocabulary in a story using drawing and pictures (e.g., describing the rainforest showing a picture).</li> </ul>

# Communicative Competences

<b>Linguistic Competences</b>	<b>Recommended Grammatical Features</b>  1. Adjectives + nouns (e.g., slow sloth) 2. WH-questions (e.g., "What animal is it?") 3. Present simple (e.g., "It's the rainforest.")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> rainforest, jungle, sloth, toucan, monkey, parrot, frog, snake, jaguar, leaf, river, waterfall, vines, nest, branch, hole, forest <b>Verbs:</b> live, grow, climb, swing, hide, sleep, rest, fly, dig, eat <b>Adjectives:</b> slow, furry, colorful, noisy, quiet, wild, tall, leafy, jumpy <b>Demonstratives:</b> this, that
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /s/ in "sloth" and /r/ in "rainforest" <b>Phonemic awareness:</b> Identification of initial sounds with letter correspondence in nature-related words (e.g., /j dʒ/ "jungle")
<b>Pragmatic Competences</b>	<b>Describing animals with traits:</b> "The sloth is slow and furry." <b>Talking about preferences:</b> "I like sloths. They are quiet."
<b>Sociolinguistic Competences</b>	<b>Respect for nature:</b> Talking about the rainforest and animals using respectful language (e.g., "The sloth is quiet.").

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Rainforest Animal Profiles**  
 Overview: Children review research simplified for learners by the teacher to understand different rainforest animals (e.g., sloth, bird). With that information, students will create a profile for each animal (e.g., sloth, bird) with descriptions and images.
- Project 2: Nature Storybook**  
 Overview: Students create a storybook about animals they find in the rainforest, using descriptive sentences like "The sloth is slow and furry."
- Project 3: Digital Animal Cards**  
 Overview: Students use a digital tool, with assistance from the teacher, to create animal flashcards; they label the animals and describe them with adjectives like "big jaguar" or "slow sloth".

### Skills & Technology Integration



#### Skills:

- Critical Thinking:** Learning about animals and the rainforest.
- Communication:** Describing animals with adjectives.



#### Technology Integration:

- Use a tablet to research animals and create digital profiles with pictures.






# 2

## Scenario 7: Fun Outdoors!

Themes: 1 I Love to Run!

2 I Like to Swim.

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Follow two-step spoken instructions related to classroom activities.</p> <p><b>Interactive:</b> Retell a simple instruction or message accurately to another peer.</p>	<ul style="list-style-type: none"> <li>➔ Can follow two-step instructions related to classroom outdoor activities (e.g., "Run to the corner and pick up the ball.&gt;").</li> <li>➔ Can listen to simple instructions and retell them to a peer (e.g., "Pass the ball and jump three times.&gt;").</li> <li>➔ Can get the gist of a 2-line conversation (e.g., "Do you want to play soccer, Maria?" "Yes, I love soccer").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Show comprehension of simple sentences.</p> <p><b>Reading:</b> Create a title or caption for a paragraph or image.</p> <p><b>Phonemic Awareness:</b> Identify a spoken word's initial and final phoneme if these words have been previously encountered and are attached to a picture.</p>	<ul style="list-style-type: none"> <li>➔ Can show comprehension of words about outdoor activities in simple texts. (e.g., "She likes soccer.&gt;").</li> <li>➔ Can create captions for pictures about outdoor games (e.g., "He runs fast.&gt;").</li> <li>➔ Can recognize the initial and final sounds and letters of familiar spoken words by matching pictures to the correct sound and letter (e.g., identifying the initial /g/ sound and letter in "game" and the final /m/ sound when shown a picture of a game).</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Express basic needs and feelings using simple phrases.</p> <p><b>Interactive:</b> Interact in a predictable pattern with simple questions and answers about familiar things using simple phrases.</p>	<ul style="list-style-type: none"> <li>➔ Can describe personal preferences and feelings for activities using simple sentences (e.g., "I love to swim.&gt;").</li> <li>➔ Can ask and answer predictable questions about preferences (e.g., "Do you like to ride bikes?" "Yes, I like it.&gt;").</li> <li>➔ Can express basic needs to peers using simple phrases related to outdoor activities (e.g., "You need to run." or "You need to jump.&gt;").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Write simple responses to texts.</p> <p><b>Interactive:</b> Write simple messages to peers using words, drawings, and short phrases.</p>	<ul style="list-style-type: none"> <li>➔ Can respond to short texts by writing simple sentences (e.g., "I like this story about running.&gt;").</li> <li>➔ Can write simple messages to peers using words, drawings, and short phrases about outdoor activities (e.g., drawing a soccer ball and writing "Let's play!&gt;").</li> <li>➔ Can express simple reactions to texts using words or phrases (e.g., "Fun story!&gt;").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Summarize short stories using drawings or pictures.</p> <p><b>Concept:</b> Show a connection between class concepts and personal experiences.</p>	<ul style="list-style-type: none"> <li>➔ Can summarize short stories using simple drawings (e.g., draw a sunny scene and a swimmer).</li> <li>➔ Can show a connection between class concepts and personal experiences by drawing or gesturing (e.g., drawing themselves running and saying, "I run fast.&gt;").</li> <li>➔ Can connect familiar actions to new words (e.g., saying "I play." and drawing a ball).</li> </ul>

# Communicative Competences

<b>Linguistic Competences</b>	<b>Recommended Grammatical Features</b>  1. Subject + verb + adverb to describe actions (e.g., "I run fast." "I swim slowly.") 2. Present simple (e.g., "I love to run.") 3. WH-questions (e.g., "Why do you like to swim?")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> friend, team, park, playground, activity, race, game, sport, ball, bike, bat, goal, soccer, baseball, basketball <b>Verbs:</b> run, jump, swim, play, race, climb, rest, like, love, watch, pass, win, lose, enjoy <b>Adjectives:</b> fast, slow, happy, fun, big, small, little, good, bad, nice, <b>Adverbs:</b> quickly, slowly, high, low, fast
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /r/ in "run" and /s/ in "swim" <b>Phonemic awareness:</b> Identification of initial and final sounds with letter correspondence in action-related words (e.g., G /g/ "game")
<b>Pragmatic Competences</b>	<b>Expressing preferences for activities:</b> "I like to run. It's fun." <b>Asking questions about others' preferences:</b> "Do you like to play outside?"
<b>Sociolinguistic Competences</b>	<b>Expressing preferences:</b> Using appropriate language to express preferences about outdoor activities (e.g., "I love to play soccer.").

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Outdoor Sports Journal**  
 Overview: Students create a journal to record outdoor activities they enjoy (e.g., "swimming" or "running"), using action verbs to describe their experiences.
- Project 2: Digital Sports Day**  
 Overview: Students create a short video or draw a comic strip panel about their favorite outdoor activity (e.g., swimming or running), and describe it using sentences like "I love to run.".
- Project 3: Fitness Tracking App**  
 Overview: Students use a fitness tracking app to monitor their outdoor activities and describe their progress in simple sentences. They can also create a fitness tracking chart on paper.

### Skills & Technology Integration



#### Skills:

- Physical Activity Awareness:** Describing outdoor sports.
- Communication:** Expressing personal preferences.



#### Technology Integration:

- Use a fitness app to track outdoor activities and create a journal entry for each.








# 2

## Scenario 8: It's Festival Season.

**Themes:** 1 Look at the Fireworks!

2 Food I Eat During a Celebration

### Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 <b>Listening</b>	Can demonstrate comprehension of sounds, familiar words, basic phrases, instructions, and the gist of conversations when spoken slowly and clearly.	<p><b>Receptive:</b> Identify numbers and quantities when heard slowly and clearly.</p> <p><b>Interactive:</b> Follow directions in a game as instructed.</p>	<ul style="list-style-type: none"> <li>➔ Can identify numbers and quantities when heard in festival contexts (e.g., "three cups of shaved ice").</li> <li>➔ Can follow directions to perform a simple game (e.g., "Toss the ball!").</li> <li>➔ Can recognize and repeat numbers related to festival items (e.g., "two balloons").</li> </ul>
 <b>Reading</b>	Can get the gist of familiar words in simple texts when they are supported with pictures.	<p><b>Reading:</b> Create a title or caption for a paragraph or image.</p> <p><b>Reading:</b> Show comprehension of simple texts.</p> <p><b>Phonemic Awareness:</b> Recognize all the letters of the alphabet in isolation and the correspondence between letter and sound at the beginning of words.</p>	<ul style="list-style-type: none"> <li>➔ Can create a title or caption for a drawing or image related to festival foods or activities (e.g., writing "Delicious Food at the Festival" for a picture of festival foods).</li> <li>➔ Can show comprehension of short, simple sentences about festivals and celebrations (e.g., "Look at the fireworks.&gt;").</li> <li>➔ Can recognize the initial letter and its corresponding sound in festival-related words (e.g., identifying the letter "P" and its /p/ sound in "party").</li> </ul>
 <b>Speaking</b>	Can use basic language and formulaic expressions to ask and respond to questions.	<p><b>Productive:</b> Express basic needs and feelings using simple phrases.</p> <p><b>Interactive:</b> Interact in a predictable pattern with simple questions and answer about familiar things using simple phrases.</p>	<ul style="list-style-type: none"> <li>➔ Can describe basic needs and preferences related to festival activities using simple sentences (e.g., "I don't like loud drums.&gt;").</li> <li>➔ Can ask and respond to predictable questions about festival foods and activities (e.g., "What do you eat at the festival?").</li> <li>➔ Can describe familiar activities using short, simple phrases (e.g., "I dance!").</li> </ul>
 <b>Writing</b>	Can compose simple sentences to express simple thoughts and ideas.	<p><b>Productive:</b> Write a word or phrase to a group story or project with support or guidance.</p> <p><b>Interactive:</b> Write simple messages to peers using words, drawings, and short phrases.</p>	<ul style="list-style-type: none"> <li>➔ Can write a word or phrase to respond to a poll or questions about festivals (e.g., "Let's have a poll. Do you like festivals? Write yes or no.&gt;").</li> <li>➔ Can write short messages about festival foods and activities collaboratively (e.g., "I eat cotton candy at the festival.&gt;").</li> <li>➔ Can add a word or phrase to a group story with guidance (e.g., "The _____ are loud." "What is loud?").</li> </ul>
 <b>Mediation</b>	Can combine basic mediation strategies, such as asking for clarification, repetition of key ideas, and use of gestures and visuals to support mutual understanding.	<p><b>Text:</b> Use visual information in texts to convey meaning.</p> <p><b>Communication:</b> Explain simple written instructions to peers, using English or Spanish.</p>	<ul style="list-style-type: none"> <li>➔ Can use visual information to clarify responses about everyday objects (e.g., points to cotton candy for "festival food").</li> <li>➔ Can explain simple written instructions to peers by pointing to pictures (e.g., points to a festival picture and says "festival").</li> <li>➔ Can describe festival traditions using gestures (e.g., clapping hands for "drums").</li> </ul>

# Communicative Competences

Linguistic Competences	<b>Recommended Grammatical Features</b>  1. Subject + verb + adjective for descriptive sentences (e.g., "It is fun!") 2. Present simple (e.g., "I like the meal.") 3. WH-questions (e.g., "What do you like?")
	<b>Recommended Vocabulary</b>  <b>Nouns:</b> festival, celebration, party, fireworks, meal, shaved ice, cotton candy, corn on the cob, music, dance, balloons, drums, tradition <b>Verbs:</b> like, love, eat, watch, celebrate, dance, sing, play, toss, point, clap <b>Adjectives:</b> fun, happy, loud, bright, colorful, big, special, exciting
	<b>Pronunciation &amp; Phonemic Awareness</b>  <b>Pronunciation:</b> /f/ in "fireworks" and /m/ in "meal" <b>Phonemic awareness:</b> Identification of initial sounds with letter correspondence in festival-related words (e.g., P /p/ "party")
Pragmatic Competences	<b>Describing favorite festival parts:</b> "I like the fireworks. They are bright." <b>Asking and answering about festival foods:</b> "What do you like to eat?" "I like cotton candy."
Sociolinguistic Competences	<b>Cultural awareness:</b> Talking about and showing respect for different festivals (e.g., "I like <i>Fiestas Patrias</i> and I like Halloween.").

## Assessment Ideas

### 21st-Century Project Ideas & Overview

- Project 1: Festival Celebration Poster**  
 Overview: Students create a poster describing their favorite festival activities, including food and fun, using simple sentences and illustrations.
- Project 2: Festival Storybook**  
 Overview: Students create a storybook about their favorite festival, describing activities and food using general phrases like "I like the fireworks." or "I love the food.".
- Project 3: Festival Photo Story**  
 Overview: The teacher collects photos of local festivals and prints for students. In groups, students organize the images into a story collage they can present and describe to others.

### Skills & Technology Integration



#### Skills:

- Cultural Awareness:** Learning about festival celebrations.
- Communication:** Describing festival experiences.

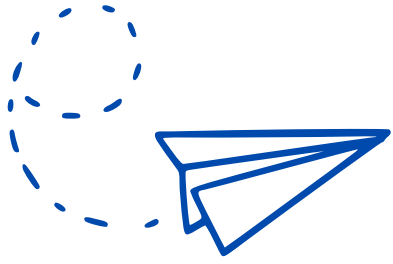


#### Technology Integration:

- Use a digital poster-making tool to design and present their festival celebration poster.



# Notes



# Glossary



# Glossary

## A

### Action-oriented Approach (AoA):

A teaching approach suggested by the Common European Framework of Reference for Languages (CEFR) and at the foundation of this Curriculum. This approach views students as social learners who develop language skills by collaborating on real-life tasks and projects. It encourages active participation, problem-solving, and communication in meaningful situations, supporting the development of language proficiency and essential 21st-Century skills.

### Assessment:

The process of gathering information about how students learn to guide instruction and support progress. In this Curriculum, Assessment is continuous and varied, including Formative, Summative, Performance-based, Peer, and Self-Assessment. These approaches help teachers monitor learning, provide feedback, and measure achievement through real-life tasks and 21st-Century Project Ideas. Together, they support language development, critical thinking, collaboration, and creativity.

- Formative Assessment: Ongoing checks during lessons to improve learning.
- Summative Assessment: End-of-unit or course evaluations of achievement.
- Performance-based Assessment: Real-life tasks like presentations or projects.
- Peer and Self-assessment: Reflection and feedback to build autonomy and collaboration.

### Attention-Deficit / Hyperactivity Disorder (ADHD):

A neurodevelopmental disorder marked by patterns of inattention, hyperactivity, and impulsivity that interfere with learning. ADHD may present as inattentive type, hyperactive-impulsive type, or combined type. Students with ADHD may struggle with maintaining focus, staying on task, organizing their materials, or managing their behavior. Effective classroom strategies include clear instructions, visual schedules, movement breaks, and structured routines to support engagement and self-regulation.

### Auditory and Visual Disabilities:

Disabilities affecting hearing or vision that limit access to language input or instructional materials. Students with hearing disabilities may require amplification devices, visual supports, or peer assistance. Those with visual disabilities may use large print, Braille, tactile materials, or screen readers. Inclusive teaching involves adapting resources and classroom layouts to ensure accessibility and full participation in communication and learning.

### Autism Spectrum Disorder (ASD):

A neurodevelopmental condition that affects communication, social interaction, and behavior. Students with ASD may show a range of abilities and needs, from requiring minimal support to needing intensive assistance. Characteristics include difficulty with social cues, repetitive behaviors, sensory sensitivities, and a preference for routine. Classroom support includes visual schedules, consistent routines, simplified instructions, and quiet areas to reduce sensory overload.

### Authentic Materials:

Real-world resources like newspapers, websites, videos, and podcasts. In this Curriculum, students practice language in meaningful and relevant contexts, supporting real-life communication and fostering stronger engagement.



## C

### Common European Framework of Reference for Languages (CEFR):

An international standard for describing language proficiency across six levels (A1–C2), from basic to proficient users. It defines what learners can do in Listening, Speaking, Reading, Writing, and Mediation in real-life situations. This Curriculum is based on the CEFR to guide skill development and support effective communication in global contexts.

### Communicative Competence:

Is the ability to use language effectively and appropriately in various contexts. In this Curriculum, Communicative competence is built on three foundational pillars: Linguistic Competence, Pragmatic Competence, and Sociolinguistic Competence. These pillars guide students in mastering different aspects of language use:

- **Linguistic Competence (Learn to Know)** focuses on grammar, vocabulary, pronunciation, and language structure, enabling students to understand and produce accurate language use.
- **Pragmatic Competence (Learn to Do)** emphasizes the functional use of language in real-life tasks, such as requesting, informing, or problem-solving, ensuring practical application.
- **Sociolinguistic Competence (Learn to Be)** emphasizes the understanding and adaptation of language to social and cultural norms, fostering respectful and effective communication in diverse settings.

### Competence-based skill development:

Is an approach that focuses on helping students build specific language skills in a step-by-step manner. Skills such as speaking, listening, reading, writing, and mediation are taught in a clear and organized manner, with each step building upon what students have already learned. Mediation involves helping others communicate effectively, such as clarifying meaning, summarizing information, or facilitating understanding between individuals. The goal is to ensure that students gain confidence and the ability to use the language in real-life situations, progressively improving as they advance through the Curriculum.

## Curricular Accommodations:

Actions and planning strategies carried out by teachers to modify the educational program and provide learning experiences that meet students' particular needs.

## D

### Diverse Learning Needs (DLN):

Students with learning, behavioral, emotional, or developmental differences who benefit from curricular accommodations.

### Differentiated Instruction:

Adapting content, process, or outcome based on students' readiness, language levels, or learning profiles.

### Disability:

A restriction or absence related to an individual's impairment, whether permanent or temporary, that limits their ability to perform roles that meet the expectations of a social group or environment.

## E

### Eight Steps of Theme Lesson Planning:

A structured sequence used to plan lessons in alignment with the Panamanian English Curriculum. The eight steps help teachers design purposeful, standards-based instruction that is connected to real-life situations.



## I

### Inclusion:

A principle ensuring all learners access quality instruction, regardless of ability. Implemented through accommodations, pacing support, and task modifications.

### Intellectual Disabilities:

A neurodevelopmental condition that affects intellectual and adaptive functioning. Students with intellectual disabilities may experience difficulties in conceptual skills (such as language, memory, and reading), social skills (including communication and relationships), and practical skills (such as organization and performing daily tasks). These disabilities can range from mild to profound. In the classroom, students benefit from simplified instructions, structured routines, visual aids, and accommodations that support their individual pace and learning style.

## L

### Language Skills and Modes:

This Curriculum emphasizes five English Skills: Listening, Reading, Speaking, Writing, and Mediation. These skills support effective communication in real-world situations.

- **Listening**
  - **Receptive:** Understanding spoken language, identifying key ideas, details, and implied meanings.
  - **Interactive:** Actively engaging in spoken exchanges by listening and responding.
- **Reading**
  - **Receptive:** Decoding and interpreting written texts.
  - **Phonemic Awareness:** Recognizing and manipulating individual sounds to support reading and pronunciation. From PreK to Grade 8.
- **Speaking**
  - **Productive:** Expressing ideas fluently and clearly, adapted for context and audience.
  - **Interactive:** Participating in dialogues and group exchanges to share and respond to ideas.
- **Writing**
  - **Productive:** Producing written texts that are organized, meaningful, and grammatically correct.
  - **Interactive:** Collaborating on written projects such as group reports or creative texts.

- **Mediation**

- **Text:** Helping others understand written or spoken material by summarizing, paraphrasing, or explaining in simpler terms.
- **Communication:** Supporting collaborative interaction by clarifying meaning, resolving misunderstandings, and helping others express ideas.
- **Concept:** Facilitating understanding of complex ideas by restructuring or adapting content to make it more accessible.

### Language Function:

Involves the purpose for which language is used (e.g., informing, persuading, requesting). It refers to how we use words and sentences to achieve goals in real-life situations, like asking for help, giving directions, or sharing opinions. Understanding language functions enables students to communicate more effectively in various contexts.

### Learning Difficulties:

Refers to the greater degree of difficulty that some students experience in accessing the common learning process compared to their peers of the same age.

### Learning Outcomes:

Tangible knowledge, skills, and abilities that students demonstrate as a result of learning. In this Curriculum, Learning Outcomes are directly linked to the Specific Standards, which help teachers track progress, assess real-world language use, and determine whether students are meeting their Specific Objectives and advancing in the five English Skills.



### Lesson Timing:

The distribution of content over one or more sessions.

### Lesson Pacing:

Adjusting the speed of instruction or task completion to accommodate student needs and classroom timing.

### M

### Multigrade Classroom:

A class with students from different grade levels. Requires planning using integrated scenarios and flexible Learning Outcomes.

### Multilevel Classroom:

A class with students at different CEFR levels. Teachers must use differentiated strategies for engagement and assessment.

### P

### Panamanian CEFR:

Localized progression of CEFR levels that maps English proficiency expectations by grade, from Pre-A1 (preschool) to B1 (high school).

### Poster/Infographic Tools:

Visual platforms (digital or paper-based) that students use to present information as part of a classroom task or project.

### S

### Scenarios and Themes:

In this Curriculum, Scenarios are real-life or imagined situations that provide meaningful contexts for students to complete tasks and use English purposefully. Themes are specific topics within each Scenario that guide language focus and connect learning to broader ideas. Designed for the Panamanian context, Scenarios and Themes reflect students' cultural, social, and linguistic realities while preparing them for global communication.

### Six Action-oriented Approach Lesson Stages:

A six-step instructional model that reflects the Action-oriented Approach of the CEFR and guides how tasks are delivered in the classroom.

### Social Agent:

In this Curriculum, students are viewed as social agents who utilize English to interact with others, share ideas, and collaborate in meaningful ways. This approach encourages students to connect with their communities and the world around them, using language as a tool for effective communication and collaboration.

### Specific (SMART) Objectives:

Teacher-written Lesson goals that are specific, measurable, achievable, realistic, and time-bound.



## Standards:

Clear and measurable goals that define what students should know and be able to do at different stages of their learning. They guide teaching, learning, and assessment, ensuring consistency and quality across educational practices. This Curriculum's Standards emphasize the development of Communicative Competences and 21st-Century skills, preparing students for effective communication and success in real-world contexts.

- **General standards:** broad, overarching goals derived from the CEFR (Common European Framework of Reference for Languages), an internationally recognized framework for language proficiency. General standards outline the essential Competences students need to develop to communicate effectively in diverse global contexts and meet international benchmarks.
- **Specific Standards:** detailed descriptions that break down the general standards into smaller, more focused, and achievable steps. They provide clear guidance on the particular skills and knowledge students need to demonstrate within each area of learning. Specific standards enable teachers to design effective lessons, create meaningful assessments, and monitor student progress, ensuring that students achieve their goals systematically and efficiently.

## Student-centered Learning:

A way of teaching that focuses on each student's needs, interests, and abilities. In this Curriculum, students actively participate in their learning, working on topics that matter to them while teachers guide and support them. This approach helps make learning meaningful and relevant, allowing students to build confidence, think critically, and gain the skills they need for real-life situations.

## Students with Special Educational Needs:

Students who show learning patterns and conditions different from the average of their peers, which makes it difficult or impossible for them to access the Curriculum that corresponds to their age. To compensate for these differences, the student with special educational needs requires accommodations in one or more areas of the Curriculum. In some cases, the student may have intellectual superiority, which requires more tailored accommodations to match their capabilities (e.g., gifted students).

## T

## Task-based Learning:

Is an approach in which language learning is centered on the completion of meaningful tasks. In this Curriculum, students use language to solve problems, share information, or achieve specific goals in real-world or simulated contexts.

## Technology Integration:

The purposeful use of low-tech and high-tech tools to support language learning and communication. In this Curriculum, technology integration helps students develop English Skills through real-world tasks, digital storytelling, collaborative projects, and visual presentations. Tools must align with the Learning Outcomes, enhance student engagement, and be accessible based on classroom context. Technology is not the focus of learning but a means to strengthen communication, creativity, and participation in authentic scenarios.

- **Low-Tech:** Simple, accessible tools and resources that do not require electricity or internet to support communication and learning. Examples include flashcards, printed images, posters, physical manipulatives, and paper-based tasks. In this Curriculum, low-tech options ensure all learners can participate in real-world tasks, especially in contexts with limited digital access.
- **High-Tech:** Digital tools and platforms that support interactive and multimodal learning experiences. These may include tablets, computers, apps, online videos, digital posters, and collaborative platforms. High-tech resources in this Curriculum are used to enhance English Skills development and promote engagement through relevant and purposeful use of technology.

# Acknowledgments



## Acknowledgments

### Ministry of Education of Panama

#### Minister of Education

Lucy Molinar

#### Academic Vice-Minister of Education

Agnes De León Chacón de Cotes

#### National Director of Foreign Language Teaching (DNELE)

Davina Cole

### National and International Specialists

**Academic Specialists:** Campos, Ana Isabel, PhD; Dávila, Sara; García de Paredes, Lizzie; León, Mariana, EdD; León, Mónica; León, Oscar; Little, William; Rivera, Juan Carlos; Scholl, Mary; Suazo, Iván.

**International Specialists:** Carroll, Kimberly; Kobashigawa, Suzan, PhD; Nieto-Mejía, Cristobal; Schaefer, Matthew; Wink, Dawn, PhD.

**National Specialists:** Acevedo, Patricia; Campos, Eduardo; Cohen, Anjanette; Forero de Ho, Diana; Gálvez, Gabriela; Mapp, Ulina; McFarlane, Rigoberto; Mena, Rosa; Olivares, Alberto; Ortega, José; Peart, Jennifer; Pile, Carmen; Ramos, Eva; Urriola, Yamileth.

**Project Managers:** León, Lucia; Martínez, Julissa; Sánchez, Katherine.

**DNELE and OEI:** Cely, Rosa; De León, Claudia; Guerra, María; Guzmán, Brian; Peñuela, Diana; Rincón, Johnnatan; Sandoval, Daisy; Sieiro, Raúl; Smith, Carlyn.

### Technical Advisory Group

Amado, Aleida; Cely, Rosa; De Gracia, Jeanette; Diez, Esperanza; Díaz, Lourdes; González, Erick; González, Jahir; Herrera, Ilsa; Hidalgo, Omar; Hils, Leidiana; Mitchell, Milagros; Ortega, Aniluz; Quijada, Oderay; Sánchez, Vladimir; Samudio, Benjamin; Suazo, Iván; Zapateiro, Zuleika.

### Working Groups

Acosta, Natia; Álvarez, Joel; Barría, Anita; Berrugate, Lizmineth; Bonilla, Carlos; Bonny, Nethaneel; Camarena, Enoc; Campos, Euripides; Centeno, Gabriela; Clark, Clara; Escudero, Kathrina; González, Edgar; Gómez, Amarilis; Martínez, Lorenzo; McLean, Patricia; Mendoza, Ruth; Miranda, Emily; Morales, Jaime; Quirós, Saúl; Reyes, Ricardo; Saira, María; Zamora, Yanina.

### Editors and Translators

Acosta, Ricardo; Booth, Amber; Camarena, Enoc; Chavarría, Yasmel; Cohen, Anjanette; Díaz, Ana Mireya; García de Paredes, Lizzie; León, Lucía; León, Mariana; León, Mónica; Ramos, Katisha; Salado, Richard; Sánchez, Katherine; Suazo, Iván.

### Graphic Designers

Barbella, Barbara; Conte, Christiam; De La Cruz, Cecil; Delgado, Carlos; Martínez, Jeanette; Mercado, Yurdys; Morón, Anabella; Nakada, Masami; Reina, Nathalie; Uzcátegui, Jessica.

*The creation of this material was made possible thanks to the support of resources provided by the Panamá Bilingüe Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*

# Acknowledgments

## Curriculum Validators

**We sincerely thank all the validators, both national and international, for their valuable collaboration in the improvement and contextualization of the curriculum. Thanks to their efforts, we have been able to reflect Panamanian culture—its essence, traditions, and the everyday lives of students. Their dedication has enabled us to meaningfully represent the educational regions of Panama, achieving a representative sample from each: *Bocas del Toro, Chiriquí, Coclé, Colón, Comarca Emberá, Comarca Ngöbe, Darién, Herrera, Comarca Kuna Yala, Los Santos, Panamá Centro, Panamá Este, Panamá Norte, Panamá Oeste, San Miguelito, and Veraguas***

### A

Abrego, Celestino; Abrego, Enelda; Abrego, Lucas; Abrego, Ulpiano; Acevedo, Eugenia; Acosta, Adis; Acosta, Elida; Acosta, Keisi; Acosta, Yorindely; Agapi, Leidi; Agrazal, Angela; Agrazal, Isabella; Agudo, Celeste; Aguilar, Aniuska; Aguilar, Bella; Aguilar, Dayra; Aguilar, Fany; Aguilar, Johaana; Aguilar, Moisés; Aguirre, Andy; Aizprúa, Katia; Aizpurúa, Ana; Alabarca, Carlos; Alain, Yarisel; Albáez, Solange; Alcedo, Fernando; Alcedo, Reynell; Alemán, José; Almanza, Laura; Almanza, Yaneth; Almendra, Dayra; Almengor, Ámbar; Almengor, Esteban; Alonso, Deris; Alonso, Yaneth; Alvarado, Wilkeyris; Alvarado, Zugelis; Álvarez, Analina; Álvarez, Guillermo; Álvarez, Leidis; Álvarez, Miguel; Amador, Luz; Anchía, Angélica; Andrade, Ana; Antipara, Irán; Antonio, Cornelia; Aparicio, Brillith; Apochito, Laritza; Aragón, Yulia; Arango, Nalda; Araúz, Alvaro; Araúz, América; Araúz, Belsy; Araúz, Dayana; Araúz, Demis; Araúz, Kaila; Araúz, Lissette; Araúz, María; Araúz, Norma; Araúz, Yazmina; Archibold, Domingo; Archibold, Wendy; Ariano, Ariadne; Arias, Kelvia; Arjona, Franklin; Arjona, Yoana; Arosemena, Daniel; Atencio, Angel;

Atencio, Angelina; Atencio, Jazha; Atencio, Jessie; Atencio, María; Atencio, Xenia; Ávila, Aurelia; Ávila, Elvira; Ayala, Carol; Ayarza, Yanina; Ayarza, Yanitza

### B

Baker, Rodolfo; Baker, Sergio; Ballesteros, César; Ballesteros, Denisse; Ballesteros, Itzel; Baltazar, Gina; Barahona, Antonia; Barker, Milka; Barragan, Armando; Barrera, Arelis; Barrera, Denis; Barrera, Emitza; Barría, Luis; Barría, Nairobi; Barría, Yensi; Barrios, Ilsa; Barrios, María; Barrios, Maricela; Barrios, Yes; Baruco, Marina; Batista, Every; Batista, Jennybeth; Batista, Luis; Batista, Rafael; Baule, Idaldis; Baule, Jislana; Baumgardner, Nellie; Beitia, Anayanci; Beitia, Josevel; Beitia, Rosa; Beleño, Doris; Bellido, Maribel; Benalcázar, Basilia; Benítez, Elizabeth; Benítez, María; Benitez, Mariela; Bernal, Alba; Bernal, Carlos; Bernal, Génesis; Bernal, María; Bernal, Mayra; Bernal, Stephany; Bernard, Alexis; Bernard, Esmeralda; Binns, Esther; Birch, Ernestina; Blandford, Aquilino; Blandford, Rigoberto; Borbon, Minerva; Bósquez, Elkie; Boutet, Lidilia; Bravo, Katherine; Bravo, Lisbeth; Bravo, Melida; Britton, Arturo; Brown, Aristófanos; Brown, Omaira; Brown, Vianka; Brown, Zenia; Burke, Elizabeth; Burke, Yaimasca; Bustamante, Aylene; Bustamante, Beilianeth

### C

Caballero, Jesús; Caballero, Jose; Caballero, Lissy; Caballero, Mónica; Caballero, Nodiel; Caballero, Saudy; Caballero, Stephanie; Caballero, Yesibet; Cabeza, Natividad; Cáceres, Ericka; Cáceres, Katherine; Cáceres, Luis; Caibera, Nelsa; Calderón, Nixdalis; Calvo, Carolina; Camaño, Briceida; Camaño, Leonel; Camarena, Donaín; Camarena, Melissa; Camero, Ernestina; Campos, Aida; Campos, Erick; Campos, Flora; Cano, Duleikis; Cansari, Dario; Canto, Marlin; Caraballo, Marjorie; Cardenas, Lireica; Cardoze, Carl; Carpintero, Eduardo; Carrasco, Isita; Carrizo, Alberto; Casis, Maricelda; Castellero, Karla; Castillo, Angel; Castillo, Bettzy; Castillo, Cesar; Castillo, Elisa; Castillo, Felix; Castillo, Francisco; Castillo, Irene; Castillo, José; Castillo, Jovana; Castillo, Lisbeth; Castillo, Mabys;

*The creation of this material was made possible thanks to the support of resources provided by the Panamá Bilingüe Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*

# Acknowledgments

## Curriculum Validators

Castillo, Maileth; Castillo, Mitzi; Castillo, Nadia; Castillo, Xenia; Castillo, Yelena; Castillo, Yennifer; Castro, Juana; Castro, Laure; Castro, Yina; Castro, Zury; Cedeño, Aida; Cedeño, Julisa; Cedeño, Marcos; Cedeño, Mariela; Cedeño, Yarineth; Cepeda, Delmis; Cerrud, Rosa; Chacon, Didier; Chamí, Esquivel; Charles, Liseth; Chavarría, Alexis; Chavarria, Ruth; Chávez, Iris; Chiripua, Abrego; Chiu, Itzel; Chiu, Yaribeth; Chocho, Maryulis; Chocho, Rolando; Cobas, Myrlenah; Cobos, Mercedes; Colomb, Nilsia; Comparaz, Carmen; Concepción, Darío; Concepción, Jocsan; Concepción, Karen; Concepción, Tomas; Connolly, Yazmine; Coombs, Keida; Cordoba, Lucila; Cornejo, Julissa; Corrales, Matilde; Correa, Karina; Cortés, Ana; Cortés, Ruth; Cortés, Yennifer; Cortez, Inés; Cosio, Francisca; Cota, Lissette; Cox, Julissa; Cruz, Ana; Cruz, Gaudiosa; Cruz, Yarisela; Cubilla, Cristofcher; Cuña, Rolando

### D

Dawkins, Consuelo; De Batista, Lavinia; De Gracia, Cristhian; De Gracia, Felipe; De Gracia, Julio; De Dianous, Edina; De Gracia, Icxenia; De Gracia, Melissa; De Gracia, Williams; De La Espriella, Blanca; De La Torre, Marta; De Leòn, Argelys; De León, Bradalis; De León, Cesar; De León, Fredy; De León, José; De León, Mayra; De León, Susan; De Obaldía, Elizabeth; Deans, Edita; Decerega, Edgard; Degracias, Doris; Del Cid, Joaquin; Delgado, Ahssan; Delgado, Jorge; Delgado, Katerin; Delgado, Vanessa; Demera, Keysha; Díaz, Ada; Díaz, Adrián; Díaz, Alba; Díaz, Cynthia; Díaz, Edgardo; Díaz, Esilda; Díaz, María; Díaz, Nancy; Díaz, Ormelis; Díaz, Yamileth; Díaz, Yessica; Dixon, Julio; Domínguez, Luis; Domínguez, María; Doviaza, Marisol; Dunken, Arlena

### E

Escartín, Miguel; Escobar, Juana; Escudero, Jossarys; Espino, María; Espinosa, Aymeth; Espinosa, Graciela; Espinosa, Isabel; Espinosa, Ivana; Espinoza, Aleyda; Estribi, Nuvia; Etin-Osa, Eyere; Evans, Joseph

### F

Fernández, Edeisy; Fernández, Ida; Fernández, Iván; Figueroa, Ximena; Flores, Delia; Flores, Diorgelins; Flores, Idania; Flores, Johana; Fonseca, Betsy; Fonseca, Darlenys; Fonseca, Deyka; Fonseca, Lisset; Frago, Mayra; Franco, Fátima; Franco, Glenys; Franco, Kharems; Fuentes, Andrea; Fuentes, Dimas; Fuentes, Elnier

### G

Gallardo, Yuribeth; Gálvez, Joan; Gálvez, Mayadaín; Gálvez, Yaris; García, Alexy; García, Benishka; García, Carmen; García, Doris; García, Jorge; García, Julio; García, Miguel; García, Mitzy; García, Moisés; García, Sandra; García, Yarielis; Georget, Elizabeth; Girón, Roselda; Gómez, Elena; Gómez, Elvis; Gómez, Emilia; Gómez, Jiska; Gómez, Plutarco; Gongora, Kaysha; González, Adargelis; González, Anelys; González, Aris; González, Arles; González, Beatriz; González, Blanca; González, Cintia; González, Dalys; González, Damaris; González, Darlenys; González, Dayra; González, Daysi; González, Edilma; González, Edith; González, Enereyda; González, Gloriela; González, Itzel; González, Ivonne; González, Jamín; González, Joselyn; González, Juan; González, Keisy; González, Keyla; González, Leida; González, Liliana; González, Linda; González, Lisbeth; González, Lissette; González, Lucecita; González, Marcela; González, María; González, Marisela; González, Nitzia; González, Noriel; González, Oliver; González, Osiris; González, Roxel; González, Steisy; González, Yadira; González, Yarelis; González, Yasy; González, Zaiar; Gordon, Isabel; Govea, Jose; Govea, Patricia; Grenald, Josefina; Guerra, Carlos; Guerra, Cristela; Guerra, John; Guerra, Julia; Guerra, Osias; Guerra, Roberto; Guerra, Silvia; Guerra, Yoorck; Guevara, Melissa; Guillén, Dina; Guillen, Porfirio; Guillén, Rosario; Gutiérrez, Diana; Gutiérrez, Eligio; Gutiérrez, Fátima; Gutiérrez, Georgeth; Gutiérrez, José, Gutiérrez, Kathleen; Gutiérrez, Kelsie; Guy, Vilma

*The creation of this material was made possible thanks to the support of resources provided by the Panamá Bilingüe Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*

# Acknowledgments

## Curriculum Validators

### H

Hackin, Milciades; Hall, Yahaira; Hamlet, Xiomara; Hansell, Kanela; Hart, Ivett; Hayden, Maisha; Henríquez, Fermín; Henry, Imaro; Hernández, Adelia; Hernández, Andreina; Hernández, Dalys; Hernández, Enoc; Hernández, Mariluz; Hernández, Milagros; Hernández, Orlando; Hernández, Veronica; Heron, Delano; Herrera, Carolina; Herrera, Carolyn; Hibberts, Alberto; Hidalgo, Nazareth; Higuera, Eliana; Hinds, Dayanara; Hoa, Roselis; Hoo, Julio

### I

Ibarra, Magda; Isarama, Ronald; Isaza, Roberto

### J

Jaén, Bertilda; Jaén, Kelvin; Jaén, Ramiro; Jaén, Sheril; Jaramillo, Nancy; Jarvis, Daliah; Javillo, Eynar; Jiménez, Dasha; Jiménez, Deniss; Jiménez, Falina; Jurado, Nicole; Jurado, Rafael; Justavino, Cecilia; Justavino, Fabiola; Justavino, Gustavo; Justavino, Luis

### K

Knights, Shanira

### L

Laguna, Maura; Largaespada, Gloribel; Ledezma, Cecilia; Ledezma, Leydiana; Ledezma, Narcisa; León, Lizmarie; León, Lucy; Lezcano, Jose; Lezcano, Lesbia; Lindsay, Gisel; Livingston, Elisa; Lloyd, Mary; Lombardo, Sonalis; López, Eustimia; López, Itzel; López, Keiny; López, Liliana; López, Mario; López, Quetzalirys; López, Vianet; Lorenzo, Noris; Lumbsden, Emelda; Luna, Nilka

### M

Machado, Hermelinda; Madrid, Katherine; Magallón, Deysi; Maltez, Mixiuris; Mamani, Ninfa; Manzo, Jose; Marcelino, Antonio; Marciaga, Ivís;

Márquez, Lisbeth; Martínez, Ascanio; Martínez, Celedinia; Martínez, Katherine; Martínez, Kenya; Martínez, Melida; Martínez, Quetzalide; Martínez, Roxana; Martínez, Sara; Martínez, Vielka; Martínez, Wendy; Martínez, Yariela; Martínez, Zeth; Martínez, Zuleika; Mastrolinardo, Gabriela; Mateu, Marilu; Maxwell, Olga; Mayers, Marlem; Mc Daniel, Keshia; Mckew, Jaqueline; Medina, Eduardo; Medina, Elsa; Medina, Gonzalo; Medina, Kathia; Mejia, Shamir; Melbourne, Miqueila; Meléndez, Diva; Mena, Argelia; Mena, Claudia; Mendieta, Teresa; Mendoza, Griselda; Mendoza, Lastenia; Mendoza, Nelson; Mendoza, Wendy; Mepaquito, Moises; Mezúa, Camilo; Miranda, Joise; Miranda, Karoline; Miranda, Luz; Miranda, Marcia; Miranda, Natalia; Miranda, Oscar; Miranda, Rafael; Miranda, Stephanie; Mitchell, Angauto; Mitre, Anayka; Mojica, Ilsa; Mojica, Leo; Molina, Vilma; Monroy, Tania; Montenegro D., Luis; Montenegro, Dania; Montenegro, Elvin; Montenegro, Jill; Montenegro, Ramón; Monterrey, Antonia; Monterrey, Cirilo; Mora, Jeiry; Morales, Adys; Morales, Ashley; Morales, Cecilia; Morales, Deyvis; Morales, Diomedes; Morales, Gabriela; Morales, Isil; Morales, Jaime; Morales, Rosa; Morales, Yeisy; Morales, Zayeda; Moran, Yadira; Morel, Kathleen; Moreno, Alicia; Moreno, Carlos; Moreno, Celidett; Moreno, Cinthia; Moreno, Dalila; Moreno, Dania; Moreno, Diana; Moreno, Doralis; Moreno, Edna; Moreno, Leydi; Moreno, Wilbin; Moreno, Yeridett; Morgan, Patricia; Morris, Joe; Morris, Leticia; Moscoso, Marko; Mosley, Nulmy; Mosquera, Gisela; Mudarra, Ilka; Mudarra, Kathya; Muir, Elia; Muñoz, Yuli; Murillo, Idailis; Murillo, Isaac; Murillo, Leisa; Murillo, Saray; Murray, Lydia; Muy, Virginia

### N

Navarro, Elsie; Navarro, Inger; Navarro, Lourdes; Navarro, Yaneth; Newboll, Irma; Nieto, Armando; Nieto, Clariza; Núñez, Albanys; Nuñez, Belinda; Nuñez, Christopher; Nuñez, Dannel; Núñez, Elisenia; Núñez, Fátima; Núñez, Yorlenis

### O

Ocampo, Flor; Olaya, Iracema; O'neal, Ana; Orozco, Vaira; Ortega, Jorge; Ortega, Kathia; Ortega, Kira; Ortega, Roxsi; Ortega, Ruth; Ortega, Yeimy; Ortíz, Carmen; Ortíz, Francia; Ortíz, Gaidilinet; Ortíz, Génesis; Ortíz, Lisbeth; Oses, Gladys; Osorio, Carmen;

*The creation of this material was made possible thanks to the support of resources provided by the Panamá Bilingüe Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*

## Acknowledgments

### Curriculum Validators

Osorio, Cinthia; Osorio, Daniel; Osorio, Gustavo; Osorio, Nancy; Otero, Esther; Ozes, Yainel

#### P

Palacio, Edgar; Palacio, Rogelio; Palacio, Zuleima; Palacios, Wilber; Pandales, Jannya; Pascacio, Lourdes; Pascacio, Mirna; Peña, Esilda; Peña, Katia; Peñalba, Luis; Peralta, María; Pérez, Alberto; Pérez, Annie; Pérez, Ariel; Pérez, Denibeth; Pérez, Deysi; Pérez, Elia; Pérez, Eveliano; Pérez, Lisa; Pérez, Omaira; Pérez, Orsinis; Pérez, Renier; Pérez, Roberto; Pérez, Rubelsaida; Peterson, Dalia; Pimentel, Eyra; Pimentel, María; Pineda, Anayansi; Pineda, Guetzy; Pineda, José; Pineda, Nancy; Pineda, Nori; Pino, Juan; Pinto, Dayra; Pinto, Lelis; Pinzón, Alexis; Pinzón, Betty; Pinzon, Emerico; Pinzón, Omar; Pinzón, Stephanie; Pitti, Jorge; Pitti, Katheleen; Pitty, Rosalio; Polo, Marukel; Ponte, Anel; Porcell, Arellys; Puga, Militza

#### Q

Quiel, Gisell; Quiel, Luis; Quijada, Jorge; Quijada, Mirlín; Quinn, Aldan; Quintana, Emary; Quintero, Arturo; Quintero, Brenda; Quintero, Cedón; Quintero, Dina; Quintero, Iris; Quintero, Jaqueline; Quintero, Lizdania; Quintero, Lizzy; Quintero, Maritza; Quintero, Olivier; Quintero, Rubén; Quintero, Stephanie; Quintero, Vanessa; Quintero, Yodalis; Quinzada, Génesis; Quiros, Lauri; Quirós, Saúl; Quirós, Zelideth

#### R

Ramirez, Sirsa; Ramos, Betzaida; Ramos, Cristina; Ramos, Yulanis; Raphael, Marta; Record, Itzel; Reina, Nairobis; Requenez, Annette; Reyes, Cindy; Reyes, Dielvis; Reyes, Mario; Richards, Laika; Ríos, Claribel; Ríos, Dirian; Ríos, Jacqueline; Ríos, Nachelly; Rivera, Cidia; Rivera, Enedelka; Rivera, Idelda; Robinson, Peggy; Robles, Yulissa; Rodríguez, Ana; Rodríguez, Andy; Rodríguez, Carlos; Rodríguez, Damarys; Rodríguez, Dayami; Rodríguez,

Delmira; Rodríguez, Denis; Rodríguez, Elida; Rodríguez, Erica; Rodríguez, Estanistao; Rodríguez, Eucaris; Rodríguez, Eyra; Rodríguez, Gladys; Rodríguez, Henry; Rodríguez, Irina; Rodríguez, Isa; Rodríguez, Joselin; Rodríguez, Leonardo; Rodríguez, Lineth; Rodríguez, Maria; Rodríguez, Mariadne; Rodríguez, Marlene; Rodríguez, Maryleen; Rodríguez, Maylín; Rodríguez, Orestes; Rodríguez, Oscar; Rodríguez, Ovidio; Rodríguez, Paula; Rodríguez, Reina; Rodríguez, Rodney; Rodríguez, Rosa; Rodríguez, Siria; Rodríguez, Táiris; Rodríguez, Tania; Rodríguez, Wismarlyn; Rodríguez, Yacqueline; Rodríguez, Yariela; Rojas, Mariannette; Rojas, Mayerlyn; Romaña, Luisa; Rosas, Rubí; Rubio, Luisa; Rudas, Eduin; Rueda, Malena; Ruíz, Belgica; Ruíz, Belkis; Ruíz, Juan; Ruíz, Maleni; Ruíz, Ricardo

#### S

Salado, Richard; Salas, Jessica; Saldaña, Reineiro; Samaniego, Denis; Samaniego, Ulpiano; Samudio, Evelyn; Sánchez, Alexander; Sánchez, Annie; Sánchez, Daira; Sánchez, Elyna; Sánchez, Emperatriz; Sánchez, Gisselle; Sánchez, Norma; Sánchez, Rubiela; Sánchez, Victoria; Sandoval, Erika; Sandoval, Leyla; Sanjur, Elizabeth; Sanjur, Hilda; Sanjur, Tathiana; Sanjur, Vielka; Santamaria, Dalisla; Santamaría, Gidalt; Santamaria, Lisbeth; Santamaría, Sobelly; Santana, Reyna; Santillana, Leovigildo; Santos, Angel; Santos, German; Santos, Percida; Santos, Tatiana; Serracín, Miroslava; Serracín, Silvia; Serracín, Yanitza; Serracín, Yelenis; Serrano, Alina; Serrano, Bienvenida; Serrano, Hilary; Serrano, Jose; Serrano, Yenny; Shayegan, Yeisie; Shiwanov, Shelby; Singh, Indira; Sixon, Jossie; Sleiman, Jihad; Smith, Anduaneth; Smith, Elisa; Smith, Jeremias; Smith, Lizeth; Smith, Lucilla; Solis, Arellys; Solis, Digna; Solis, Mitzila; Solís, Vilma; Soriano, Euclides; Soto, Irene; Soto, Yariza; Staff, Magaly; Steele, Anuiska; Sung, Madelis

*The creation of this material was made possible thanks to the support of resources provided by the Panamá Bilingüe Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*

# Acknowledgments

## T

Tejada, Cynthia; Tenorio, Jahdeene; Teucama, Oliver; Toala, Ivette; Toribio, Eduardo; Torrero, Ameth; Torres, Gustavo; Torres, Iguanigtipiler; Torres, Malvis; Torres, Yuriel; Trejo, Yanelys; Trejos, Miriam; Trotman, Arnoldo; Tugr , Asael; Tu on, Roxana; Tyrell, Ayanti

## U

Ulloa, Loreley; Ure a, Maruquel; Ure a, Rosmery; Urieta, Auristela; Urriola, Jaksary

## V

Valderrama, Lissy; Vald s, Gilda; Vald s, Harold; Vald s, Leydis; Vald s, Odilvia; Vald s, Rosely; Vald s, Vivian; Valdivia, Jovany; Valencia, Celinda; Valencia, Eduardo; Vallarino, Luis; Varela, Iliana; Vargas, Eli cer; Vargas, Kathia; Vargas, Leislilianis; Vargas, Silvia; V squez, Guillermina; V squez, Jessica; V squez, Marquelis; V squez, Pedro; V squez, Ruth; Vega, Bianca; Vega, D bora; Vega, Divida; Vega, Esther; Vega, Juan; Vel squez, Dalis; Velasquez, Howard; V lez, Maurelis; Vergara, Iris; Vergara, Justo; Vergara, Rusbeth; Vergara, Victor; Vigil, Anthony; Vigil, Xenia; Vigil, Yilmara; Villalaz, Virgilio; Villarreal, Breislit; Villarreal, Esther; Villarreal, Joan; Villarreal, Jos ; Villarreal, Nathalia; Villarreal, Raul; Villarreal, Sakila; Villarreal, Yanneth; Villarreal, Unice; Villaverde, Olga; Vincent, Stephanie; Vinda, Yeir s; V quez, Joyce; Vitola, Yoselynna

## W

Watson, Odett; Watson, Rubiana; Weir, July; Wellington, Damaris; Wenham, Jovanska; Williams, Kalila

## Y

Yau, Rolando

## Z

Zald var, Bidiela; Zambrano, Yelissa; Zarzavilla, Benigno; Zurdo, Natalia; Zurita, Mar a

## Piloting teachers

**We thank the teachers who accepted the challenge of being the first to use the new curriculum with their students, providing valuable feedback that allowed us to refine and continue improving it. These teachers piloted the curriculum across different educational regions of the country, in various contexts and types of schools, contributing significantly to its enhancement and contextualization.**

Abrego, Gudelia; Barr a, Zaray; Bonny, Nethaneel; Bowen, Sasha; Broce, Mireya; Camarena, Enoc; Centeno, Gabriela; Chang, Aura; De Gracia, Jeanette; De La Torre, Maybeth; Duncan, Harry; Escudero, Gloria; Escudero, Kathrina; Flores, Mar a; Garc a, Evelyn; G lvez, Thatiana; Gil, Ana; Gonzalez, Erick; Gonzalez, Jahir; Herrera, Liriett; Ifill, Michelle; Lao, Y lice; Miranda, Yajaira; Mojica, Rafael; Montenegro, Luis; Moodie, William; Ortega, Melissa; Ortega, Sulyn; Pasco, Mariluz; Pe a, Nilixa; Pitti, Idania; Piper, Silvia; Quiroz, Marissa; Ramos, Corina; Reyes, Omaira; Rinc n, Betzi; Rodr guez, Andr s; Rodr guez, Carmen; Rodr guez, Enith; Romero, Arcenio; S nchez, Vladimir; Saira, Mar a; Velasco, Dinora; Vargas, Alcira; Vasquez, Demetrio; Victoria, Nila; Villarreal, Osiris; Wilkie, Marta; Zeballos, Yanizel.

*The creation of this material was made possible thanks to the support of resources provided by the Panam  Biling e Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*

## Acknowledgments

### Specialists - Initial Discussion Phase

**We thank the participants who contributed to defining the exit profiles and educational goals for the country, working in collaboration with the Ministry of Education and the National Directorate of Foreign Language Teaching. This effort included the valuable participation of English experts from various public and private universities, as well as private schools, who brought their knowledge and experience to help define the curriculum's scope and establish the exit profile goals for twelfth grade.**

Quality Leadership University, Regional English Language Office - US Embassy, Academia Internacional Boquete, American English Overseas Center, Boston School Internacional, Centro Cultural Chino Panameño, Colegio St. Mary Panamá, Columbus University, El Colegio de Panamá, Florida State University (FSU), Fundación Gabriel Lewis Galindo, Instituto Atenea, Instituto Técnico Superior Especializado (ITSE), International School of Panama, ISAE Universidad, The Oxford School, UMECIT, UMIP, Universidad Católica Santa María La Antigua, Universidad de Panamá.

Bishop, Belsis; Carrasco, Guillermo; Castillo, Doris; Drake, Anna; Espino, Edith; Espinosa, Giannina; Fernández, Kristiane; García, Elba; García de Paredes, Ana; Humphrey, Aracelia; López, Luz; Miller, Antonio; Ochogavía, Preciosa; Ojeda, Luz Marina; Quiel, Patricia; Ramalli, Paola; Ramírez, Lissa; Vergara, Italia.

*The creation of this material was made possible thanks to the support of resources provided by the Panamá Bilingüe Program, Loan Agreement No. CFA010713 with the Development Bank of Latin America and the Caribbean (CAF). All rights reserved. Its sale and reproduction for commercial purposes by any means are prohibited without prior authorization from Meduca.*