

English Curriculum

Based on
Competency
Standards

Grade 3



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 3.....	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.

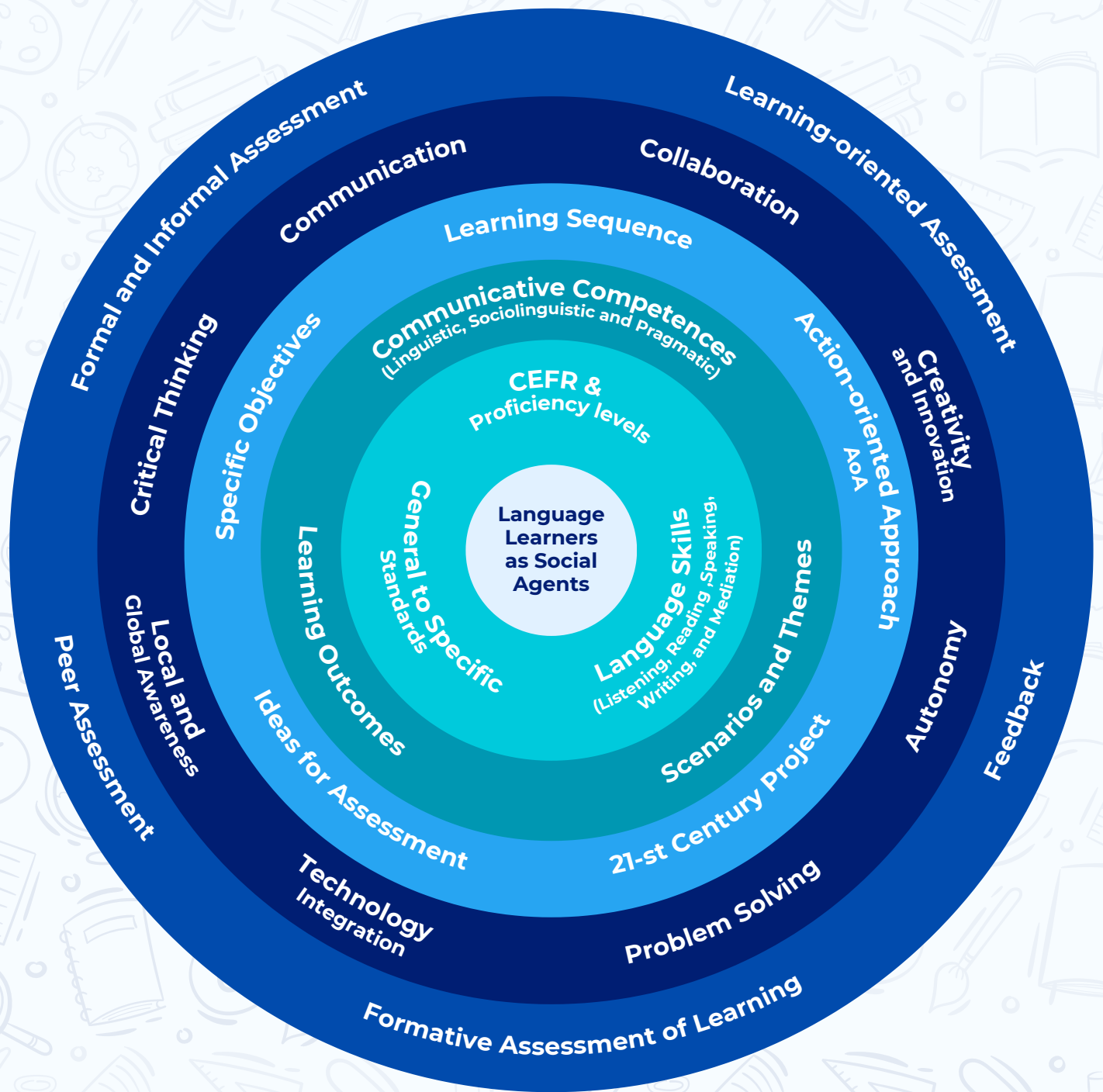


7. 21st-Century Project Ideas for Assessment

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

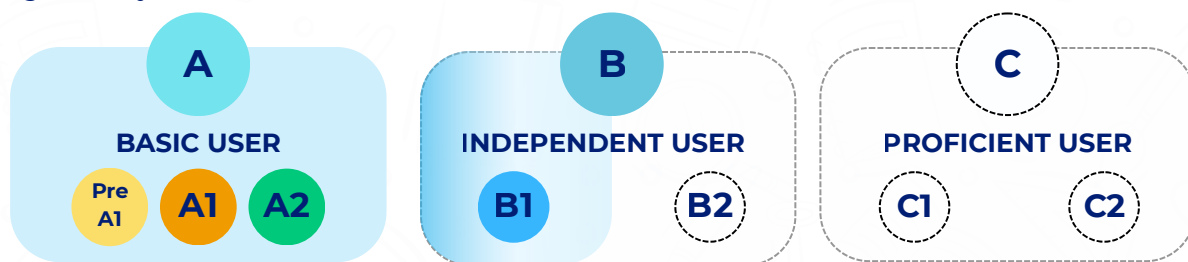


Learners as social agents take responsibility for their learning process, becoming lifelong learners.

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.

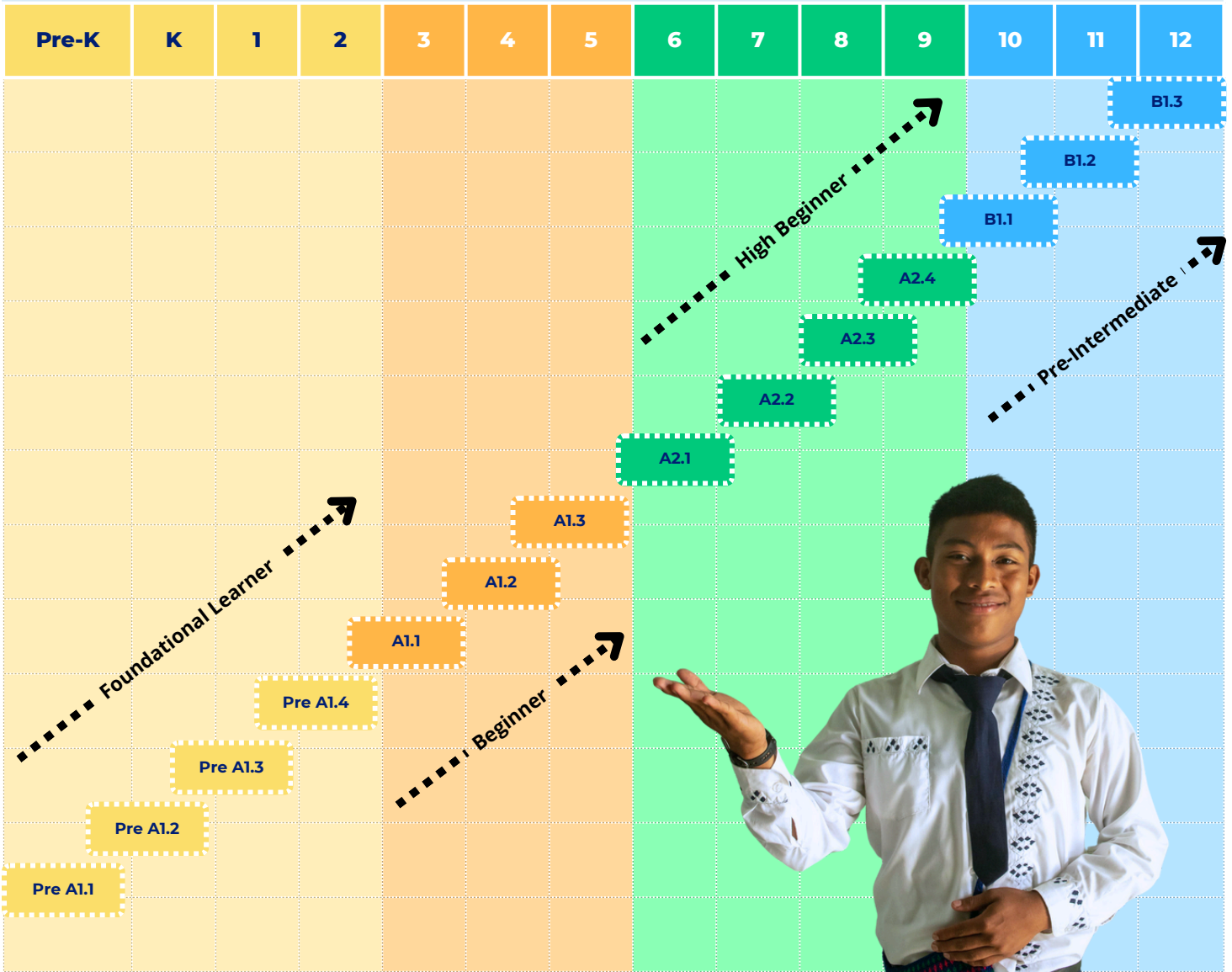
B1 by the end of twelfth grade.

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.



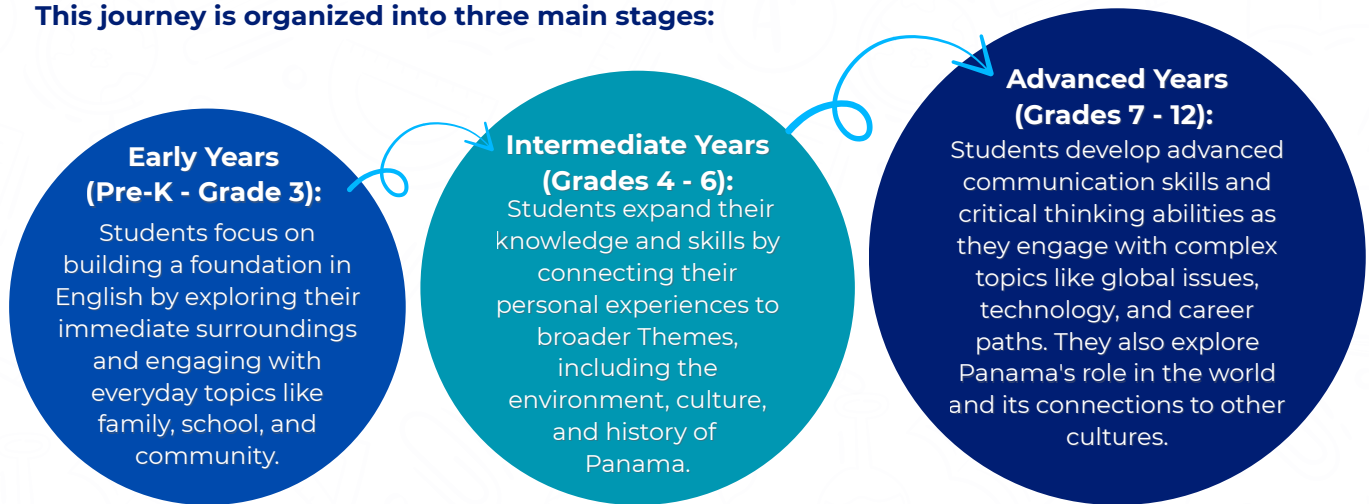
Being Local and Global Citizens

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	Pre-K (Pre A1.1) Kinder (Pre A1.2)	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.
	Pre A1 1 (Pre A1.3) 2 (Pre A1.4)	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	A1 3 (A1.1) 4 (A1.2) 5 (A1.3)	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	A2 6 (A2.1) 7 (A2.2) 8 (A2.3) 9 (A2.4)	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	B1 10 (B1.1) 11 (B1.2) 12 (B1.3)	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 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.

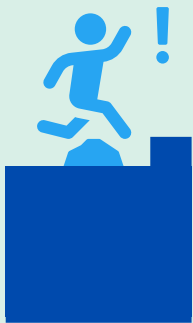
Suggested Assessment Strategies

- **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		
 Listening	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.
 Reading	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.
 Speaking	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.
 Writing	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.
 Mediation	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 misunderstandings, 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	Scenario 1 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
	Themes	<ul style="list-style-type: none"> Meeting My Friends Saying Please and Thank You 	<ul style="list-style-type: none"> Let's Listen! Stand Up! 	<ul style="list-style-type: none"> Today Is Tuesday! It's the Weekend. 	<ul style="list-style-type: none"> Yesterday Was Wednesday. Today Is Friday! 	<ul style="list-style-type: none"> I'm at School. I'm at the Market. 	<ul style="list-style-type: none"> This Is My Favorite. It's the Best! 	<ul style="list-style-type: none"> First, I Cut the Paper. Let's Make a Poster!
	2	Scenario 2 Exploring Our Classroom	Our Routines	Nice Weather Today!	School Life Adventures	A Polite Request	Helping in the Garden	Taking Care of Our Classroom
	Themes	<ul style="list-style-type: none"> Things in My Classroom Colors in My Classroom 	<ul style="list-style-type: none"> First, I Sit Down. Pick It Up! 	<ul style="list-style-type: none"> It's Sunny! It's Raining. 	<ul style="list-style-type: none"> That's a Big Book! That's a Small, Brown Bag. 	<ul style="list-style-type: none"> Can I Have a Pencil? Sorry, I Can't Help You. 	<ul style="list-style-type: none"> The Tomatoes Grow Quickly. These Plants Are from Panama. 	<ul style="list-style-type: none"> We Are Sweeping the Floors. Let's Arrange the Chairs.
	3	Scenario 3 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
	Themes	<ul style="list-style-type: none"> This Is Me! My Family 	<ul style="list-style-type: none"> I Can Count! All the Pencils! 	<ul style="list-style-type: none"> That's a Purple Flower. It's an Orange Cat. 	<ul style="list-style-type: none"> A Perfect Day! Dress for the Weather. 	<ul style="list-style-type: none"> What's in Your Bag? The Book Is on the Table. 	<ul style="list-style-type: none"> How Much Is the Pineapple? I Need Five Yucas. 	<ul style="list-style-type: none"> I Need Two Papayas, Please. How Much Are the Bananas?
	4	Scenario 4 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
	Themes	<ul style="list-style-type: none"> I Love Fruit! I Eat Vegetables! 	<ul style="list-style-type: none"> Where Is Your Book? Go to the Window. 	<ul style="list-style-type: none"> It's My Family! She Is My Mom! 	<ul style="list-style-type: none"> Head to Toes! Hats and Shoes! 	<ul style="list-style-type: none"> It's Sunny. I'm Happy! It's Raining! I Need an Umbrella. 	<ul style="list-style-type: none"> The Vessels Are Big Because... A Vessel Is Crossing! 	<ul style="list-style-type: none"> I Wash the Dishes Everyday. We All Do Chores.
	5	Scenario 5 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
	Themes	<ul style="list-style-type: none"> Let's Count to Five! How Many? 	<ul style="list-style-type: none"> The Cat Says "Meow". That's a Rooster! 	<ul style="list-style-type: none"> That's a Blue Bus. That's a Red Bike. 	<ul style="list-style-type: none"> It's the Park! It's the Market! 	<ul style="list-style-type: none"> One, Two, Three Bananas! I Want Five Pineapples. 	<ul style="list-style-type: none"> Let's Pack for a Trip. I Always Pack Lunch. 	<ul style="list-style-type: none"> I Like Walking in the Afternoon. We Can Swim.
	6	Scenario 6 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
	Themes	<ul style="list-style-type: none"> The A-B-Cs Apple, Banana, Coconut 	<ul style="list-style-type: none"> Move Around One Step In, Two Steps Out! 	<ul style="list-style-type: none"> I See a Rectangle. That Is a Circle. 	<ul style="list-style-type: none"> It's the Rainforest. It's a Slow, Furry Sloth! 	<ul style="list-style-type: none"> I Can Relax and Listen. I'm Outside. I'm Happy! 	<ul style="list-style-type: none"> Where's the Puddle? I Need an Umbrella. 	<ul style="list-style-type: none"> We Recycle Plastic Bottles Every Day. Composting Is Easy.
Optional	7	Scenario 7 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!
	Themes	<ul style="list-style-type: none"> My Teacher! Time for Recess! 	<ul style="list-style-type: none"> I'm Excited! How Are You? 	<ul style="list-style-type: none"> It's a Square Cracker. It's a Round Orange. 	<ul style="list-style-type: none"> I Love to Run! I Like to Swim. 	<ul style="list-style-type: none"> What's Your Favorite Food? I Like <i>Sancocho</i>! 	<ul style="list-style-type: none"> A <i>Mola</i> Has Many Colors! I Can Make a <i>Mola</i>. 	<ul style="list-style-type: none"> Let's Get Cool in the Shade. Turn Off the Lights, Please.
8	Scenario 8 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	
Themes	<ul style="list-style-type: none"> It's a Plant. It's an Animal. 	<ul style="list-style-type: none"> I Like Games! I Like Math! 	<ul style="list-style-type: none"> The Pink Flowers! A Tall Tree! 	<ul style="list-style-type: none"> Look at the Fireworks! Food I Eat During a Celebration 	<ul style="list-style-type: none"> First, I Brush My Teeth. I'm Sleepy. It's Bedtime. 	<ul style="list-style-type: none"> She Is Wearing a <i>Pollera</i>. Let's Dress for a Dance. 	<ul style="list-style-type: none"> Fruits and Vegetables Are Good for You. Panama Has Delicious Food! 	



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

Fundamental

Optional



Nature and Wellness



Being Local and Global Citizens

Grade 3 Beginner



A1.1





Listening

Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.



Reading

Can get the gist and main ideas of short texts if there are pictures.

Specific

	Scenario Title	Themes 1	Themes 2	Listening	Reading
Fundamental	1 Places I Can Go	I'm at School.	I'm at the Market.	Receptive: Demonstrate comprehension of simple spoken instructions. Interactive: Identify the main points in a conversation.	Reading: Outline the meaning of simple paragraphs. Reading: Follow written instructions for making or doing something simple. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
	2 A Polite Request	Can I Have a Pencil?	Sorry, I Can't Help You.	Receptive: Respond to basic questions about a familiar story. Interactive: Summarize spoken stories.	Reading: Show comprehension of texts by answering both written and oral questions. Reading: Identify key details in a story. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
	3 Discovering Our Classroom	What's in Your Bag?	The Book Is on the Table.	Receptive: Follow oral directions for simple games. Interactive: Present responses based on listened questions.	Reading: Describe the purpose of everyday texts. Reading: Outline the meaning of simple paragraphs. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
	4 This Beautiful Day	It's Sunny. I'm Happy!	It's Raining! I Need an Umbrella.	Receptive: Recognize familiar sounds from audio sources. Interactive: Engage in a role-play based on a listened scenario.	Reading: Illustrate the main ideas from a reading in a creative project. Reading: Summarize a text using a graphic organizer. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
	5 Let's Go Shopping!	One, Two, Three Bananas!	I Want Five Pineapples.	Receptive: Identify the main idea from short spoken passages. Interactive: Participate in call-and-response activities.	Reading: Identify key details in a story. Reading: Connect text content to personal experiences or related activities. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
	6 I Can Connect with Nature!	I Can Relax and Listen.	I'm Outside. I'm Happy!	Receptive: Respond to basic questions about a familiar story. Interactive: Engage in a role-play based on a listened scenario.	Reading: Summarize a text using a graphic organizer. Reading: Follow written instructions for making or doing something simple. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
Optional	7 It's Time to Eat.	What's Your Favorite Food?	I Like <i>Sancocho!</i>	Receptive: Demonstrate comprehension of phrases with names and dates in a short, simple recording delivered at a slow pace. Interactive: Present responses based on listened questions.	Reading: Show comprehension of texts by answering both written and oral questions. Reading: Write responses to questions about a text. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.
	8 My Evening Routine	First, I Brush My Teeth.	I'm Sleepy. It's Bedtime.	Receptive: Demonstrate comprehension of phrases with names and dates in a short, simple recording delivered at a slow pace. Interactive: Perform tasks based on oral instructions.	Reading: Summarize a text using a graphic organizer. Reading: Outline the meaning of simple paragraphs. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.



Standards



Speaking

Can describe personal experiences and basic things using simple words and phrases.



Writing

Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.



Mediation

Can use compensation strategies, such as interpretation, simplified language, gestures, and pictures, to communicate ideas.

Standards



Speaking



Writing



Mediation

Productive: Describe routines and simple procedures.
Interactive: Participate in simple dialogues on familiar topics.

Productive: Write simple phrases and sentences on familiar topics.
Interactive: Write short role plays to be acted out based on class content.

Text: Interpret short, simple messages from class texts.
Communication: Assist peers in following oral directions.

Productive: Explain simple rules of a game or activity.
Interactive: Collaborate verbally in team activities.

Productive: Write instructions for simple tasks.
Interactive: Write a simple collaborative text with peers.

Text: Simplify written instructions for peers.
Communication: Relay simplified explanations of lessons to absent peers.

Productive: Share simple stories from books or personal creations.
Interactive: Interact with questions and answers about a classroom topic.

Productive: Compose short texts using simple phrases and sentences.
Interactive: Respond to written questions from peers.

Text: Explain keywords from readings in simpler terms.
Communication: Facilitate basic peer interactions in group activities.

Productive: Describe simple personal experiences and habits.
Interactive: Participate in simple dialogues on familiar topics.

Productive: Create descriptive captions for images with simple words.
Interactive: Write short role plays to be acted out based on class content.

Text: Interpret short, simple messages from class texts.
Concept: Use simple analogies to explain basic concepts.

Productive: Talk about everyday objects and how they are used.
Interactive: Express preferences about familiar topics.

Productive: Compose short texts using simple phrases and sentences.
Interactive: Organize information from discussions into written form.

Communication: Facilitate basic peer interactions in group activities.
Concept: Relate concepts to everyday scenarios.

Productive: Describe routines and simple procedures.
Interactive: Collaborate verbally in team activities.

Productive: Develop simple responses to questions based on reading texts.
Interactive: Participate in group-based brainstorming to draft ideas for a text.

Communication: Assist peers in following oral directions.
Concept: Explain simple events in story form.

Productive: Describe objects using basic words or phrases, provided they can prepare in advance.
Interactive: Interact with questions and answers about a classroom topic.

Productive: Compose short texts using simple phrases and sentences.
Interactive: Respond to written questions from peers.

Text: Simplify written instructions for peers.
Concept: Relate concepts to everyday scenarios.

Productive: Express likes and dislikes.
Interactive: Respond to simple instructions during activities.

Productive: Create descriptive captions for images with simple words.
Interactive: Edit a co-constructed text.

Text: Explain keywords from readings in simpler terms.
Concept: Explain simple events in story form.






3

Scenario 1: Places I Can Go

Themes: 1 I'm at School.

2 I'm at the Market.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Receptive: Demonstrate comprehension of simple spoken instructions. Interactive: Identify the main points in a conversation.	<ul style="list-style-type: none"> ➔ Can demonstrate comprehension and perform tasks based on oral instructions related to identifying location (e.g., "Point to the house."). ➔ Can identify the main points of a conversation about specific places or locations (e.g., recognizing "market" in a short chant or sentence). ➔ Can recognize words and phrases about places from one peer to another (e.g., "I'm at school." "Where is she?" "She's at school.").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	Reading: Outline the meaning of simple paragraphs. Reading: Follow written instructions for making or doing something simple. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.	<ul style="list-style-type: none"> ➔ Can identify the main idea in simple paragraphs about locations (e.g., "I'm at school."). ➔ Can follow written instructions to identify or describe landmarks in a town (e.g., "Find the library on the map." "Point to the park in the picture."). ➔ Can blend spoken phonemes to form one-syllable and two-syllable familiar words (e.g., blending the sounds /I-n/ to form the word "in" and the sounds /b-I-g/ to form the word "big").
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	Productive: Describe routines and simple procedures. Interactive: Participate in simple dialogues on familiar topics.	<ul style="list-style-type: none"> ➔ Can describe routines using location phrases (e.g., "I go to school in the morning."). ➔ Can participate in dialogue and answer questions about locations using simple terms (e.g., "Where are you?" "I'm at the market."). ➔ Can describe personal experiences by asking questions about familiar places (e.g., "Are you at school?" "I'm at school.").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Productive: Write simple phrases and sentences on familiar topics. Interactive: Write short role plays to be acted out based on class content.	<ul style="list-style-type: none"> ➔ Can write simple phrases and sentences about places like home and school (e.g., "I'm at home."). ➔ Can write and perform, based on class content, short role plays about places (e.g., "Where are you?" "I'm at school."). ➔ Can write simple captions for classroom images and content (e.g., write "This is the library." for a picture of the library).
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	Text: Interpret short, simple messages from class texts. Communication: Assist peers in following oral directions.	<ul style="list-style-type: none"> ➔ Can interpret short, simple messages about locations using gestures (e.g., points to "hospital" when hearing "I'm at the hospital."). ➔ Can assist peers in following directions by pointing or using gestures (e.g., points to "home" on a map). ➔ Can guide peers by demonstrating simple actions to show locations (e.g., pointing to "park" and saying "This is the park.").

Communicative Competences

Linguistic Competences	Recommended Grammatical Features 1. Contractions (e.g., "I'm") 2. Prepositions of place (e.g., "at home") 3. Present simple (e.g., "I'm at school.")
	Recommended Vocabulary Nouns: home, school, market, park, library, store, hospital, pharmacy, bakery, restaurant, secretary's office, principal's office, gym, playground, cafeteria, nurse's office Verbs: walk, play, read, study, buy, go, see, talk Adjectives: quiet, busy, big, small, clean, crowded Possessive adjectives: my, your, his, her Prepositions: at, in, near, on, next to Polite expressions: excuse me, please, thank you
	Pronunciation & Phonemic Awareness Pronunciation: /sk/ in "school" and /m/ in "market" Phonemic awareness: The blending of spoken phonemes to form one-syllable and two-syllable words (e.g., "/In/ for the word "in")
Pragmatic Competences	Describing locations: "I'm at school." "I'm at home." Confirming locations: "Are you at school?" "Yes, I'm at school."
Sociolinguistic Competences	Polite expressions for responding to compliments about locations: Using polite expressions to describe familiar places (e.g., one person says, "Your home is beautiful." and the other responds politely, "Thank you!").

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Where Am I? Map**
 Overview: Students create a map showing places like "home," "school," and "market," labeling each with "I'm at..." sentences.
- Project 2: Digital Map Tour**
 Overview: Students create a digital tour of familiar places using an online map tool and label them with "I'm at" phrases.
- Project 3: Location Drawing Project**
 Overview: Students draw pictures of familiar places and write sentences like "I'm at the park.".

Skills & Technology Integration



Skills:

- Place Awareness:** Understanding locations and prepositions.
- Communication:** Describing places with contractions.



Technology Integration:

- Use a digital mapping tool to label familiar places.








3

Scenario 2: A Polite Request

Themes: 1 Can I Have a Pencil?

2 Sorry, I Can't Help You.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Receptive: Respond to basic questions about a familiar story. Interactive: Summarize spoken stories.	<ul style="list-style-type: none"> ➔ Can respond to basic questions about a class story using appropriate phrases and expressions (e.g., "What is his name?" "I'm sorry, I don't know.>"). ➔ Can summarize a spoken dialogue about asking for help or making a polite request in two sentences (e.g., "He needs a pencil." "He asks for a pencil.>"). ➔ Can recognize familiar phrases from a dialogue by raising hands when they hear key phrases (e.g., "Please," "Can I?," "I'm sorry.>").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	Reading: Show comprehension of texts by answering both written and oral questions. Reading: Identify key details in a story. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.	<ul style="list-style-type: none"> ➔ Can show understanding of polite request texts by writing simple responses (e.g., "Can I have a pencil?" "Yes, here.>"). ➔ Can identify details in a story to answer questions (e.g., "Can she help her friend?" "No, she cannot.>"). ➔ Can identify and blend individual phonemes to create one-syllable or two-syllable familiar words (e.g., /d-ε-s-k/ in the word "desk.>").
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	Productive: Explain simple rules of a game or activity. Interactive: Collaborate verbally in team activities.	<ul style="list-style-type: none"> ➔ Can politely explain the rules of a simple game (e.g., "Please roll the dice and move your piece.>"). ➔ Can collaborate with peers in a group activity, sharing ideas and listening to others (e.g., "Good idea. Let's use green!>"). ➔ Can describe the inability to do something in a game or activity in a polite manner (e.g., "I'm sorry. I can't roll the dice.>").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Productive: Write instructions for simple tasks. Interactive: Write a simple collaborative text with peers.	<ul style="list-style-type: none"> ➔ Can write simple, clear instructions for a game in a polite manner (e.g., writing, "Please wait for your turn. Then roll the dice.>"). ➔ Can co-write short dialogues with peers using polite requests (e.g., writing, "I have a pencil, but I don't have an eraser. Can I borrow your eraser?" "Good idea. Your turn now.>"). ➔ Can write a short note to explain their inability to complete a task using polite expressions (e.g., writing, "I'm sorry. I can't roll the dice. Can you help me?>").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	Text: Simplify written instructions for peers. Communication: Relay simplified explanations of lessons to absent peers.	<ul style="list-style-type: none"> ➔ Can simplify written instructions for peers using basic words and gestures (e.g., points to a pencil and says, "Ask for a pencil.>"). ➔ Can relay simple, polite request phrases to absent peers by acting them out when they return (e.g., mimes "Can I have this, please?"). ➔ Can rephrase polite request phrases using simple words (e.g., "Can I have this?" becomes "Please, pencil.>").

Communicative Competences

Linguistic Competences	Recommended Grammatical Features 1. Polite requests (e.g., "Can I have...please?") 2. Negative contracted form of can: (e.g., "I can't roll the dice.") 3. Present simple (e.g., "I have a pencil, but I don't have an eraser.")
	Recommended Vocabulary Nouns: pencil, desk, table, friend, hand, bag, turn, answer, help, paper Verbs: ask, need, borrow, listen, help, wait, answer, give, roll, know, can, can't Adjectives: polite, kind, helpful, ready, friendly Polite expressions: please, thank you, my pleasure
	Pronunciation & Phonemic Awareness Pronunciation: /p/ in "please" and /k/ in "can't" Phonemic Awareness: Blending of spoken phonemes to form one-syllable and two-syllable familiar words (e.g., /k-aɪ-n-d/ in "kind")
Pragmatic Competences	Making polite requests: "Can I have a pencil, please?" Offering assistance politely: "Can I help you?" or "Do you need help?"
Sociolinguistic Competences	Expressing inability politely: Using "can't" in respectful conversation.

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Polite Request Poster**
 Overview: Students create posters with polite requests (e.g., "Can I have a pencil, please?") and responses (e.g., "Sorry, I can't help.").
- Project 2: Request Role-Play**
 Overview: Students role-play, making polite requests and responses using phrases like "Can I have..." and "Sorry, I can't...".
- Project 3: Digital Polite Phrase Poster**
 Overview: Students use a poster-making app to design posters with polite phrases.

Skills & Technology Integration



Skills:

- Communication:** Making polite requests and expressing inability.
- Social Interaction:** Practicing polite phrases.



Technology Integration:

- Use a poster-making app to create digital posters.






3

Scenario 3: Discovering Our Classroom

Themes: 1 What's in Your Bag?

2 The Book Is on the Table.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Receptive: Follow oral directions for simple games. Interactive: Present responses based on listened questions.	<ul style="list-style-type: none"> ➔ Can follow game directions to place or find objects accurately (e.g., "Put the pencil in the bag.>"). ➔ Can create and share responses about object locations (e.g., "What's on your desk?" "A notebook.>"). ➔ Can listen and respond to questions about object locations (e.g., "Where is the book?" "On the table.>").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	Reading: Describe the purpose of everyday texts. Reading: Outline the meaning of simple paragraphs. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.	<ul style="list-style-type: none"> ➔ Can discover and underline or circle important words in paragraphs about classroom items (e.g., circling the word "bag" in the sentence "My bag is red.>"). ➔ Can read and outline main points in paragraphs about classroom objects by responding to questions (e.g., "What's on the desk?" "A notebook.>"). ➔ Can blend spoken phonemes to form one-syllable and two-syllable words such as prepositions or objects (e.g., blending /ɔ-n/ to form the word "on" or /b-æ-g/ to form the word "bag").
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	Productive: Share simple stories from books or personal creations. Interactive: Interact with questions and answers about a classroom topic.	<ul style="list-style-type: none"> ➔ Can share simple stories about object locations (e.g., "Maria is looking for the book. Where's the book? Oh, it's on the desk.>"). ➔ Can ask and answer questions about people in the classroom (e.g., "What is the teacher's name?" "The teacher's name is Miss Maria.>"). ➔ Can describe classroom objects using basic words and phrases (e.g., "I have a red pencil.>").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Productive: Compose short texts using simple phrases and sentences. Interactive: Respond to written questions from peers.	<ul style="list-style-type: none"> ➔ Can compose short texts about classroom items using simple phrases and sentences (e.g., "This is a pencil.>"). ➔ Can respond to written questions from peers about classroom topics (e.g., "Where is the book?" "It is near the teacher.>"). ➔ Can write a short note to a peer using familiar language (e.g., "Hello, Elena! Your bag is on the floor.>").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	Text: Explain keywords from readings in simpler terms. Communication: Facilitate basic peer interactions in group activities.	<ul style="list-style-type: none"> ➔ Can explain keywords about classroom items with gestures (e.g., points to a "pencil" and says "write with it"). ➔ Can help peers ask questions about classroom items by pointing or showing objects (e.g., "What's in your bag?" by pointing to a bag). ➔ Can clarify meanings by pointing to or holding objects (e.g., holds a "book" and says, "This is for reading.>").

Communicative Competences

Linguistic Competences	Recommended Grammatical Features 1. WH-questions (e.g., "What's in your bag?") 2. Prepositions of place (e.g., on the table) 3. Present simple (e.g., "The book is...")
	Recommended Vocabulary Nouns: desk, book, marker, board, shelf, eraser, paper, chair, crayon, notebook, ruler, pencil, pencil case, pen, map Verbs: find, place, show, hold, look, color, draw, write, erase, read, paint, cut, paste Adjectives: neat, messy, organized, large, small, colorful, light blue, green Possessive Adjectives: my, his, her, your Adverbs: here, there Prepositions: in, on, next to, between, behind
	Pronunciation & Phonemic Awareness Pronunciation: /b/ in "book" and /t/ in "table" Phonemic awareness: Blending of spoken phonemes to form one-syllable and two-syllable familiar words like prepositions (e.g., /ɔ/ /-n/ in "on" and /p-er-p-er/ in "paper")
Pragmatic Competences	Locating objects and places: Using appropriate prepositions to describe familiar object places (e.g., "The book is on the table.") Confirming object locations in the classroom: "It's here." "It's on the shelf."
Sociolinguistic Competences	Classroom interactions: Respectfully asking and answering questions about objects (e.g., Excuse me...).

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Classroom Scavenger Hunt**
 Overview: Students go on a scavenger hunt, finding and labeling classroom objects using prepositions (e.g., "The book is on the table.").
- Project 2: Object Sorting Game**
 Overview: Students organize classroom items into categories and label them with prepositions.
- Project 3: Digital Object Finder**
 Overview: Students use digital devices to photograph classroom objects and label them with prepositions.

Skills & Technology Integration



Skills:

- Spatial Awareness:** Using prepositions to describe object locations.
- Communication:** Answering questions about classroom objects.



Technology Integration:

- Use a tablet to photograph objects and label them.






3

Scenario 4: This Beautiful Day

Themes: 1 It's Sunny. I'm Happy!

2 It's Raining! I Need an Umbrella.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	<p>Receptive: Recognize familiar sounds from audio sources.</p> <p>Interactive: Engage in a role-play based on a listened scenario.</p>	<ul style="list-style-type: none"> → Can recognize weather descriptions from audio sources (e.g., "It's sunny.>"). → Can engage in a role-play to show the meaning of simple information about the weather in everyday life (e.g., "What is that?" "An umbrella!" "Why do you need an umbrella?" "It is raining!"). → Can get the gist of a simple role-play performed by peers (e.g., after watching a short role-play, they can answer, "Why is Mario sad? "It's raining!").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	<p>Reading: Illustrate the main ideas from a reading in a creative project.</p> <p>Reading: Summarize a text using a graphic organizer.</p> <p>Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.</p>	<ul style="list-style-type: none"> → Can illustrate main ideas from reading about weather by drawing pictures (e.g., a sun for "It's sunny.>"). → Can summarize weather texts with a graphic organizer (e.g., "It's sunny" under "weather category"). → Can blend spoken phonemes to form one-syllable and two-syllable weather-related words (e.g., blending /r-ɛ-n-i/ in "rainy" and /s-n-ɔʊ/ in "snow").
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	<p>Productive: Describe simple personal experiences and habits.</p> <p>Interactive: Participate in simple dialogues on familiar topics.</p>	<ul style="list-style-type: none"> → Can describe simple personal experiences with the weather (e.g., "I ride a bike on sunny days!"). → Can participate in simple dialogues about the weather (e.g., "What's the weather today?" "It's rainy.>"). → Can describe the weather and their feelings (e.g., "I am happy on sunny days.>").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	<p>Productive: Create descriptive captions for images with simple words.</p> <p>Interactive: Write short role plays to be acted out based on class content.</p>	<ul style="list-style-type: none"> → Can create descriptive captions for weather images using simple words (e.g., "It's sunny.>"). → Can write and perform short role plays on weather and school. (e.g., "It's sunny. Let's play!" "Yes, let's go!"). → Can write and organize simple texts about weather and feelings (e.g., "I am sad on rainy days.>").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	<p>Text: Interpret short, simple messages from class texts.</p> <p>Concept: Use simple analogies to explain basic concepts.</p>	<ul style="list-style-type: none"> → Can interpret simple weather messages using gestures (e.g., points to the sun for "It's sunny.>"). → Can explain weather concepts with simple analogies (e.g., "Rain is like a shower." and mimes rain). → Can show understanding of weather words by pointing to visuals (e.g., points to an umbrella for "It's rainy.>").

Communicative Competences

Linguistic Competences	Grammatical Features 1. Contractions (e.g., "I'm," "it's") 2. WH-questions (e.g., "How do you feel today?") 3. Present simple (e.g., "I feel happy on sunny days.")
	Recommended Vocabulary Nouns: sun, rain, cloud, wind, weather, umbrella, sky, coat, boots Verbs: shine, fall, blow, get wet, dry, enjoy, feel, play Adjectives: sunny, rainy, cloudy, bright, warm, cold, windy, happy, sad, bored, excited, lazy, hot
	Pronunciation & Phonemic Awareness Pronunciation: /s/ in "sunny" and /r/ in "raining" Phonemic awareness: Blending of spoken phonemes to form one-syllable and two-syllable familiar words related to weather (e.g., /r-et-n/ in "rain," and /r-et-n-i/ in "rainy")
Pragmatic Competences	Describing weather and feelings: "I'm happy." "It's raining." Asking and answering about feelings politely: "How do you feel?" "I feel happy."
Sociolinguistic Competences	Expressing emotions and needs: Using polite phrases to describe personal experiences (e.g., "I feel happy, thank you." "I need help your umbrella, please.").

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Weather & Feelings Journal**
 Overview: Students keep a journal, drawing the weather each day and describing how it makes them feel (e.g., "I'm happy.").
- Project 2: Weather Role-Play**
 Overview: Students role-play different weather scenarios and describe their emotions (e.g., "It's sunny. I'm happy.").
- Project 3: Digital Weather Log**
 Overview: Students use a weather app to track and match daily weather with their feelings.

Skills & Technology Integration



Skills:

- Emotional Awareness:** Linking feelings with weather.
- Communication:** Using contractions to describe weather and emotions.



Technology Integration:

- Use a weather app to track daily weather and emotions.








3

Scenario 5: Let's Go Shopping!

Themes: 1 One, Two, Three Bananas!

2 I Want Five Pineapples.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Receptive: Identify the main idea from short spoken passages. Interactive: Participate in call-and-response activities.	<ul style="list-style-type: none"> → Can identify the main idea of short passages about shopping (e.g., "I want five pineapples!"). → Can participate in call-and-response activities (e.g., call out "Let's go shopping. Walk, walk, walk." Everyone repeats and mimics the action.). → Can follow simple instructions at the store (e.g., "Buy three bananas and two oranges!").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	Reading: Identify key details in a story. Reading: Connect text content to personal experiences or related activities. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.	<ul style="list-style-type: none"> → Can identify key shopping words in a story and highlight or list them (e.g., "apples" and "bananas"). → Can connect a story about shopping to personal experience by listing familiar items (e.g., "I buy apples, too!"). → Can blend spoken phonemes to form one-syllable or two-syllable words, such as blending /s/ /n/ /n/ sounds to form the word "sun" (one syllable) and blending /f/ /l/ /σ/ /ə/ sounds to form the word "flower" (two syllables) when the words have been previously encountered.
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	Productive: Talk about everyday objects and how they are used. Interactive: Express preferences about familiar topics.	<ul style="list-style-type: none"> → Can talk about everyday objects at the store and simply explain how they are used (e.g., "I use a basket to carry food!"). → Can express preferences for shopping items (e.g., "I like apples!"). → Can describe basic items at the store using simple words and phrases (e.g., "Apples are expensive!").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Productive: Compose short texts using simple phrases and sentences. Interactive: Organize information from discussions into written form.	<ul style="list-style-type: none"> → Can compose short texts using simple phrases and sentences about shopping (e.g., "I want bananas!"). → Can organize information from discussions about shopping into written form (e.g., "I need apples and oranges!"). → Can write simple phrases and sentences about shopping (e.g., "Three apples, two bananas!").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	Communication: Facilitate basic peer interactions in group activities. Concept: Relate concepts to everyday scenarios.	<ul style="list-style-type: none"> → Can facilitate peer interactions in shopping activities with simple prompts (e.g., holds up an item and says, "How many apples do you want?"). → Can relate shopping words to everyday scenarios with gestures (e.g., points to an apple and says, "I buy this!"). → Can support peers in understanding items by using visuals (e.g., pointing to three apples and saying, "three apples!").

Communicative Competences

Linguistic Competences	Grammatical Features 1. Number + noun (e.g., "three bananas") 2. Present simple (e.g., "I want five pineapples.") 3. Numbers (e.g., "one, two, three...")
	Recommended Vocabulary Nouns: pineapple, apple, orange, banana, money, cart, market, store, basket, price, cashier Verbs: buy, sell, pay, choose, find, pick, carry, cost, need, ask, shop Adjectives: fresh, cheap, expensive, delicious, sweet Numbers: one, two, three, four, five, ten
	Pronunciation & Phonemic Awareness Pronunciation: /b/ in "banana" and /p/ in "pineapple" Phonemic awareness: Blending of spoken phonemes to form one-syllable and two-syllable familiar words related to numbers (e.g., /s-i-k-s/ in "six" and /m-a-n-i/ in "money")
Pragmatic Competences	Expressing quantity: Using polite expressions to count and describe objects while shopping (e.g., "I want three apples.") Requesting items: "Can I have two bananas, please?"
Sociolinguistic Competences	Expressing quantity: Using polite expressions to count and describe objects while shopping (e.g., "I want three apples, please.").

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1:** Shopping List Game
 Overview: Students make a shopping list using pictures of fruits and vegetables, labeling quantities with numbers (e.g., "three bananas").
- Project 2:** Shopping Role-Play
 Overview: Students role-play a shopping scenario, practicing using numbers and requesting different items.
- Project 3:** Digital Shopping List
 Overview: Students use a tablet to create a digital shopping list with pictures and number labels.

Skills & Technology Integration



Skills:

- Numeracy:** Using numbers to count objects.
- Communication:** Describing quantities while shopping.



Technology Integration:

- Use a tablet to create a digital shopping list with pictures and number labels.






3

Scenario 6: I Can Connect with Nature!

Themes: 1 I Can Relax and Listen.

2 I'm Outside. I'm Happy!

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	<p>Receptive: Respond to basic questions about a familiar story.</p> <p>Interactive: Engage in a role-play based on a listened scenario.</p>	<ul style="list-style-type: none"> ➔ Can respond to basic questions about nature (e.g., "What can you hear outside?" "I can hear birds." "I can't hear the wind."). ➔ Can engage in a role play based on a story related to nature (e.g., "Now we will role play relaxing in nature."). ➔ Can respond to questions about a familiar story related to nature (e.g., "Where does the iguana go?").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	<p>Reading: Summarize a text using a graphic organizer.</p> <p>Reading: Follow written instructions for making or doing something simple.</p> <p>Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.</p>	<ul style="list-style-type: none"> ➔ Can summarize a short text about nature using a graphic organizer by organizing key nature terms (e.g., "sun," "tree," and "bird" under the heading "Nature"). ➔ Can follow simple instructions from a nature-themed text (e.g., "Draw a leaf."). ➔ Can blend spoken phonemes to form one-syllable or two-syllable words, such as blending /s/ /n/ /n/ sounds to form the word "sun" when the words have been previously encountered.
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	<p>Productive: Describe routines and simple procedures.</p> <p>Interactive: Collaborate verbally in team activities.</p>	<ul style="list-style-type: none"> ➔ Can describe outdoor routines (e.g., "I go outside in the afternoon."). ➔ Can collaborate with classmates in verbal games or team activities (e.g., "Make two teams. Together, write or draw outdoor activities on the board."). ➔ Can describe personal nature experiences to describe abilities or observations in nature (e.g., "I can see trees, but I can't see flowers.").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	<p>Productive: Develop simple responses to questions based on reading texts.</p> <p>Interactive: Participate in group-based brainstorming to draft ideas for a text.</p>	<ul style="list-style-type: none"> ➔ Can develop simple responses to questions about nature from reading texts (e.g., "I see a tree."). ➔ Can participate in group-based brainstorming to draft and organize ideas for a nature text, using drawings and labels if needed (e.g., "The sun is bright."). ➔ Can write simple sentences to describe abilities and observations related to nature using familiar vocabulary. (e.g., "I can see the sun." "I can't hear the wind.").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	<p>Communication: Assist peers in following oral directions.</p> <p>Concept: Explain simple events in story form.</p>	<ul style="list-style-type: none"> ➔ Can assist peers in following nature-related directions with simple gestures (e.g., pointing to a tree and saying, "Sit by the tree."). ➔ Can explain simple nature events with gestures (e.g., "The sun shines," and points to a sun). ➔ Can help peers understand steps in a nature story by pointing and saying basic words (e.g., "Now find a tree.").



Communicative Competences

Linguistic Competences	Grammatical Features 1. Can/Can't (e.g., "I can relax.") 2. Prepositions of place (e.g., "I'm outside.") 3. Present simple (e.g., "I'm happy.")
	Recommended Vocabulary Nouns: tree, grass, flower, bird, leaf, park, nature, trail, sun, sky, stream, water fall, picnic, spot, river, butterfly, spider Verbs: walk, listen, look, explore, relax, breathe, hear, enjoy, observe, smell, have, see Adjectives: quiet, peaceful, beautiful, green, bright
	Pronunciation & Phonemic Awareness Pronunciation: /k/ in "can" and /s/ in "sun" Phonemic awareness: Blending of spoken phonemes to form one-syllable and two-syllable words, such as blending /s/ /ʌ/ /n/ sounds to form the word "sun" (one syllable) and blending /f/ /l/ /ʌʊ/ /ə/ sounds to form the word "flower" (two syllables)
Pragmatic Competences	Expressing connection with nature: Talking about sensory observations and experiences in nature (e.g., "I hear the birds." "The flowers smell nice.") Locating people and things: Providing directions or identifying locations in nature (e.g., "I am near the big tree." "We are at the park entrance.")
Sociolinguistic Competences	Expressing appreciation for nature: Politely expressing feelings and preferences related to outdoor activities (e.g., "I like sitting under the tree. It's peaceful." "This is my favorite spot in the park.") Participating in polite requests: Using courteous phrases to interact with others during nature-related activities (e.g., "Can you pass me the binoculars, please?" "Would you like to sit here?").

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Nature Observation Journal**
 Overview: Students observe nature around school, writing sentences using "can" and "can't" to describe their abilities (e.g., "I can see a tree.").
- Project 2: Outdoor Role-Play**
 Overview: Students role-play outdoor activities using sentences like "I can relax." or "I can't hear the birds.".
- Project 3: Digital Nature Journal**
 Overview: Students use a nature journaling app to document observations and feelings about nature.

Skills & Technology Integration



Skills:

- Nature Awareness:** Connecting with the outdoors.
- Communication:** Using "can" and "can't" to describe abilities.



Technology Integration:

- Use a nature journaling app to document observations.








3

Scenario 7: It's Time to Eat.

Themes: 1 What's Your Favorite Food?

2 I Like *Sancocho*!

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Receptive: Demonstrate comprehension of phrases with names and dates in a short, simple recording delivered at a slow pace. Interactive: Present responses based on listened questions.	<ul style="list-style-type: none"> → Can demonstrate understanding of familiar words and phrases with dates and numbers from recordings (e.g., "On Sunday, lunch is at 12.>"). → Can recognize familiar phrases with food names or numbers from simple recordings (e.g., "Three apples, two bananas"). → Can create and present responses to questions about food preferences (e.g., "What's his favorite food?" "He likes apples.>").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	Reading: Show comprehension of texts by answering questions, both written and oral. Reading: Write responses to questions about a text. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.	<ul style="list-style-type: none"> → Can show understanding of food preference texts by writing short responses (e.g., "What is his favorite food?" "He likes apples.>"). → Can answer questions in writing about food choices based on short texts. (e.g., "What is his favorite food?" "He likes <i>Sancocho</i>.>"). → Can combine individual phonemes to construct familiar one-syllable or two-syllable words, using prior knowledge of the words (e.g., blending /æ- p- əl/ to form the word "apple").
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	Productive: Describe objects using basic words or phrases, provided they can prepare in advance. Interactive: Interact with questions and answers about a classroom topic.	<ul style="list-style-type: none"> → Can describe food items using basic phrases (e.g., "It's a red apple.>"). → Can ask and answer questions in simple discussions about food with peers (e.g., "What's your favorite food?" "I like ice cream.>"). → Can describe basic food items by following a model provided in advance (e.g., "I like bananas. They are sweet.>").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Productive: Compose short texts using simple phrases and sentences. Interactive: Respond to written questions from peers.	<ul style="list-style-type: none"> → Can compose short texts for images of food with simple words (e.g., "This is my lunch.>"). → Can respond to written questions from peers about food choices (e.g., "Do you like bananas?" "Yes, I do.>"). → Can write short notes for a lunch order (e.g., "I want a hamburger.>").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	Text: Simplify written instructions for peers. Concept: Relate concepts to everyday scenarios.	<ul style="list-style-type: none"> → Can simplify food-related instructions for peers by pointing and using simple words (e.g., pointing to an apple and saying "Take an apple.>"). → Can relate food vocabulary to everyday scenarios with gestures (e.g., points to lunch and says, "I eat chicken at lunch.>"). → Can support understanding of food-related words by rephrasing instructions (e.g., says, "pick food" while holding an apple).

Communicative Competences

Linguistic Competences	Grammatical Features 1. WH- and yes/no questions (e.g., "What's your favorite food?" "Do you like <i>sancocho</i> ?") 2. Present simple (e.g., "I like <i>sancocho</i> .") 3. Compound sentences with the conjunction but (e.g., "I like...but I don't...")
	Recommended Vocabulary Nouns: apple, banana, sandwich, lunch, breakfast, dinner, food, snack, water, juice, rice with chicken, soup Verbs: eat, drink, taste, choose, bring, want, enjoy, share, prepare, serve Modals: can, can't Adjectives: tasty, healthy, hungry, favorite, sweet
	Pronunciation & Phonemic Awareness Pronunciation: /f/ in "favorite" and /s/ in "snack" Phonemic awareness: Blending of spoken phonemes to form one-syllable and two-syllable familiar words related to food (e.g., /æ-p.əl/ in "apple" and /w-ɔ:t-ər/ in "water")
Pragmatic Competences	Asking for and giving information about preferences: Expressing likes and dislikes about food (e.g., "I like apples."), and asking about others' food preferences (e.g., "Do you like oranges?")
Sociolinguistic Competences	Sharing preferences: Respectfully expressing likes and dislikes about food (e.g., "I like apples, but I am not a fan of broccoli.").

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1:** Favorite Food Survey
 Overview: Students conduct a class survey asking peers about their favorite foods (e.g., "What's your favorite food?") and create a chart showing the results.
- Project 2:** Food Recipe Book
 Overview: Students create a simple recipe book by drawing pictures of their favorite foods and writing sentences like "I like *sancocho*".
- Project 3:** Digital Food Survey
 Overview: Students use a digital survey tool to gather and make a graph of types of food preferences.

Skills & Technology Integration



Skills:

- Social Interaction:** Asking and answering questions about food preferences.
- Communication:** Describing food preferences with "like".



Technology Integration:

- Use a digital survey tool to gather and graph class food preferences.








3

Scenario 8: My Evening Routine

Themes: 1 First, I Brush My Teeth.

2 I'm Sleepy. It's Bedtime.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can recognize sounds, syllables, familiar words, phrases, simple instructions and the main points of simple conversations when spoken slowly and clearly.	Receptive: Demonstrate comprehension of phrases with names and dates in a short, simple recording delivered at a slow pace. Interactive: Perform tasks based on oral instructions.	<ul style="list-style-type: none"> → Can demonstrate comprehension of familiar bedtime phrases with names and times from recordings (e.g., "It is time for bed!"). → Can perform bedtime tasks from oral instructions (e.g., "It is time to brush your teeth.>"). → Can get the main points in short conversations about bedtime (e.g., "It is time to sleep.>").
 Reading	Can get the gist and main ideas of short texts if there are pictures.	Reading: Summarize a text using a graphic organizer. Reading: Outline the meaning of simple paragraphs. Phonemic Awareness: Blend spoken phonemes to form one-syllable or two-syllable words if these words have been previously encountered.	<ul style="list-style-type: none"> → Can summarize bedtime routines in a graphic organizer (e.g., "First, I put on my pajamas. Then, I brush my teeth. Last, I go to bed.>"). → Can outline main ideas of bedtime stories with simple keywords (e.g., "sleep," "brush," and "night"). → Can blend spoken phonemes to form one-syllable or two-syllable words related to daily routines (e.g., /wɔ:ʃ/ in the word "wash" and /t-i:θ/ in the word "teeth").
 Speaking	Can describe personal experiences and basic things using simple words and phrases.	Productive: Express likes and dislikes. Interactive: Respond to simple instructions during activities.	<ul style="list-style-type: none"> → Can express preferences about bedtime (e.g., "I like bedtime stories.>"). → Can express preferences about personal bedtime routines (e.g., "I like to brush my teeth before I go to bed.>"). → Can follow and respond to instructions about bedtime (e.g., "Go to bed now." "Okay.>").
 Writing	Can write simple texts coherently, such as captions, instructions, or short notes, using familiar words.	Productive: Create descriptive captions for images with simple words. Interactive: Edit a co-constructed text.	<ul style="list-style-type: none"> → Can create captions for images of bedtime routines (e.g., "Time to sleep.>"). → Can edit and improve a co-constructed text about bedtime routines (e.g., revising "I brush my teeth." to "First, I brush my teeth. Then, I put on my pajamas. Last, I go to bed.>"). → Can write short phrases and sentences on bedtime routines collaboratively (e.g., "I am sleepy.>").
 Mediation	Can use compensation strategies such as interpretation, simplified language, gestures, and pictures, to communicate ideas.	Text: Explain keywords from readings in simpler terms. Concept: Explain simple events in story form.	<ul style="list-style-type: none"> → Can explain keywords about bedtime routines using gestures (e.g., mimes sleeping for "sleep"). → Can explain simple bedtime events in story form with basic actions (e.g., "First, I brush my teeth." and act it out). → Can guide peers in understanding bedtime routines by pointing to visuals (e.g., points to bed and says, "Sleep here.>").

Communicative Competences

Linguistic Competences	Grammatical Features 1. Imperative (e.g., "Brush your teeth.") 2. Present simple (e.g., "I'm sleepy.") 3. WH-questions (e.g., "What is your routine?")
	Recommended Vocabulary Nouns: bed, pillow, blanket, night, pajamas, toothbrush, teeth, bathroom, story, moon, star, bedtime, fan, goodnight Verbs: sleep, rest, brush, dream, lie down, close, read, get ready, say, put on, pray, turn off, wash, take Adjectives: tired, cozy, soft, warm, sleepy Adverbs: first, second, then, finally
	Pronunciation & Phonemic Awareness Pronunciation: /s/ in "sleepy" and /θ/ in "teeth" Phonemic awareness: Blending of spoken phonemes to form one-syllable and two-syllable familiar words related to routines (e.g., /t-i:θ/ in "teeth" and /p-I-l-əʊ/ in "pillow")
Pragmatic Competences	Following instructions about personal routines: Responding to instructions (e.g., "Go to bed.") Describing routines at night: Expressing night routines (e.g., "I put on my pajama.") Expressing readiness: "I'm ready to sleep now."
Sociolinguistic Competences	Sharing personal routines politely: Politely discussing daily bedtime habits (e.g., "I brush my teeth and say goodnight to my family.")

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Bedtime Routine Chart**
 Overview: Students create a chart showing their bedtime routines and sequencing activities, such as "First, I brush my teeth."
- Project 2: Bedtime Routine Story**
 Overview: Students write and illustrate a short story describing their bedtime routine, using sequencing words like "First, next, finally".
- Project 3: Digital Routine Timeline**
 Overview: Students use a timeline-creation app to design a digital version of their bedtime routine chart.

Skills & Technology Integration



Skills:

- Routine Awareness:** Sequencing daily bedtime tasks.
- Communication:** Describing routines with sequencing words.

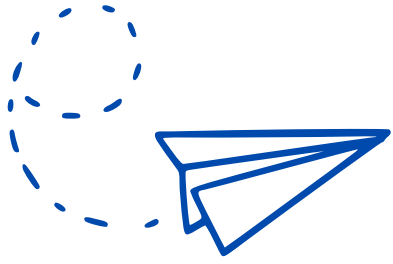


Technology Integration:

- Design a digital version of their bedtime routine chart using a timeline-creation app.



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

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Academic Vice-Minister of Education

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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*

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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;

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R

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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

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Acknowledgments

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Tejada, Cynthia; Tenorio, Jahdeenee; 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

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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.

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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.

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