

English Curriculum

Based on
Competency
Standards

Grade 8



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

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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.

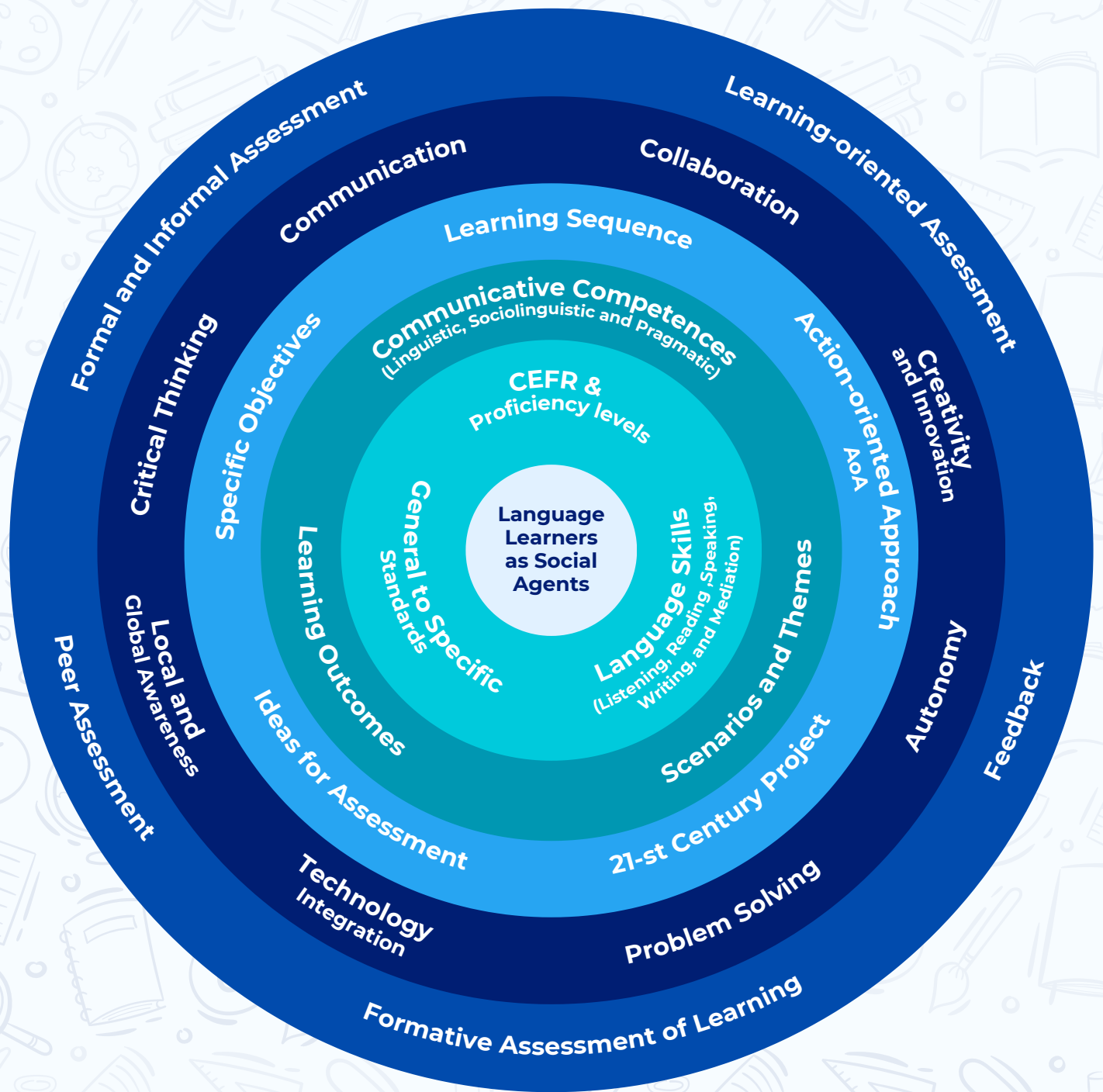


7. 21st-Century Project Ideas for Assessment

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

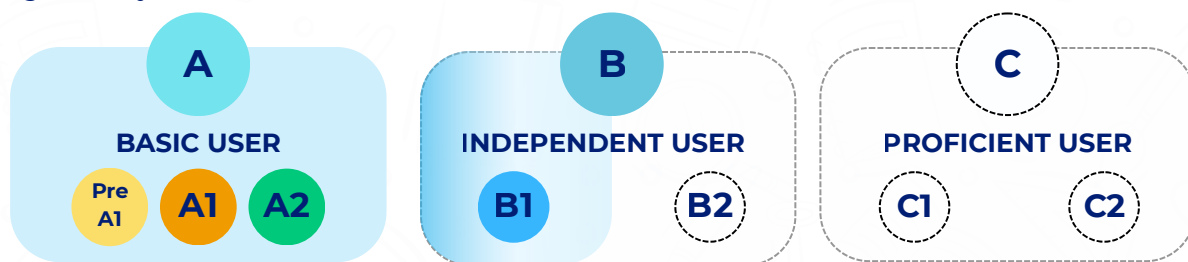


Learners as social agents take responsibility for their learning process, becoming lifelong learners.

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.

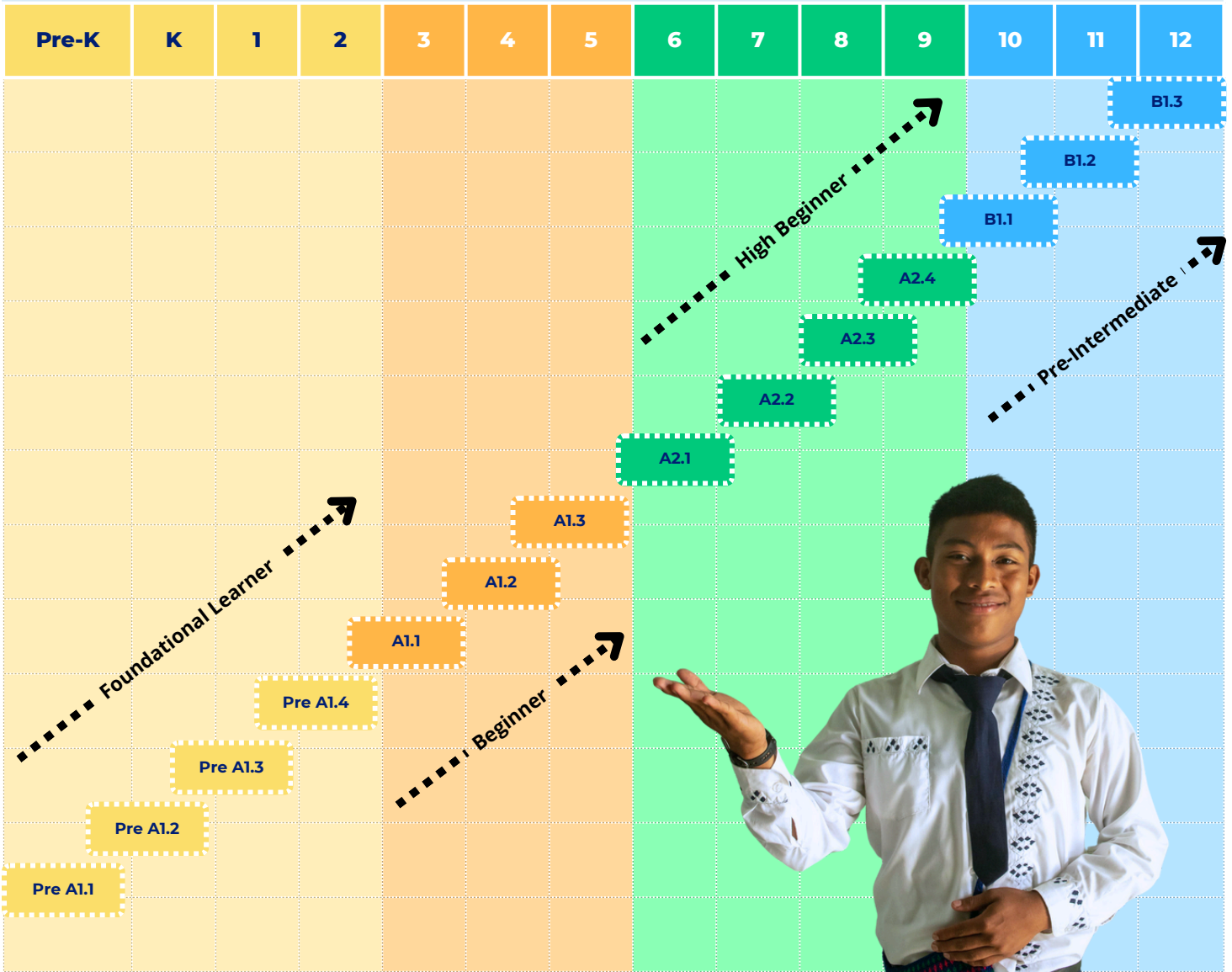
B1 by the end of twelfth grade.

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.



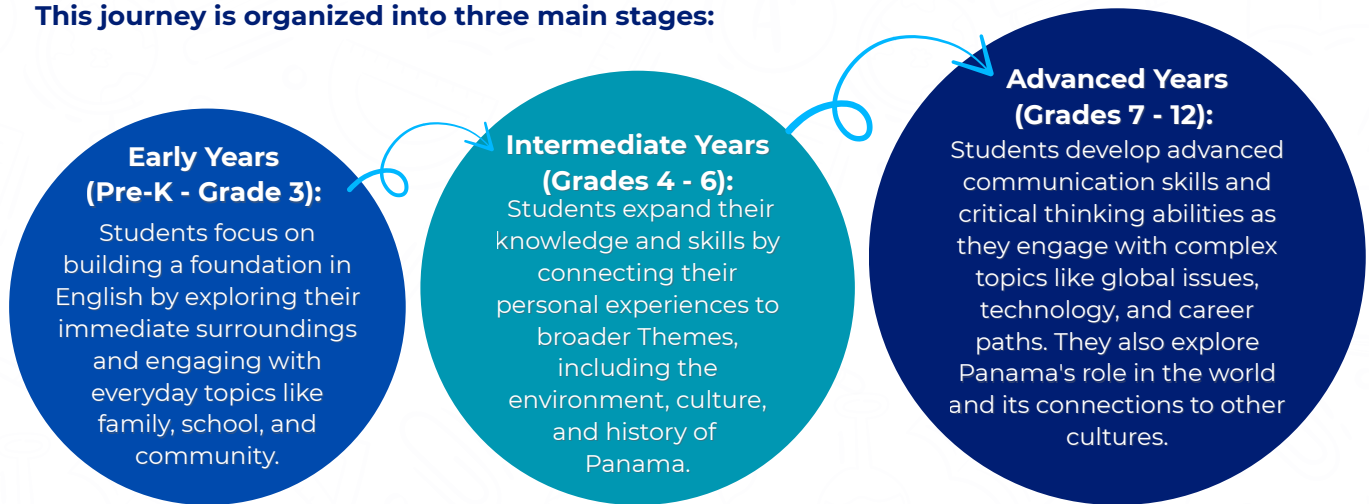
**Being Local and
Global Citizens**

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.



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

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.

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.

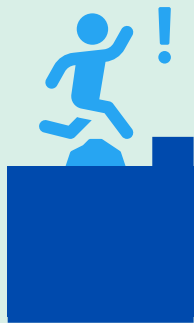
Suggested Assessment Strategies

- **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



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

- **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.







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 mis-understandings, simplifying ideas, and interpreting non-verbal cues.	Can facilitate communication of complex information through simplification, clarification, explanation of abstract concepts, and assisting understanding with practical examples.	 Mediation

Scope and Sequence for the Scenarios and Themes

Grade	Pre-K	K	1	2	3	4	5	
Proficiency Level	Pre A1.1	Pre A1.2	Pre A1.3	Pre A1.4	A.1.1	A1.2	A1.3	
	Foundational Learner				Beginner			
Fundamental	1	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 8 High Beginner



≡ Welcome ≡

A2.3





Listening

Can analyze simple information and questions about familiar topics when spoken slowly and clearly.



Reading

Can analyze a variety of short texts.

Specific

Fundamental

Optional

	Scenario Title	Themes 1	Themes 2	Listening	Reading
1	Cultural Connections	I Celebrate This Tradition Because...	In This Region, They Have a Custom Of...	Receptive: Show recognition of specific details when listening to explanations. Interactive: Contribute to simple discussions on a variety of issues.	Reading: Comprehend descriptions in simple texts. Reading: Summarize the main points of various non-fiction texts. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by pronouncing the irregular present verbs ending in third person singular "-s", "-es", and "-ies".
2	The Power of Education	This Trimester, I Am Learning About...	Next Trimester, I Plan to Learn...	Receptive: Infer implicit information when listening to current events. Interactive: Contribute to simple discussions on a variety of issues.	Reading: Analyze the structure of various texts. Reading: Develop arguments based on one or more texts studied. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.
3	My Favorite Book/Movie	My Favorite Movie Is... Because...	I Liked Your Presentation Because...	Receptive: Follow audio narratives. Interactive: Respond to questions in class discussions.	Reading: Interpret characters' motives in short stories. Reading: Identify the main ideas of persuasive texts and their arguments. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.
4	Sustainable Living	You Can Save Water By...	In the Past, People Didn't Recycle as Much as They Do Now.	Receptive: Infer implicit information when listening to current events. Interactive: Respond to questions in class discussions.	Reading: Analyze informational texts for specific purposes. Reading: Interpret characters' motives in short stories. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by pronouncing the past tense verbs ending "-ed."
5	Career Goals	I Want to Be a Doctor Because...	To Become a Doctor, First I Will Need To...	Receptive: Get the gist of dialogues in social settings. Interactive: Participate in group problem-solving sessions.	Reading: Analyze the structure of various texts. Reading: Summarize the main points of various non-fiction texts. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.
6	Learning from Our Mistakes	What Can I Learn from This Experience?	Next Time, I Will Study Harder to Avoid...	Receptive: Identify the main ideas of spoken news about familiar topics. Interactive: Contribute to simple discussions on a variety of issues.	Reading: Develop arguments based on one or more texts studied. Reading: Identify the main ideas of persuasive texts and their arguments. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.
7	A Day Without Technology	Pros and Cons	Tech-Free or Tech Bound?	Receptive: Show comprehension of extended instructions on familiar topics. Interactive: Interpret peer feedback in collaborative projects.	Reading: Comprehend descriptions in simple texts. Reading: Analyze informational texts for specific purposes. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by pronouncing the past tense verbs ending "-ed."
8	Planning for My Future Education	I Expect My Future to Be...	My Personal Goals for the Future Include...	Receptive: Follow audio narratives. Interactive: Engage in role-play exercises to resolve conflicts.	Reading: Analyze the structure of various texts. Reading: Interpret characters' motives in short stories. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.

Standards



Speaking

Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.



Writing

Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.



Mediation

Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.

Standards



Speaking



Writing



Mediation

Productive: Present on a personally significant topic.
Interactive: Engage in discussions about various real-world topics, asking and responding to questions.

Productive: Write a diary entry about a significant event.
Interactive: Respond to peer writing.

Text: Simplify complex text for peers.
Text: Mediate everyday instructions to peers.

Productive: Describe a personal challenge and resolution.
Interactive: Engage in discussions about academic and future professional interests.

Productive: Write a short report on a class activity.
Interactive: Edit classmates' narratives for clarity and coherence.

Text: Summarize audio and video content for study notes.
Communication: Facilitate a discussion on team roles in group work.

Productive: Give a brief overview of a favorite book or movie.
Interactive: Participate in class discussions, sharing reviews of various types of content.

Productive: Compose short pieces of creative writing.
Interactive: Provide feedback on short texts during a peer review session.

Communication: Mediate between peers in conflict.
Communication: Clarify misunderstood social cues in peer interactions.

Productive: Present findings from a group discussion.
Interactive: Engage in problem-solving conversations.

Productive: Write a short report on a class activity.
Interactive: Edit classmates' narratives for clarity and coherence.

Concept: Explain abstract concepts, using simple analogies and native language when necessary.
Concept: Interpret graphical data for class discussions.

Productive: Explain a recent learning experience.
Interactive: Engage in questions and answers about future goals.

Productive: Create a short narrative based on a personal experience.
Interactive: Provide feedback on short texts during a peer review session.

Communication: Facilitate a discussion on team roles in group work.
Concept: Aid in interpreting differences in communication.

Productive: Explain daily habits and routines.
Interactive: Respond to classmates' presentations.

Productive: Create a short narrative based on a personal experience.
Interactive: Provide feedback on short texts during a peer review session.

Text: Summarize audio and video content for study notes.
Communication: Clarify misunderstood social cues in peer interactions.

Productive: Explain a routine task.
Interactive: Negotiate solutions to challenges in group work.

Productive: Write a diary entry about a significant event.
Interactive: Collaborate in writing, with guidance, on a shared text for a group project.

Text: Simplify complex text for peers.
Communication: Mediate between peers in conflict.

Productive: Explain a recent learning experience.
Interactive: Engage in discussions about academic and future professional interests.

Productive: Write a diary entry about a significant event.
Interactive: Collaborate in writing, with guidance, on a shared text for a group project.

Concept: Explain abstract concepts, using simple analogies and native language when necessary.
Concept: Aid in interpreting differences in communication.






8

Scenario 1: Cultural Connections

Themes: 1 I Celebrate This Tradition Because...

2 In This Region, They Have a Custom Of...

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	<p>Receptive: Show recognition of specific details when listening to explanations.</p> <p>Interactive: Contribute to simple discussions on a variety of issues.</p>	<ul style="list-style-type: none"> ➔ Can follow audio narratives about Panamanian cultural events and show recognition by answering questions about key details (e.g., "Los Diablos wear masks during the <i>Festival de la Pollera Congo</i> because they represent spirits."). ➔ Can contribute to simple discussions about celebrations and customs in their community by sharing personal experiences and responding to peers' questions (e.g., "What do people typically do during <i>Fiestas Patrias</i>?") "They participate in parades, eat traditional food, and enjoy live music. My family has attended the celebrations for many years, and last year, we saw the parade."). ➔ Can follow a short story about a cultural tradition and recall main details (e.g., "People celebrate with parades.").
 Reading	Can analyze a variety of short texts.	<p>Reading: Comprehend descriptions in simple texts.</p> <p>Reading: Summarize the main points of various non-fiction texts.</p> <p>Phonemic Awareness: Demonstrate knowledge of phonemic awareness by pronouncing the irregular present verbs ending in the third person singular "-s," "-es," and "-ies."</p>	<ul style="list-style-type: none"> ➔ Can comprehend descriptions in simple texts about cultural traditions (e.g., "What do families do during <i>Fiestas Patrias</i>?") "They decorate their homes with the national flag and participate in the parades."). ➔ Can summarize the main points of texts about national festivals by using text features like headings and captions (e.g., "The text highlights key moments of the festival, including parades, dances, and speeches."). ➔ Can accurately pronounce irregular present tense verbs ending in the third-person singular "-s", "-es", and "-ies" by producing the correct sounds /s/, /z/, and /ɪz/ in words related to cultural traditions (e.g., /s/ in "decorates," /z/ in "gathers," and /ɪz/ in "wishes").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	<p>Productive: Present on a personally significant topic.</p> <p>Interactive: Engage in discussions about various real-world topics, asking and responding to questions.</p>	<ul style="list-style-type: none"> ➔ Can present about a personally significant tradition, directly addressing the specific standard (e.g., "My family celebrates Christmas with special food."). ➔ Can engage in discussions about cultural traditions by asking and responding to questions and using follow-up prompts (e.g., "What is your favorite tradition?" "I like <i>Fiestas Patrias</i> because of the parades." "What do you like most about the parade?"). ➔ Can ask and respond to questions about regional festivals by providing relevant details (e.g., "When do people celebrate the <i>Manito Ocuëño</i> Festival?" "We celebrate it in August.").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	<p>Productive: Write a diary entry about a significant event.</p> <p>Interactive: Respond to peer writing.</p>	<ul style="list-style-type: none"> ➔ Can write a diary entry describing a cultural event in a coherent and organized manner (e.g., "Today, I saw a parade for Independence Day. First, the band played music. Then, the floats passed by. Finally, there were fireworks."). ➔ Can respond with simple feedback to peer writing about a cultural event (e.g., "I like your story about the festival!!"). ➔ Can write a short paragraph sharing feelings about a cultural celebration (e.g., "I am excited about celebrating Christmas with my family.").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	<p>Text: Simplify complex text for peers.</p> <p>Text: Mediate everyday instructions to peers.</p>	<ul style="list-style-type: none"> ➔ Can simplify for peers a complex text about cultural traditions by using visual aids and encouraging questions (e.g., pointing to a traditional dance picture and saying, "This is a celebration dance. What do you notice about the costumes?"). ➔ Can mediate for peers instructions related to cultural events by miming actions (e.g., miming dancing steps for "join the dance"). ➔ Can simplify cultural descriptions in texts, using gestures and simple language (e.g., showing a photo and saying, "People wear masks here.").

Communicative Competences

Linguistic Competences	Recommended Grammatical Features 1. Present simple and past simple for describing traditions and historical facts (e.g., "Panama celebrates <i>Fiestas Patrias</i> on November 3rd and 4th. Panama became independent in 1903.") 2. Gerund after prepositions (e.g., "I am excited about celebrating Christmas with my family.") 3. Present perfect (e.g., "People have participated in parades, traditional dances, and music festivals.")
	Recommended Vocabulary Nouns: tradition, custom, independence, cuisine, parade, celebration, mask, dance, festival, heritage, belief, ritual, ceremony, fireworks, symbol, ancestry Verbs: celebrate, dance, gather, enjoy, march, observe Adjectives: traditional, cultural, national, festive, united Conditionals: if, when Demonstratives: this, these Sequencers: first, next, finally Adverbs: traditionally, together
	Pronunciation & Phonemic Awareness Pronunciation: Practice pronunciation of word stress (e.g., "mask," "gather," "cultural," "celebration") Phonemic awareness: Pronunciation of irregular present tense verbs ending in third-person singular "-s," "-es," and "-ies," focusing on the correct sounds /s/, /z/, and /ɪz/ (e.g., /s/ in "decorates," /z/ in "gathers," and /ɪz/ in "wishes")
Pragmatic Competences	Describing celebrations: "They decorate their homes with the national flag and participate in the parades." Responding to questions: "What traditions are important in your community?" Expressing preferences: "My favorite tradition is the parade because..."
Sociolinguistic Competences	Engage in class discussions about regional and cultural celebrations, responding to questions about traditions.

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Cultural Scrapbook**
 Overview: Students create a scrapbook showcasing their favorite local or national cultural traditions. They use the present simple tense and the past simple tense to describe celebrations and customs (e.g., "I celebrate this tradition because..."). They also include pictures and descriptions of events they have attended or traditions they have participated in (e.g., "I have celebrated *Fiestas Patrias* with my family for many years.").
- Project 2: Heritage Museum Tour**
 Overview: Students design a museum tour to explore Panama's local cultural traditions. They use gerunds after prepositions (e.g., "Visitors can learn about Panamanian cultural traditions by exploring artifacts and exhibits.").
- Project 3: Tradition Video Interviews**
 Overview: Students record interviews with family members about a cultural celebration, using the simple past tense and gerunds to discuss historical facts and traditions.

Skills & Technology Integration



Skills:

- Cultural Exploration:** Describing traditions and customs from the past and present.
- Communication:** Talking about culture and traditions using descriptive language and everyday expressions.



Technology Integration:

- Use scrapbook creation tools, virtual museum design software, and video recording tools for interviews.








8

Scenario 2: The Power of Education

Themes: 1 This Trimester, I Am Learning About...

2 Next Trimester, I Plan to Learn...

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	Receptive: Infer implicit information when listening to current events. Interactive: Contribute to simple discussions on a variety of issues.	<ul style="list-style-type: none"> ➔ Can infer simple implicit information from spoken narratives about education-related activities by responding to guiding questions (e.g., "What topic is Ana learning about this trimester?" "She is learning about world history.>"). ➔ Can follow and contribute to simple class discussions about education topics, showing comprehension of details (e.g., "What is Ana studying this trimester?" "She is learning computer science and English.>"). ➔ Can listen for specific details in conversations about future studies (e.g., "What is Carlos planning to learn next trimester?" "History.>").
 Reading	Can analyze a variety of short texts.	Reading: Analyze the structure of various texts. Reading: Develop arguments based on one or more texts studied. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.	<ul style="list-style-type: none"> ➔ Can analyze the structure of short educational texts (e.g., "Read about a subject and identify the introduction, body, and conclusion.>"). ➔ Can develop arguments based on reading about educational themes (e.g., "What subject would you study more and why?"). ➔ Can produce and differentiate between minimal pair sounds, accurately identifying and pronouncing distinct phonemes (e.g., /ə/ in "skull" versus /t/ in "skill," /æ/ in "had" versus /e/ "head").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	Productive: Describe a personal challenge and resolution. Interactive: Engage in discussions about academic and future professional interests.	<ul style="list-style-type: none"> ➔ Can describe a personal academic challenge and resolution (e.g., "I needed help with math, so I asked my teacher.>"). ➔ Can engage in discussions about academic interests by asking and responding to questions (e.g., "What do you like to study?" "I like science.>"). ➔ Can ask and answer questions about personal learning goals to express preferences and improvement areas (e.g., "What would you like to focus on improving next trimester?" "I would like to get better at writing reports.>").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	Productive: Write a short report on a class activity. Interactive: Edit classmates' narratives for clarity and coherence.	<ul style="list-style-type: none"> ➔ Can write a short report on a class learning activity (e.g., "Today, we are discussing famous leaders. First, we read about their achievements. Then, we answered questions.>"). ➔ Can write a summary of the main points learned in a history lesson (e.g., "Three main points are: Panama's independence, the construction of the Panama Canal, and indigenous peoples and cultures.>"). ➔ Can edit a peer's short narrative for clarity (e.g., add, "in 2025" to make the date clear).
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	Text: Summarize audio and video content for study notes. Communication: Facilitate a discussion on team roles in group work.	<ul style="list-style-type: none"> ➔ Can summarize key points from an educational video for study notes, using simple visuals and keywords (e.g., drawing a book to represent learning in the video). ➔ Can facilitate a discussion about team roles, using gestures and keywords (e.g., pointing to each team member when assigning roles like, "You research, I write.>"). ➔ Can summarize audio content for study notes, using gestures to illustrate main ideas (e.g., pointing to the head for "thinking" when discussing study habits).



Communicative Competences

Linguistic Competences	Recommended Grammatical Features 1. Present continuous for ongoing actions (e.g., "She is learning computer science and English.") 2. Gerunds after prepositions (e.g., "He is interested in learning English.") 3. Modals for ability and desires (e.g., "I would like to study math.")
	Recommended Vocabulary Nouns: education, skills, knowledge, career goals, subject, course, university, scholarship, trimester, history, classmate, schedule Verbs: learn, study, develop, grow, achieve Adjectives: educational, critical, academic, motivated, ambitious, curious Adverbs: actively, well
	Pronunciation & Phonemic Awareness Pronunciation: Practice stress patterns in modals and continuous forms (e.g., "I am learning." or "I would like") Phonemic Awareness: Practice production and sound discrimination in minimal pair sounds of familiar words (e.g., /ə/ in "skull" versus /ɪ/ in "skill," /æ/ in "had" versus /ɛ/ in "head")
Pragmatic Competences	Discussing goals: "I want to improve my math skills." Asking about progress: "How are you doing in science?" Offering encouragement: "You should keep practicing to get better."
Sociolinguistic Competences	Engage in discussions about personal and learning goals and offer relevant suggestions for improvement, respecting others opinions or thoughts.

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1:** Educational Presentation
 Overview: Students create a presentation on the importance of education, using present continuous to describe ongoing learning (e.g., "This trimester, I am learning about...") and modals to express future goals (e.g., "I would like to study...").
- Project 2:** Learning Vision Board
 Overview: Students create a vision board for their personal and learning goals, using present continuous tense and modals of ability and desire (e.g., "I would like to participate more in group projects.").
- Project 3:** Educational Group Report
 Overview: Students create a group report sharing their current learning experiences and future educational goals. They use gerunds after prepositions to discuss their interests (e.g., "I am interested in learning science...").

Skills & Technology Integration



Skills:

- Educational Reflection:** Describing ongoing learning and suggestions for improvement.
- Creative thinking:** Describing personal and learning goals using creative tools and ideas.

Technology Integration:



- Use podcast platforms, vision board tools, and video editing software for vlogs.








8

Scenario 3: My Favorite Book/Movie

Themes: 1 My Favorite Movie Is... Because...

2 I Liked Your Presentation Because...

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	<p>Receptive: Follow audio narratives.</p> <p>Receptive: Show recognition of specific details when listening to explanations.</p>	<ul style="list-style-type: none"> ➔ Can follow audio narratives by responding to questions in discussions about movies and books, showing comprehension of specific preferences (e.g., "Why does Jose like this book?" "Because it has amazing characters.>"). ➔ Can identify key points shared by classmates when listening to explanations or participating in discussions (e.g., "Who likes action movies?" "Juan.>"). ➔ Can answer simple questions about favorite genres after listening to peers (e.g., "What type of book does Maria like?" "Mysteries.>").
 Reading	Can analyze a variety of short texts.	<p>Reading: Interpret characters' motives in short stories.</p> <p>Reading: Identify the main ideas of persuasive texts and their arguments.</p> <p>Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.</p>	<ul style="list-style-type: none"> ➔ Can interpret characters' motives in short story descriptions by answering questions about key decisions and actions (e.g., "Why did the character move to another city?" "Because his/her family got a new job.>"). ➔ Can identify the main ideas of persuasive texts about books or movies (e.g., "What is the main message of this movie review?"). ➔ Can accurately identify and produce sounds in minimal pairs (e.g., distinguishes between /t/ in "full" and /u:/ in "fool").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	<p>Productive: Give a brief overview of a favorite book or movie.</p> <p>Interactive: Participate in class discussions, sharing reviews of various types of content.</p>	<ul style="list-style-type: none"> ➔ Can give a brief overview of a favorite movie in class discussions (e.g., "My favorite movie is about space exploration.>"). ➔ Can participate in class discussions by asking and answering questions about favorite books (e.g., "What book do you recommend?" "I recommend this book because it's exciting.>"). ➔ Can share opinions in group discussions about favorite books (e.g., "I recommend reading this book because it is about friendship and adventure.>").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	<p>Productive: Compose short pieces of creative writing.</p> <p>Interactive: Provide feedback on short texts during a peer review session.</p>	<ul style="list-style-type: none"> ➔ Can compose a short, creative piece inspired by a favorite book, using simple details to describe key elements (e.g., "In my version of the story, the animals become friends and start their own adventure.>"). ➔ Can provide feedback on a peer's description of a movie (e.g., "Your story about the movie is interesting.>"). ➔ Can compose a simple review, sharing why a book or movie is enjoyable (e.g., "I read a book about life in the future. It showed the impact of technology in our lives, and robots played an active role.>").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	<p>Communication: Mediate between peers in conflict.</p> <p>Communication: Clarify misunderstood social cues in peer interactions.</p>	<ul style="list-style-type: none"> ➔ Can mediate a simple disagreement between peers about a favorite movie, using gestures to show listening and taking turns (e.g., hand gestures for "wait" and "listen"). ➔ Can clarify misunderstood social cues, using facial expressions and gestures to show understanding (e.g., nodding to confirm a peer's idea when clarifying opinions). ➔ Can mediate discussions about movie genres, using gestures to emphasize different types (e.g., showing "big" hands for an action movie and "quiet" for a drama).

Communicative Competences

Linguistic Competences	Recommended Grammatical Features 1. Present simple to describe preferences and reasons, verb + -ing + noun + because (e.g., "I like reading fiction books because they are exciting.") 2. Past simple (e.g., "I watched a comedy yesterday." "It was about...") 3. Comparing preferences (e.g., "I prefer action movies over comedies because they are more thrilling.")
	Recommended Vocabulary Nouns: movie, book, poetry, character, plot, theme, documentary, presentation, genre Verbs: express, describe, relax, watch, enjoy, analyze, reflect, stand, like, prefer Adjectives: entertaining, engaging, emotional, favorite Sequencers: first, next, after, finally Adverbs: creatively, emotionally
	Pronunciation & Phonemic Awareness Pronunciation: Continue practicing the pronunciation of irregular present tense verbs ending in third-person singular "-s," "-es," and "-ies" with the sounds /s/, /z/, and /ɪz/ (e.g., "eats," "runs," and "watches") Phonemic awareness: Practice identifying and producing contrastive vowel sounds in familiar words, such as /ʊ/ in "full" and /u:/ in "fool"
Pragmatic Competences	Participating in discussions: "I like this book because it's exciting." Giving opinions: "I think the movie was very funny." Comparing preferences: "I prefer action movies over comedies because they are more thrilling."
Sociolinguistic Competences	Provide constructive feedback in peer presentations and discussions on book reviews.

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Book/Movie Trailer**
 Overview: Students create a movie or book trailer, using the present simple tense to describe their preferences and verb + -ing phrases for actions (e.g., "I like watching documentaries because they help me relax.").
- Project 2: Comparative Book Review**
 Overview: Students write a comparative review of two books or movies, using key vocabulary to justify preferences (e.g., "I prefer this movie because it's more engaging."). They use the past simple tense to describe the story's main events (e.g., "The book described the life of people on a deserted island.").
- Project 3: Character Social Media Profiles**
 Overview: Students design social media profiles for their favorite characters, using the verb + -ing to describe character traits and behaviors.

Skills & Technology Integration



Skills:

- Critical Thinking:** Describing book or movie choices and justifying preferences with the verb + -ing.
- Creativity:** Comparing books or movies using descriptive language



Technology Integration:

- Use video editing software for trailers, writing tools for reviews, and social media design apps for character profiles.






8

Scenario 4: Sustainable Living

Themes: 1 You Can Save Water By...

2 In the Past, People Didn't Recycle as Much as They Do Now.

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	<p>Receptive: Infer implicit information when listening to current events.</p> <p>Interactive: Respond to questions in class discussions.</p>	<ul style="list-style-type: none"> → Can infer simple details from short talks about sustainable living by recognizing key cause-effect relationships (e.g., "What happens if we waste water?" "We have less to drink."). → Can respond to questions about recycling during class discussions, demonstrating understanding of main ideas (e.g., "What should we recycle?" "Cans, paper, cardboard, batteries, and plastic containers."). → Can listen to peers discussing water conservation, showing comprehension by recognizing specific suggestions (e.g., "Use less water when washing dishes.").
 Reading	Can analyze a variety of short texts.	<p>Reading: Analyze informational texts for specific purposes.</p> <p>Reading: Interpret characters' motives in short stories.</p> <p>Phonemic Awareness: Demonstrate knowledge of phonemic awareness by pronouncing the past tense verbs ending "-ed."</p>	<ul style="list-style-type: none"> → Can analyze informational texts for specific purposes, such as recycling tips (e.g., "Identify two ways to save water from the text."). → Can interpret motives behind actions in short texts about sustainability (e.g., "Why should we recycle?"). → Can pronounce past tense verbs ending in "-ed" (e.g., produces the appropriate sounds /d/, /t/, and /t/ in words like "saved," "wasted," and "watched").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	<p>Productive: Present findings from a group discussion.</p> <p>Interactive: Engage in problem-solving conversations.</p>	<ul style="list-style-type: none"> → Can present findings from a group discussion on sustainable living, comparing past and current practices through examples of daily habits (e.g., "Before, people threw everything away, but now they sort items for recycling and composting."). → Can engage in problem-solving conversations about sustainability by asking and responding to questions (e.g., "How can we save water?" "We can turn off the tap."). → Can ask and answer questions about sustainable practices, showing recognition of key discussion points (e.g., "What happens if we don't recycle?" "If we don't recycle, there will be more waste, and the water, soil, and atmosphere will be more polluted.").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	<p>Productive: Write a short report on a class activity.</p> <p>Interactive: Edit classmates' narratives for clarity and coherence.</p>	<ul style="list-style-type: none"> → Can write a short report about a class recycling activity, describing how practices have changed over time (e.g., "Before, people didn't recycle as much, but now we separate items for recycling."). → Can edit for clarity a peer's story about recycling (e.g., "Add more details about the report on the class activity."). → Can compose a short description of actions to help the environment (e.g., "We should recycle paper and plastic.").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	<p>Concept: Explain abstract concepts, using simple analogies and native language when necessary.</p> <p>Concept: Interpret graphical data for class discussions.</p>	<ul style="list-style-type: none"> → Can explain the concept of recycling, using simple analogies, gestures, and brief phrases in the native language when necessary (e.g., showing circular hand motions to represent recycling as a "cycle" and saying "reciclo" to reinforce understanding). → Can interpret recycling data from visual aids, such as charts or graphs, by explaining key sections (e.g., pointing to a pie chart segment and saying, "This part shows how much plastic we recycle compared to paper."). → Can use visual aids, such as flow charts, diagrams, and gestures to clarify abstract environmental concepts (e.g., using a flow chart to show the steps in the recycling process and gestures to emphasize the "cycle" of reuse).

Communicative Competences

Linguistic Competences	Recommended Grammatical Features <ol style="list-style-type: none"> 1. Past simple versus present practices (e.g., "In the past, people didn't recycle that much." "Today people are more aware of the importance of recycling.") 2. First conditional (e.g., "If we waste water, there will be less for everyone.") 3. Modal should (e.g., "You should turn off the tap when brushing your teeth.")
	Recommended Vocabulary <p> Nouns: recycle, waste, environment, pollution, energy, landfill, planet, resource Verbs: recycle, reduce, reuse, clean, save, protect Adjectives: environmental, clean, renewable, important Prepositions: in, on, for Adverbs: carefully, often </p>
	Pronunciation & Phonemic Awareness <p> Pronunciation: Stress contrasts between present and past tense statements, focusing on verb endings to highlight the change in tense (e.g., "We practice." "We practiced."). Phonemic awareness: Practice the pronunciation of past tense "-ed" endings, distinguishing between /d/ in "saved," /ɪd/ in "wanted," and /t/ in "watched". Reinforce these with contrasting present and past examples (e.g., "We watch." "We watched.") </p>
Pragmatic Competences	<p> Expressing cause-effect: "If we waste water, there will be less for everyone." Giving advice: "You should turn off the tap when brushing your teeth." Contrasting past and present practices: "In the past, people didn't recycle that much." "Today, people are more aware of the importance of recycling." </p>
Sociolinguistic Competences	<p>Collaborate in problem-solving group sessions to propose solutions to environmental issues (e.g., "Students discuss ways to reduce plastic waste in their community by proposing recycling programs.").</p>

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1:** Environmental Action Plan
 Overview: Students develop an action plan to promote sustainable living. They use quantifiers and the present simple to describe changes in habits (e.g., "People are more environmentally aware."). In addition, they use the first conditional to predict the impact of these actions (e.g., "If more people start recycling, we will reduce waste significantly.").
- Project 2:** Eco-Friendly Tutorials
 Overview: Students create a tutorial on eco-friendly practices in video or with pictures and photos. They use the past simple tense to describe how past practices differ from today's actions (e.g., "In the past, people didn't recycle...").
- Project 3:** Waste Reduction App Wireframe Design
 Overview: Students design an app wireframe prototype to track and reduce waste, using quantifiers to describe problems (e.g., "We have too much waste and not enough recycling."). Wireframing includes drawing the panels of an application to build without writing code.

Skills & Technology Integration



Skills:

- Environmental Awareness:** Using quantifiers and the past simple tense to describe changes in sustainable practices.
- Problem-Solving:** Describing past and present habits with the simple past tense.



Technology Integration:

- Use video recording/editing tools, app design software, and digital project management platforms.








8

Scenario 5: Career Goals

Themes: 1 I Want to Be a Doctor Because...

2 To Become a Doctor, First I Will Need To...

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	Receptive: Get the gist of dialogues in social settings. Interactive: Participate in group problem-solving sessions.	<ul style="list-style-type: none"> → Can get the gist of dialogues about career ideas by identifying main goals (e.g., "What does Mariana want to be?" "A teacher."). → Can participate in group discussions on future goals, showing comprehension by contributing ideas (e.g., "What can help you become a doctor?" "Studying hard."). → Can answer questions in problem-solving discussions about careers (e.g., "What does Liam plan to do next?" "He will study engineering.").
 Reading	Can analyze a variety of short texts.	Reading: Analyze the structure of various texts. Reading: Summarize the main points of various non-fiction texts. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.	<ul style="list-style-type: none"> → Can analyze the structure of career-focused texts (e.g., "Read the job description and find the key duties."). → Can summarize main points of texts related to career aspirations (e.g., "List two skills needed to be a doctor."). → Can distinguish and correctly pronounce minimal pairs, demonstrating improved phonemic discrimination (e.g., /f/ in "ship" versus /tʃ/ in "chip," and /dʒ/ in "joke" versus /tʃ/ in "choke").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	Productive: Explain a recent learning experience. Interactive: Engage in questions and answers about future goals.	<ul style="list-style-type: none"> → Can explain a past learning experience relevant to a future career by answering questions and sharing reflections (e.g., "What did you learn during your presentation?" "I learned to speak clearly and organize my ideas because I want to be a teacher."). → Can ask and answer questions about personal career goals (e.g., "What are your plans for the future?" "I want to be a flight attendant."). → Can respond to questions about personal goals related to specific professions (e.g., "What do you need to do to become a flight attendant?" "I need to study languages and have good communication skills.").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	Productive: Create a short narrative based on a personal experience. Interactive: Provide feedback on short texts during a peer review session.	<ul style="list-style-type: none"> → Can write a short description of their future career plans by listing their motivation and planned steps in sequence (e.g., "I want to be a doctor because I like helping people. First, I will study medicine. Next, I will gain experience by training at a hospital."). → Can provide feedback on a peer's narrative about career plans (e.g., "Good job describing your future goals!"). → Can clarify different job roles by writing simple descriptions supported with pictures for common tasks (e.g., "A doctor helps people get healthy.").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	Communication: Facilitate a discussion on team roles in group work. Concept: Aid in interpreting differences in communication.	<ul style="list-style-type: none"> → Can facilitate a discussion on team roles for a career project, using gestures and visuals (e.g., pointing to each role on a poster and asking the peers about their ideas). → Can aid in interpreting differences in communication styles by using both English and the native language, if needed, to explain career roles (e.g., using the term for "lawyer" in both languages while pointing to an image of a lawyer). → Can clarify different job roles by miming common tasks (e.g., miming "helping" for a doctor and "teaching" for a teacher).

Communicative Competences

Linguistic Competences	Recommended Grammatical Features
	Recommended Vocabulary
	Pronunciation & Phonemic Awareness
Pragmatic Competences	
Sociolinguistic Competences	

Recommended Grammatical Features

1. Wh-questions for career goals, future tense for plans (e.g., "I will need to...")
2. Modals for intention and suggestions (e.g., "I would like to...")
3. Want to + infinitive verb, indicating plans or future intentions/wishes (e.g., "I want to be a doctor." The wish is to become a doctor. "She wants to become a nurse." Her intention is to be a nurse. "They want to complete their high school education." Their intention is to finish high school.)

Recommended Vocabulary

Nouns: doctor, lawyer, teacher, career, goals, internship, qualifications, plan, practice
Verbs: plan, train, achieve, succeed, prepare
Adjectives: professional, skilled, important
Adverbs: successfully, professionally

Pronunciation & Phonemic Awareness

Pronunciation: Practice pronunciation of modals: should, would, will (/ʊ/ and /ɪ/)
Phonemic awareness: minimal pairs (e.g., /ʃ/ in "ship" versus /tʃ/ in "chip," and /dʒ/ in "joke" versus /tʃ/ in "choke")

Pragmatic Competences

Role-playing discussions: "I want to be a teacher because I like helping others."
Asking about future goals: "What do you want to be in the future?"
Expressing intentions: "I plan to study engineering after school."

Sociolinguistic Competences

Participate in group activities focused on educational and career planning, providing suggestions for improvement (e.g., "I want to be a lawyer." "I need to go take an admission test.").

Assessment Ideas

21st-Century Project Ideas & Overview

- **Project 1:** Career Pathway Presentation
Overview: Students create a presentation in which they research the skills needed for specific career paths. They use wh-questions and future tenses to discuss career goals (e.g., "What are your plans for the future?").
- **Project 2:** Career Exploration Website Board
Overview: Students design a website board that provides information about different career paths. They use modals for intention and plans (e.g., "I should take extra English classes to improve my grades."). The board includes drawings of web pages and descriptions of links and connections. It can be done with pencil and paper.
- **Project 3:** Career Role-Play Interviews
Overview: Students engage in mock job interviews, using wh-questions and future tenses to discuss career aspirations (e.g., "I plan to be a doctor because...").

Skills & Technology Integration



Skills:

- **Career Exploration:** Exploring and discussing different career options.
- **Communication:** Engaging in role-play and interviews using modals and future tenses.



Technology Integration:

- Use podcast platforms, website design tools, and role-play scenario planners.






8

Scenario 6: Learning from Our Mistakes

Themes: 1 What Can I Learn from This Experience?

2 Next Time, I Will Study Harder to Avoid...

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	Receptive: Identify the main ideas of spoken news about familiar topics. Interactive: Contribute to simple discussions on a variety of issues.	<ul style="list-style-type: none"> → Can identify the main ideas in spoken news reports or classroom stories about familiar learning experiences by answering comprehension questions (e.g., "What did Maria learn from her mistake?" "She should ask for help.>"). → Can follow and contribute to discussions on how to improve study habits by sharing past experiences, making suggestions, and describing future actions (e.g., "What did you learn from your mistake?" "I forgot to review my notes." "What will you do next time?" "I will start studying earlier.>"). → Can respond to questions in a discussion about learning experiences by recognizing suggestions (e.g., "What advice was given?" "I should practice every day.>").
 Reading	Can analyze a variety of short texts.	Reading: Develop arguments based on one or more texts studied. Reading: Identify the main ideas of persuasive texts and their arguments. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.	<ul style="list-style-type: none"> → Can develop arguments based on reading texts about personal growth (e.g., "Why is it good to learn from mistakes?"). → Can identify the main ideas of persuasive texts about learning strategies (e.g., "What is one way to improve your grades?"). → Can demonstrate phonemic awareness by recognizing and correctly pronouncing minimal pair sounds (e.g., /θ/ in "they" and /d/ in "day") to enhance pronunciation accuracy during reading activities.
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	Productive: Explain daily habits and routines. Interactive: Respond to classmates' presentations.	<ul style="list-style-type: none"> → Can explain study habits and routines that support academic growth by sharing specific examples (e.g., "Every morning, I review my vocabulary, and in the evening, I write a summary of what I learned.>"). → Can respond to classmates' presentations on learning from mistakes by asking and responding to questions, meeting the specific standard (e.g., "What did you learn from this experience?" "I learned to study harder.>"). → Can ask and answer questions about helpful routines and habits in discussions, directly following the specific standard (e.g., "What helps you focus?" "Studying in a quiet room.>").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	Productive: Create a short narrative based on a personal experience. Interactive: Provide feedback on short texts during a peer review session.	<ul style="list-style-type: none"> → Can create a narrative describing a lesson learned from a mistake (e.g., "I forgot my homework, so I will make a checklist.>"). → Can provide feedback on a peer's story about school experiences (e.g., "I like how you fixed the problem in your story.>"). → Can create a short paragraph on ways to improve study habits (e.g., "I will study every night.>").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	Text: Summarize audio and video content for study notes. Communication: Clarify misunderstood social cues in peer interactions.	<ul style="list-style-type: none"> → Can summarize the main points from an educational video on learning from mistakes by drawing symbols (e.g., drawing a red "X" for a mistake and a checkmark for learning). → Can clarify misunderstood social cues during discussions on personal growth by using facial expressions (e.g., showing "happy" for success and "sad" for a mistake). → Can summarize stories about overcoming challenges, using visuals and gestures (e.g., thumbs up for improvement and drawing a ladder for progress.>").

Communicative Competences

Linguistic Competences	Recommended Grammatical Features <ol style="list-style-type: none"> 1. Past simple is used to share experiences and ask questions (e.g., "What did you learn from this experience?" "I learned to study harder.") 2. Future tense to describe future improvements (e.g., "I will study harder.") 3. Use of "should" for advice (e.g., "I should practice every day to improve my grades.")
	Recommended Vocabulary <p> Nouns: mistakes, grades, study, habits, homework, feedback, progress, improvement, success Verbs: study, practice, improve, try, learn Adjectives: better, successful, challenging Adverbs: carefully, well </p>
	Pronunciation & Phonemic Awareness <p> Pronunciation of past tense verbs ending "-ed": /d/ in "improved," /ɪd/ in "wanted," and /t/ in "practiced" Phonemic awareness: Recognize and produce minimal pair sounds in familiar words to improve pronunciation and comprehension during reading (e.g., /ð/ in "they" versus /d/ in "day," /θ/ in "think" versus /s/ in "sink," /v/ in "van" versus /b/ in "ban") </p>
Pragmatic Competences	<p> Reflecting on learning: "I learned a lot from my mistakes in this project." Giving advice: "You should study more to improve your grades." Setting goals for improvement: "Next time, I will practice more before presenting." </p>
Sociolinguistic Competences	<p>Provide constructive feedback in class discussions about overcoming challenges and improving academic habits (e.g., "You should ask questions whenever you're unsure about something").</p>

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Future Self Video**
 Overview: Students create a video of their future selves where they share two to three past mistakes and how they've learned from them, using past simple and future tense (e.g., "I made this mistake, and next time I will study harder.").
- Project 2: Growth Mindset Journal**
 Overview: Students maintain a journal, on paper or digitally, where they document the challenges they faced, how they responded, and what they learned. They will use the past simple to describe the challenge and future tense for their action plan (e.g., "I found the math problem difficult." "Next time, I will ask the teacher for help.").
- Project 3: Overcoming Challenges Discussion**
 Overview: Students record an audio of a group discussion on a personal learning challenge they faced, how they dealt with it, and their plans for improvement. They will use the past simple to share their experiences and the future tense to describe future actions (e.g., "I struggled with keeping up with homework." "I will create a schedule to manage my time better.").

Skills & Technology Integration



Skills:

- Personal Reflection:** Describing learning experiences and improvements.
- Problem-Solving:** Offering suggestions using "should" to reflect on mistakes.



Technology Integration:

- Use blog platforms, digital journaling tools, and video recording/editing software.








8

Scenario 7: A Day Without Technology

Themes: 1 Pros and Cons

2 Tech-Free or Tech Bound?

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	Receptive: Show comprehension of extended instructions on familiar topics. Interactive: Interpret peer feedback in collaborative projects.	<ul style="list-style-type: none"> ➔ Can follow extended instructions on tech-free routines by organizing a sequence of steps during group work (e.g., "Turn off your phone after school, then do a puzzle, read a chapter from a book, and write in your journal!"). ➔ Can respond to instructions on how to reduce screen time (e.g., "What should we do?" "Read a book instead!"). ➔ Can show comprehension of peer feedback by interpreting key points about technology use (e.g., "What did Anna say about her tech-free day?" "She read a lot!").
 Reading	Can analyze a variety of short texts.	Reading: Comprehend descriptions in simple texts. Reading: Analyze informational texts for specific purposes. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by pronouncing the past tense verbs ending "-ed."	<ul style="list-style-type: none"> ➔ Can comprehend descriptions in simple texts about technology use (e.g., "How does technology help us in school?"). ➔ Can analyze informational texts to understand the pros and cons of technology (e.g., "Digital technology makes communication faster and easier, but it can be distracting." "List two benefits of using technology."). ➔ Can identify and pronounce past tense verbs in short texts, distinguishing between /d/, /ɪd/, and /t/ sounds (e.g., /d/ in "played," /ɪd/ in "started," and /t/ in "worked").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	Productive: Explain a routine task. Interactive: Negotiate solutions to challenges in group work.	<ul style="list-style-type: none"> ➔ Can explain routine tech-free activities by responding to peer questions (e.g., "I like to read when I'm not using my phone!"). ➔ Can ask and answer questions about daily tech-free habits (e.g., "I can read more when I am not using my computer!"). ➔ Can negotiate solutions to group challenges related to technology use by asking and responding to questions (e.g., "How can we reduce screen time?" "We could set tech-free hours!").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	Productive: Write a diary entry about a significant event. Interactive: Collaborate in writing, with guidance, on a shared text for a group project.	<ul style="list-style-type: none"> ➔ Can write a diary entry describing a day without using a phone (e.g., "Today, I did not use my phone!"). ➔ Can collaborate with classmates to write a list of activities for a tech-free day (e.g., "I can read a book and play outside!"). ➔ Can write a short paragraph reflecting on an experience without technology (e.g., "I have spent more time with my friends since I stopped using my computer all day long!").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	Text: Simplify complex text for peers. Communication: Mediate between peers in conflict.	<ul style="list-style-type: none"> ➔ Can mediate simple conflicts about technology use by using gestures to indicate "balance" (e.g., hands moving like a scale to show "balance" between tech and no-tech activities). ➔ Can simplify explanations about the impact of technology by using images (e.g., pointing to a "no phone" sign when discussing screen time limits). ➔ Can use gestures and simple language to mediate discussions about the role of technology (e.g., motioning a "cut-off" hand for reducing screen time).

Communicative Competences

Linguistic Competences	Recommended Grammatical Features <ol style="list-style-type: none"> 1. Modals ("can," "could," and "should") for ability and suggestions (e.g., "You can read a book or spend time with friends.") 2. Comparatives such as "easier" and "more difficult" (e.g., "Digital technology makes communication faster and easier.") 3. Present perfect using "since" and "for" (e.g., "I have spent more time with my friends since I stopped using my computer all day long.")
	Recommended Vocabulary <p>Nouns: technology, cellphone, internet, device, social media, solution, benefits Verbs: use, reduce, disconnect, interact, save Adjectives: helpful, meaningful, connected, relaxed, distracted, focused Adverbs: often, usually, actively</p>
	Pronunciation & Phonemic Awareness <p>Pronunciation: Practice production of minimal pairs related to common vocabulary and actions (e.g., "mouth" (n.) versus "mouth" (v.), "teeth" versus "teethe," and "thigh" versus "thy") to enhance awareness of distinct /θ/ and /ð/ sounds during speaking activities Phonemic awareness: Continue practicing identification of sounds and pronunciation of past tense verbs ending "-ed" (e.g., /d/ in "saved," /ɪd/ in "disconnected," and /t/ in "liked")</p>
Pragmatic Competences	<p>Giving opinions: "I think technology is useful because it helps me learn." Discussing pros and cons: "Digital technology makes communication faster and easier, but it can be distracting." Offering suggestions: "You could try using less screen time."</p>
Sociolinguistic Competences	<p>Discuss the positive and negative aspects of technology in a guided classroom debate, proposing solutions for overuse.</p>

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: Technology Use Debate**
 Overview: Students engage in a classroom debate about the pros and cons of technology, using modals ("can" and "should") and comparatives ("easier" and "more difficult").
- Project 2: Technology-Free Day Challenge**
 Overview: Students participate in a day without technology and document their experiences in a reflective diary, using expressions of time (e.g., "I have been without my phone for five hours.").
- Project 3: Tech Use Tracking App**
 Overview: Students design an app that tracks daily technology usage. The app uses modals and expressions of time to suggest healthier habits (e.g., "You should reduce your screen time.").

Skills & Technology Integration



Skills:

- Critical Thinking:** Using modals and comparatives to discuss technology use.
- Time Management:** Reflecting on personal technology habits using expressions of time.



Technology Integration:

- Use debate tools, reflective journaling apps, and app development platforms.








8

Scenario 8: Planning for My Future Education

Themes: 1 I Expect My Future to Be...

2 My Personal Goals for the Future Include...

Standards and Learning Outcomes

	General Standards	Specific Standards	Learning Outcomes
 Listening	Can analyze simple information and questions about familiar topics when spoken slowly and clearly.	Receptive: Follow audio narratives. Interactive: Engage in role-play exercises to resolve conflicts.	<ul style="list-style-type: none"> ➔ Can follow audio narratives about educational goals and demonstrate understanding by paraphrasing key ideas and intentions (e.g., "What does Carlos want to achieve?" "He wants to get a degree in engineering.>"). ➔ Can engage in role-play exercises about future education, showing comprehension by following dialogue steps (e.g., "What will Ana study next?" "Science.>"). ➔ Can answer simple questions about peers' plans, demonstrating understanding of future education topics (e.g., "What is Carlos' goal?" "To be a teacher.>").
 Reading	Can analyze a variety of short texts.	Reading: Analyze the structure of various texts. Reading: Interpret characters' motives in short stories. Phonemic Awareness: Demonstrate knowledge of phonemic awareness by practicing minimal pair sounds.	<ul style="list-style-type: none"> ➔ Can analyze the structure of texts related to future education planning (e.g., "Find the introduction and conclusion in this study guide.>"). ➔ Can interpret characters' motives in stories about planning for the future (e.g., "Why does the student want to study science?"). ➔ Can identify and produce the minimal pair sounds to enhance their pronunciation and sound discrimination skills (e.g., /θ/ in "math" and /s/ in "mass").
 Speaking	Can engage in simple discussions by asking and responding to questions, exchanging information, and providing brief explanations about familiar topics.	Productive: Discuss a recent learning experience. Interactive: Engage in discussions about academic and future professional interests.	<ul style="list-style-type: none"> ➔ Can explain a future learning experience by asking and responding to questions (e.g., "What will you be doing five years from now?" "I will be working as an engineer.>"). ➔ Can ask and answer questions about recent academic progress (e.g., "What did you learn this trimester?" "I improved my math skills.>"). ➔ Can explain academic goals by describing learning experiences in discussions (e.g., "I plan to take extra science classes next year.>").
 Writing	Can collaboratively create short texts, such as diary entries, creative pieces, and class reports, demonstrating growing coherence.	Productive: Write a diary entry about a significant event. Interactive: Collaborate in writing, with guidance, on a shared text for a group project.	<ul style="list-style-type: none"> ➔ Can write a diary entry about future academic goals (e.g., "I have to send my application to the university.>"). ➔ Can collaborate with peers to write about plans for high school, using a structured outline with clear steps and future goals (e.g., "First, we will complete our science classes; next, we will graduate with a <i>Bachillerato en Ciencias</i> to apply for university.>"). ➔ Can collaborate on a group project outline for future studies (e.g., "First, I have to research careers; then, I have to make a plan.>").
 Mediation	Can mediate peer understanding by summarizing information, interpreting visuals, and explaining ideas with examples.	Concept: Explain abstract concepts, using simple analogies and native language when necessary. Concept: Aid in interpreting differences in communication.	<ul style="list-style-type: none"> ➔ Can explain abstract career planning concepts, using simple analogies and visual aids (e.g., showing a road map image to illustrate "planning for a future"). ➔ Can aid peers in understanding differences in career communication, using both languages and visuals (e.g., showing a chart of different careers and their study paths). ➔ Can interpret classmates' future goals using gestures, visuals, and simple sentences to aid understanding across different communication abilities (e.g., pointing to a picture of a civil engineer and saying, "A civil engineer builds roads and bridges.>").

Communicative Competences

Linguistic Competences	Recommended Grammatical Features <ol style="list-style-type: none"> 1. Modals of necessity "have to" "must" (e.g., "You have to send the application before the deadline.") 2. WH-questions for educational and career goals and future time expressions (e.g., "I want to," "I plan to.") 3. Future continuous (e.g., "In five years, I will be working as an engineer.")
	Recommended Vocabulary <p>Nouns: future, goals, plan, business, career, opportunity, vision, development Verbs: plan, achieve, prepare, set, have to Adjectives: ambitious, important, future-oriented Conditionals: if, when Prepositions: for, in Adverbs: ambitiously, carefully</p>
	Pronunciation & Phonemic Awareness <p>Pronunciation: Focus on the pronunciation of future tense structures and modals (e.g., "I will study hard." "I have to be the best student in my class.") Phonemic awareness: Minimal pairs /θ/ in "math" and /s/ in "mass"</p>
Pragmatic Competences	<p>Discussing goals: "I want to go to university after high school." Responding to questions: "What are your plans after graduation?" Offering encouragement: "You have to work hard to achieve your goals."</p>
Sociolinguistic Competences	Engage in collaborative goal-setting discussions for future academic or career planning, offering suggestions and feedback.

Assessment Ideas

21st-Century Project Ideas & Overview

- Project 1: School Planner**
 Overview: Students will create a paper-based academic planner with sections for schedules, homework, and goals. They will use modals of necessity to write reminders (e.g., "I have to finish my homework." "You must study for the test.").
- Project 2: College/Career Fair Presentation**
 Overview: Students create a presentation for a mock college or career fair, using future time expressions (e.g., "I want to attend university and become...").
- Project 3: Goal Setting Workshop**
 Overview: Students facilitate a workshop on setting personal, educational, and career goals. They use future time expressions and modals to plan for the future (e.g., "I am planning to attend university, so I must study hard.").

Skills & Technology Integration



Skills:

- Goal Setting:** Using modals and future tenses to plan personal and educational goals.
- Leadership:** Facilitating workshops and presentations on future planning.

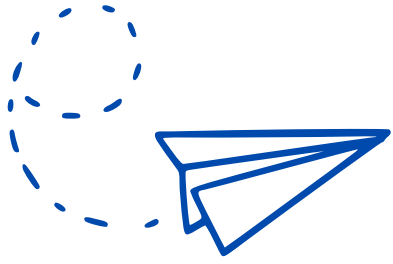


Technology Integration:

- Use app development platforms, presentation tools, and digital project planning apps.



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.

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Ministry of Education of Panama

Minister of Education

Lucy Molinar

Academic Vice-Minister of Education

Agnes De León Chacón de Cotes

National Director of Foreign Language Teaching (DNELE)

Davina Cole

National and International Specialists

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

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

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

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

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

Technical Advisory Group

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

Working Groups

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

Editors and Translators

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

Graphic Designers

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

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Curriculum Validators

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A

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

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

B

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

C

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

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Acknowledgments

Curriculum Validators

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

D

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

E

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

F

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

G

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

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Acknowledgments

Curriculum Validators

H

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

I

Ibarra, Magda; Isarama, Ronald; Isaza, Roberto

J

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

K

Knights, Shanira

L

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

M

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

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

N

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

O

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

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Acknowledgments

Curriculum Validators

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

P

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

Q

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

R

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

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

S

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

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U

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

V

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

W

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

Y

Yau, Rolando

Z

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

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Specialists - Initial Discussion Phase

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