

Inglés



Listado de metas (goals) y saberes (learnings) que se evaluarán en las pruebas de certificación de los programas:

Bachillerato por Madurez Suficiente (BXM)

Bachillerato de Educación Diversificada a Distancia (EDAD)

Este documento está elaborado con base en el Programa de Estudio de Inglés vigente Tercer Ciclo de la Educación General Básica y Educación Diversificada del Ministerio de Educación Pública (MEP). Es una guía para los postulantes de los programas de Bachillerato por Madurez Suficiente (BXM) y Bachillerato de Educación Diversificada a Distancia (EDAD).

Rige a partir de la convocatoria 01-2023



PRESENTACIÓN:

Este documento contiene la tabla de especificaciones para los postulantes de las pruebas de Bachillerato por Madurez Suficiente (**BXM**) y Bachillerato de Educación Diversificada a Distancia (**EDAD**) de la Educación Abierta. Es importante que la persona estudiante tenga conocimiento de las siguientes orientaciones sobre la prueba.

1. GENERALIDADES:

La cantidad de ítems para las pruebas de Bachillerato, Bachillerato-EDAD y Bachillerato Comprensiva es de 70. Por otro lado, las pruebas de EDAD 1 y EDAD 2 constan de 60 ítems. Estos ítems están distribuidos en 10 diferentes escenarios (*scenarios*), los cuales corresponden a los niveles de décimo (10°) y undécimo (11°) año del Programa de Estudio de Inglés vigente de III Ciclo de la Educación General Básica y Educación Diversificada del MEP. Los escenarios son situaciones reales que proveen autenticidad a las diferentes tareas, actividades y textos a los cuales los estudiantes están expuestos.

ESCENARIOS (SCENARIOS)

10 th Grade	11 th Grade
Unit 1. Scenario: Love What We Do	Unit 1. Scenario: Recipes for Success
Unit 2. Scenario: Stories Come in All Shapes and Sizes	Unit 2. Scenario: From the Wheel to the Drone
Unit 3. Scenario: A World of Differences	Unit 3. Scenario: The Earth- Our Gift and Our Responsibility
Unit 4. Scenario: Caution: Fragile World. Handle with care	Unit 4. Scenario: Get Ready. Get Set. Go!
Unit 5. Scenario: High Tech High Touch	
Unit 6. Scenario: What Comes Next?	

La cantidad de ítems de la prueba corresponden únicamente a la competencia lingüística de comprensión escrita, específicamente lectura (Reading).

2. ELEMENTOS DE LA TABLA DE ESPECIFICACIONES:

La tabla incluye la siguiente información:

DISTRIBUTION OF ITEMS BASED ON GOALS AND LEARNINGS

2.1. Unit, grade, scenario (unidad, nivel y escenario): Al inicio se presenta la unidad, el grado ya sea décimo (10°) o undécimo (11°) y el escenario al cual corresponde la tabla.

2.2. Number of items (número de ítems): En la primera columna se indica la cantidad de ítems que corresponde a cada meta (*goal*). Esta columna está al principio de la tabla para que la persona postulante tenga una idea clara de cuántos ítems serán evaluados por cada meta (*goal*) y escenario.

2.3. Assessment strategy (estrategia de evaluación): En esta columna se mencionan los resultados de aprendizaje que se van a evaluar en cada una de las unidades y escenarios. En este caso solo se evaluará la competencia de comprensión escrita, específicamente lectura (Reading).

2.4. Goal (meta): La columna de metas contiene las competencias lingüísticas con sus descriptores correspondientes en cada una de las unidades y escenarios.

2.5. Learnings (saberes): Esta columna se divide en otras tres que indican los tres tipos de saberes, **learn to know** (aprender a saber), **learn to do** (aprender a hacer) y **learn to be and live in community** (aprender a ser y vivir en comunidad); los cuales son desarrollados por el programa en cada unidad y escenario respectivamente.

En el apartado de Aprender a saber (**learn to know**) se presentan ejemplos de estructuras gramaticales y vocabulario que la persona postulante necesita desarrollar en cada unidad para poder alcanzar cada meta (*goal*). Estas estructuras son “sugerencias” o “ideas” que pueden presentarse en las lecturas e ítems del examen. De igual forma se sugiere una lista de vocabulario para cada unidad.

En el apartado de Aprender a hacer (**learn to do**) se incluyen las funciones del idioma en el discurso oral o textos escritos. También,

se dan ejemplos de discourse markers, los cuales son conectores de discurso o palabras conectoras que ayudan a que haya una coherencia y cohesión dentro de un texto.

Por último, en el apartado de Aprender a ser y Vivir en comunidad (**learn to be and live in community**) se muestran aspectos psicosociales (psycho-social) y socioculturales (sociocultural) presentes en los textos. También, se dan ejemplos de expresiones sociolingüísticas de cortesía, dichos y expresiones que la persona postulante puede encontrar dentro de un texto.

Todos los puntos antes mencionados están alineados al Programa de Estudio de Inglés vigente de III Ciclo de la Educación General Básica y Educación Diversificada.

Nota: la Tabla de Especificaciones “**DISTRIBUTION OF ITEMS BASED ON GOALS AND LEARNINGS**” debe leerse horizontalmente de manera que exista congruencia entre el número de ítems y las respectivas columnas.

**TABLA DE ESPECIFICACIONES DE LAS
PRUEBAS DE BACHILLERATO POR MADUREZ
SUFICIENTE (BXM) Y BACHILLERATO DE
EDUCACIÓN DIVERSIFICADA A DISTANCIA (EDAD)**

DISTRIBUTION OF ITEMS BASED ON GOALS AND LEARNINGS
(Pruebas del nivel de Bachillerato, Bachillerato EDAD y Bachillerato Comprensiva)

Unit 1: 10th grade
Scenario: Love What We Do!

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
4	The learner 1. recognizes factual texts and simple reports to answer literal questions about jobs and occupations.	The learner can 1. understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.	<u>Grammar and sentences frames:</u> <u>Contractions/future tense (will) tense</u> I'll be a good doctor. I'll work as a volunteer someday. <u>Adverbial phrases of degree extent and probability</u> My father's job is really nice. My family is very happy about my job aspirations. Indications of time (Now, then, when, soon, ago, the year before last, last year, by the time I was) The year before, last, my cousins	<u>Functions:</u> Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. Expressing opinions about jobs and occupations. Expressing agreement and disagreement about jobs and occupations.	<u>Psycho-social:</u> Being aware of planning for the future. Willing to face the challenge of getting a job. <u>Sociocultural:</u> Being aware of basic protocols for participating in a job interview. Respecting other people's jobs and occupations.
4	2. interprets textbooks or online, explanations and examples.	2. understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension.	<u>Reported speech (range of tenses)</u> I told my parents that I will become the best lawyer.	<u>Discourse Markers:</u> Connecting words recognizing cause and effect:	Promoting job opportunities for all people.

			<p>The news reported that most jobs require English speaking applicants.</p> <p>Wh-questions in the past Where did you want to work? What other occupation did you like?</p> <p>Broader range of intensifiers such as too, enough The interview was too long. Thank you, we have enough information for now.</p> <p>Managing Interaction Interrupting Sorry to interrupt you, but ... I have a question ... May I interrupt? Sorry, I just wanted to say</p> <p>Changing the topic Anyway.../By the way, there's something else I wanted to mention...</p> <p>Can/Could Can you work on Saturdays? Could you work extra hours? Could you work at night?</p> <p>Vocabulary: <u>Help wanted</u> Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer,</p>	<p>Why? Because I had so much fun, I will never forget that day. For this/that reason _.</p> <p>Linkers: sequential past time. Later, he asked me about my job expectations during the interview. After that, I want to become a teacher. Finally, the manager asked me to submit my resume.</p>	<p>Social language sample To get your foot in the door/on the ground. Job opening from 9 to 5.</p> <p>Proverbs/Quotes If you want to know the value of your job, just imagine when you don't have it.</p> <p>–Unknown author Your time is limited, so don't waste it living someone else's life. – Steve Job</p>
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			<p>pharmacist, police office, taxi driver, waiter.</p> <p><u>Job descriptions</u> Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator.</p> <p><u>Interviewing</u> resume writing, (objective, experience, education, references), preparing for the interview (company philosophy, activities, products, competition) Common questions at an interview (talk about yourself, why you are interested in that position, knowledge about company, reasons to leave your last job, experience, strengths, salary range.</p> <p><u>Working to Live or Living to Work?</u> Reasons, challenges, rewards, Stress ...</p>		
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Unit 2: 10th grade

Scenario: Stories Come in All Shapes and Sizes

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
4	The learner 1. discriminates factual information from texts and simple reports on familiar topics.	The learner can 1. understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).	Grammar & Language Forms: Present tense A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) Past tense I just read a book about last night I saw a movie about _____.	Functions: Describing experiences and events about stories and film reviews. Talking about films and books. Expressing opinions about stories and film reviews.	Psycho-social: Practicing self-questioning strategies on a text before making decisions. Respecting others' opinions and emotions.
5	2. recognizes information from texts of various lengths.	2. understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners' interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use of key words, diagrams, and illustrations.	Conditionals, 2nd and 3rd If I had enough time, I would have watched the movie again. If I had had enough money, I would have bought the book and DVD. If I were you, I would post more on Facebook. Determiners All the memes I saw today were about Mother's Day. Neither the characters nor the plot interested me. None of the themes you mentioned are my favorites.	Summarizing stories previously read and film reviews. Discourse Markers: Connecting words analyzing cause and effect, contrast, etc. On the other hand, we could stay at home and watch a video However, this depends on the kind of book.	Sociocultural: Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. Willing to share own contributions in collaborative work respectfully. Being aware of the importance of constructive feedback.

			<p><u>Vocabulary:</u> <u>Tell me a Story</u> Writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger <u>Thumbs Up/Thumbs Down</u> Tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction. <u>The Reviews Are In*</u> Characters, character development, plot, action, exposition, storytelling. <u>You Should Read This</u> Compose, create, post, present, graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.</p>	<p>Therefore, it is interesting to watch the new movie.</p>	<p><u>Social language</u> <u>Sample:</u> The reviews are in! Make a long story short. Read between the lines.</p> <p><u>Proverbs/Quotes</u> A picture is worth a thousand words. Unknown Author No man is an island. – John Donne.</p>
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Unit 3: 10 th grade					
Scenario: A World of Differences					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	<p>The learner</p> <p>1. recognizes textbook explanations and examples.</p>	<p>The learner can</p> <p>1. read textbook explanations and examples with aid of word list and/or dictionary support.</p>	<p>Grammar & Language Forms: Broader range of intensifiers such as too, enough Jocks spend too much time in the gym. nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone) I have heard enough racist comments. Conditionals, 2nd and 3rd If we had more understanding, we would get along with other people. If I had been born somewhere else, I would have acted differently than I do now. If we could make people listen to each other, we might see peace in the world. Contrasting opinions On the one hand, different cultures are very interesting. On the other hand, different cultures can cause misunderstandings. Mind you, he is still very much a citizen of Costa Rica.</p>	<p>Functions: Describing people and places, feelings, emotions, and attitudes. Expressing opinions, agreement and disagreement. Discourse Markers: Connecting words understanding cause and effect, contrast: On the other hand, we could go to the clinic. However, this depends on the number of passengers. Initiating and closing a conversation: Can I talk to you for a minute?</p>	<p>Psycho-social: Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age). Valuing and preserving own personal/country's cultural identity. Sociocultural: Valuing an open-minded communication as a strategy to future understanding. Showing empathy: putting oneself in the shoes of others and listening to their needs. Adopting a non-judgmental attitude</p>

			<p>Even though norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all.</p> <p>Wh-questions in the present What clique are you a part of? What are some cultural norms that Costa Ricans have? What makes a Costa Rican Costa Rican?</p> <p>Phrasal verbs When I hang out with people like me, we often talk down to people not like us. I speak up when I hear someone putting another person down.</p> <p>Managing interaction, resuming a conversation: Anyway, what I was saying? What were we talking about? To get back to what I was saying</p> <p>Continuing Anyway, So, as I was saying Okay</p> <p>Expressing agreement/disagreement I think so too /Well, not really...</p> <p>Vocabulary: <u>These Are My People</u> Maleku, Cabécar, Bribri, Ngäbe, Buglé, Boruca, Térraba, Chorotega, Huetar ... Hang out, talk down, put up, take out, speak up, put down ... Some types of stereotypes</p>	<p>Excuse me, please. Do you have a minute?</p> <p>Managing Interaction or Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> <p>Changing the topic Anyway..., by the way, there's something else I wanted to tell you...</p> <p>Resuming a conversation Anyway..., anyway, what I was saying? What were we talking about? To get back to what I was saying ...</p>	<p>towards others' cultural diversity.</p> <p><u>Social Language Sample:</u></p> <p>Seek first to understand and then to be understood. To walk a mile in someone's shoes. To see eye to eye All walks of life</p> <p>Proverbs / Quotes Diversity is the one true thing we all have in common. Celebrate it every day. --Unknown Author All the human beings were born wonderfully different. ~Dr. José Angel Livraga.</p>
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		<p>include: Gender, Race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, city of origin.</p> <p><u>Cultures, Subcultures and Cliques</u> Jocks, geeks, nerds, stoners (examples of cliques). values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers.</p> <p><u>Cultural Norms and Cultural Storms</u> Prejudice, racist, cliques, ethnic, form, peace, insensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.</p> <p><u>I Am Not My Hair*</u> Education level, school or college attended, married or single, introverted or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams.</p>	<p>Continuing -Anyway -So, as I was saying, well ...</p>	
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Unit 4: 10 th grade					
Scenario: Caution: Fragile World. Handle with Care					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	<p>The learner</p> <p>1. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).</p>	<p>The learner can</p> <p>1. understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.</p>	<p><u>Grammar & Language Forms:</u> Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future. Future continuous By the year 2025, 83 per cent of the expected global population of 8.5 billion will be living in developing countries. Modals People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system.</p> <p>Tag questions</p>	<p><u>Functions:</u> Describing experiences and sustainable practices.</p> <p>Expressing opinions about products and practices around the world.</p> <p>Expressing opinions about products and practices in Costa Rica.</p> <p>Expressing my own commitment towards sustainable practices.</p> <p><u>Discourse Markers:</u> Connecting words expressing cause and effect, contrast: On the other hand, we could take care of the planet.</p>	<p><u>Psycho-social:</u> Willingness to put into practice sustainable practices</p> <p>Analyze, think in a critical and creative way, make decisions.</p> <p>Find creative solutions and show initiative.</p> <p>Allow others to express themselves and to decode their emotions</p> <p><u>Sociocultural:</u> Practicing a responsible consumption of goods.</p> <p>Valuing collaborative teamwork.</p>

			<p>People should select energy efficient cars. Shouldn't they? We need to reduce our carbon dioxide footprint. Don't we? Wh-Questions/Yes no questions Am I environmentally friendly? What are some of the sustainability practices you currently use in your house or school? When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? What should we do to increase awareness about sustainable development practices? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? Connectors for Cause and Effect and Phrases for giving advice, Because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. Connecting words for Compare and Contrast Wind power and</p>	<p>-However, this is not everybody's business. Initiating and closing a conversation: Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing Interaction or Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here? Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go. Changing the topic Anyway..., by the way, there's something else I wanted to tell you...</p>	<p>Taking sustainable actions in protecting the environment. Giving and receiving constructive feedback. Social Language Sample: Buy local. Think global. Reuse. Recycle. Reduce. Join the green side. A ray of sunshine. A race against time. Be clean, go green. Proverbs / Quotes Necessity is the mother of invention. Unknown Author A little bit of mercy makes the world less cold and more just. ~Pope Francis</p>
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			<p>solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO2 emissions; however, we need to do more. <u>Vocabulary:</u> <u>What Makes Something Sustainable</u> Sustainability, environmentally friendly, eco-friendly, biodegradable, carbon footprint, energy, efficient <u>Products and Practices around the World</u> Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimizes, energy consumption, alternative, reduce, reuse, and recycle. <u>Products and Practices in Costa Rica</u> Locally, pesticides, biodegradable, Styrofoam, toxics, reduction, carbon dioxide, population, barriers, natural health, products, printed on recycled paper</p>	<p>Resuming a conversation</p> <p>Anyway..., anyway, what I was saying? What were we talking about? To get back to what I was saying ...</p> <p>Continuing</p> <p>-Anyway -So, as I was saying, well ...</p>	
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			<p><u>Am I Environmentally friendly?</u> User friendly, environmentally, friendly, eco-friendly alternatives committed to green choices, going green.</p>		
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Unit 5: 10 th grade					
Scenario: High-tech High Touch					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
4	The learner 1. recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).	The learner can 1. understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).	<u>Grammar & Language Forms:</u> Simple Passive Instagram was created as an online, photo sharing, video sharing and social networking service. This app was designed to provide free video and phone calls, messaging and group chats for up to 50 people. Emoticons were designed to help make texts shorter. Hashtags were created to help search for information.	<u>Functions:</u> Giving directions and advice about useful hot apps. Giving directions and advice about Danger Zones in a Digital World. Describing tech tools for positive changes in people's lives. Expressing opinions about how my future is in my hands.	<u>Psycho-social:</u> Being aware of the ethical responsibility when up or downloading data from the web. Thinking critically when searching and visiting websites. <u>Sociocultural:</u> Practicing e-safety and ethical digital regulations. Being socially creatively, and reflectively responsible when interacting with others digitally.
4	2. interprets clear, simple instructions with some visual support (e.g., how to use an application).	2. understand clear, simple instructions with some visual support (e.g., how to use an app).	Present Perfect Continuous I have been using Facebook. You should too. You have been looking for a new video game to play. What do you suggest? Present Perfect I have used Instagram but I don't really like it.	<u>Discourse Markers:</u> Connectors (Cause and effect) I think/I believe that people share too much information online.	<u>Social Language</u>

			<p>We have purchased a new computer. I think it's much faster. The class has watched YouTube videos to learn English. I like it when we do that.</p> <p>Imperatives Use a nickname instead of your real name. Check your settings. Delete old accounts. Get anti-virus software. Guard your personal information.</p> <p>Sequencing First, go to the Apps store Then, search for the app you want. Next, tap to download Finally, check the settings.</p> <p>Noun Phrases __Mary__ needs to know (math, science, logic, etc.) so he/she Can _____. (job function) (software engineers, systems analysts, web developers, graphic designers)</p> <p>First conditional If I were you, I would be</p> <p>Vocabulary: <u>Hot Apps</u> Facebook, WhatsApp, Instagram, Twitter, social apps,</p>	<p>I think my cellphone is more than a phone, so I should get to use it in class. Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason.</p>	<p>Sample: Going viral Break new ground On the same wavelength Pull the plug. Reinvent the wheel Light years ahead On the same wavelength Leading edge Bells and whistles</p> <p>Proverbs/Quotes The future depends on what we do in the present. ~Mahatma Gandhi</p> <p>Social and digital media is a bullet train, and that bullet train is not coming home. -- Howard Schultz</p>
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			<p>interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts, Skype, Messenger Viber, Spotify <u>Danger Zones in a Digital World</u> <u>Virus</u> Spam, risks of the digital world: cyber bullying, identity theft, hacking, copyright infringement, plagiarism <u>Tech Tools for Positive Change</u> Social network, website, sites, storyboard, Audacity, Google, Dropbox, YouTube, Prezi, movie maker, <u>My Future is in My Hands</u> Technology to improve life not only within a career or profession Software engineers, systems analysts, web developers, graphic designers, Instagram, Facebook, Twitter, Snapchat.</p>		
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Unit 6: 10 th grade Scenario: What Comes Next?					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	<p>The learner</p> <p>1. recognizes factual text and simple reports on familiar topics.</p>	<p>The learner can</p> <p>1. understand factual texts and simple reports on familiar topics (e.g., interviews).</p>	<p>Grammar & Language Forms: Past Tense I passed all my subjects but I failed to understand some things very well. I want to be like my brother who went away to college. I respected my friend's choice to study at INA and now he is a great mechanic. Modals I might stay in my hometown, or go to San José to study. You might schedule your interview in the morning, or you could wait until the afternoon. You should ask yourself exactly what you want from a job or a career. What could the speaker say in answer to the question? Should you write about the paragraph you read?</p> <p>Present continuous</p>	<p>Functions: Describing feelings, emotions, and attitudes about my goals for passing or failing. Giving advice and suggestions about deciding to go to college or career. Describing experiences, events and opinions about studying locally or abroad. Stating obligation and necessity about getting by or getting ahead in the future.</p> <p>Discourse Markers: Connecting words</p>	<p>Psycho-social: Being aware of your own strengths and limitations. Thinking critically about my own future for setting my goals. Managing own emotions and self-control when interacting with others. Sociocultural: Being open to give and receive constructive feedback. Showing interest and respect for other's life and feelings with a non-judgmental attitude.</p> <p>Social Language</p>

			<p>I'm doing my homework this evening. I'm starting university in January. We're planning to study in San José next year. My teacher is thinking of taking a sabbatical year after next year. As for now, I am only focusing my attention on finishing my studies.</p> <p>Phrasal Verbs You should shape up or you will have to drop out of school. You need to find out what your choices are. Don't give up your dreams.</p> <p>Going to To talk about plans and intentions I'm going to have an interview next week. He is going to move to the U.S. for an exchange program.</p> <p>If clause We won't be able to get into the university if we don't pass the "bachillerato". If I graduate from high school, I will try to get a job soon.</p>	<p>expressing cause and effect, contrast: On the other hand, I am going to work hard to reach my goals. However, it will take lots of effort and sacrifices. Initiating and closing a conversation</p> <p>Initiating Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing interaction Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> <p>Changing the topic Anyway, ... by the</p>	<p>Sample: -A bright future -The near future -For the time being In the near future ... -Getting by/getting ahead.</p> <p>Idioms: The future's so bright, I gotta wear shades. It's just around the corner. Time flies. Different strokes for different folks. I've had a change of heart. Hedge your bets.</p> <p>Proverbs / Quotes If you want to achieve greatness, stop asking for permission. -- Unknown Author</p> <p>I've learned that making a 'living' is not the same thing as 'making a life'. – Maya Angelou</p>
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			<p>Adjectives I am a critical and business-oriented person. I am math-oriented, so I'd like to study something related to that field.</p> <p>Wh-questions What are your goals for the future? What do you plan to do after graduating from high school? Where would you like to study? Which profession should I choose?</p> <p><u>Vocabulary:</u> <u>Pass or Fail?</u> Success, failure, choice, pass, fail, <u>College or Career?</u> College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent, <u>Study Here or Abroad?</u> Exchange program, academics, choose, decision making, goals. <u>Getting by or Getting Ahead?</u> Short- and long- term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible.</p>	<p>way, there's something else I wanted to tell you ...</p> <p>Resuming Anyway, what I was saying? What were we talking about? To get back to what I was saying.</p> <p>Continuing So, as I was saying, well.</p>	
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Unit 1: 11th grade
Scenario: Recipes for Success

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	The learner 1. interprets the main conclusions from straightforward factual texts.	The learner can 1. understand the main conclusions from straightforward, factual texts on subjects like, healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily.	Grammar & Language Forms: 2nd conditional if +past simple, would/could +infinitive What would you do if you ran low on water and fresh food? If I were a couch potato, I would ... Future continuous will be + present participle Kristen will be arriving soon in order to help with the community event. Will you be joining the organization of the festival? Modals: should have, might have, etc. You should go on a diet You might plan your future Phrasal verbs, extended Get ahead In order to get ahead at work, she is working long ...	Functions: Expressing opinions, agreement and disagreement about healthy habits. Describing experiences and events about having a positive attitude in everything. Describing future plans to become successful. Describing past experiences of successful people	Psycho-social: Working on my own strengths and limitations. Being flexible and open to changes to reach success in many areas of life. Sociocultural: Supporting classmates to reach goals together. Promoting healthy habits for improving my family and classmates lives.
5	2. extracts specific information in straightforward printed text.	2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of successful people (e.g., magazines, brochures)			

			<p><u>Vocabulary:</u> <u>Healthy living</u> Exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions, diet, effect education, fitness flexibility, gain, improvement. <u>Positive attitude</u> Helping out friends, role models, cooperate with the community activities and events, adaptable, affectionate, brave, bright, broad-minded, calm, determined, emotional, energetic, friendly, optimistic passionate, polite, reliable. <u>Follow the recipe:</u> A plan for success , perseverance, smart, determination, humility, goal setting, planning, goals, objectives, reflective, <u>Give me a taste: Stories of successful people</u> Hard-working, trained outdoor, fitness healthy, wise, family, friends open minded, healthy, wise ...</p>	<p><u>Discourse Markers:</u> <u>Linkers:</u> sequential past time (later) He finished his letter of intent and then went out for a while. Later, he looked at it again to see if he had missed important. After that, he changed some things he'd written Finally, he placed it in his portfolio. <u>Connecting words expressing cause and effect, contrast, etc.</u> On the other hand, we could study for the test and then go out. However, this depends on your attitude towards life challenges.</p>	<p><u>Social Language Sample:</u> Couch potato Fitness freak <u>Idioms</u> In the bag <u>Proverbs / Quotes</u> -Success is a journey not a destination. -Unknown Author Better late than never. -Unknown Author</p>
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Unit 2: 11 th grade					
Scenario: From the Wheel to the Drone					
Number items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	<p>The learner</p> <p>1. interprets relations between main ideas and supporting ideas in topical articles and reports.</p>	<p>The learner can</p> <p>1. understand relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological advance.</p>	<p><u>Grammar & Language Forms:</u> Broader range of intensifiers (too, enough). The use of technology will be too important for future generations. Banning commercial drones won't be enough to avoid aviation incidents</p> <p>Comparative and superlative adjectives Technology makes life much easier for all of us and more comfortable to develop activities in fewer times. The solar furnace is one of the most powerful ways of generating the highest heat by using mirrors.</p> <p>3rd conditional if + past perfect + conditional perfect. If I had built a time travel machine, I would have been around the world in seconds.</p>	<p><u>Functions:</u> Describing inventions that have changed people's lives. Expressing opinions, agreeing and disagreeing about living in a Tech world. Describing measures to take into account to surf the web safely.</p> <p><u>Discourse Markers:</u> Linkers: sequential – past time (later) He finished the e-mail and then went out for a while. Later, he looked at it again, to see if he had missed anything important. After that, he changed the text a little. Finally, he spell checked it and send it.</p> <p>Connecting words</p>	<p><u>Psycho-social:</u> Engaging in true face-to-face communication and quality moments over digital means.</p> <p>Valuing economic, sociocultural and ethical implication when using the latest tech innovations.</p> <p><u>Sociocultural</u> Valuing using conventional ways to communicate with others.</p> <p>Demonstrating disposition to help each others within collaborative environments while working with technology.</p>

			<p>Will and going to for prediction I won't use online dating sites because I like romantic, traditional and formal dating. In the future, transportation is going to be better. Both, either, neither Both, the internet and the wheel are considered two of the most revolutionary inventions of all. In the near future, neither gasoline nor wires will be used. Either gas or solar energy will be too important for housing electricity.</p> <p><u>Vocabulary:</u> <u>Inventions that Have Changed our Lives</u> Internet, Smartphones, Tablets, Video games, PSP, Social Network, Facebook, Twitter Instagram, Snapchat, Upload, Download, Share, Like, Comment, Cyber, Bullying <u>Living in a Tech World</u> Pros and cons when you are on line (ethics, internet usage, privacy, cyberbullying, Human relationships versus technology, addictions and dependency, dating, social networks, etc.) Facebooking, Googling, To tweet, Update, Best technology</p>	<p>expressing cause and effect, contrast, etc.: On the other hand, we could buy a flash memory and some ink for the printer. However, this depends on the budget you have to get a new tablet.</p>	<p><u>Social Language Sample:</u> All-singing, all- dancing ~Silver-surfer</p> <p><u>Proverbs/ Quotes</u> The real problem is not whether machines think, but whether men do. -B.F. Skinner</p> <p>You must do the thing you think you cannot do. -Eleanor Roosevelt</p>
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			<p>to be wise users, To be responsible, Safety, Risk Information, Selfies <u>Safety First</u> Be careful, Don't share ..., Respect, Advice, To denounce To report, To communicate, Don't expose, Be smart <u>The Next Wave of Innovations</u> Robots, Hologram, Space traveling, Electric motors, Spaceships.</p>		
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Unit 3: 11th grade
Scenario: The Earth—Our Gift and Our Responsibility

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	The learner 1. summarizes main ideas and supporting details.	The learner can 1. understand the main idea and supporting details in straightforward factual texts regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, well enough to talk about them afterwards.	<p>Grammar & Language Forms: Wh- in the past What happened on December 26 2014 in Thailand? When did the ozone layer problem start? Where did hurricane Katrina hit the USA?</p> <p>Modals: must/can't /have to for deduction We must take care of our environment, if we want to preserve life for the future generations. We can't deny the importance of technology to help the environment</p> <p>Past continuous Be past + gerund: ONU was talking about the importance of emergency issues worldwide. Simple past NGO's proposed different solutions to stop animal extinction.</p> <p>Vocabulary: <u>Natural Disasters -- Is Nature Against us?</u> Atmosphere, Biodegradable, materials, chemicals, spoiled,</p>	<p>Functions: Talking about natural disasters. Describing feelings, emotions and attitudes about environmental problems worldwide. Talk about Nonprofit and NGOs that help environment.</p> <p>Discourse Markers Linkers: sequential – past time (later) They finished picking up the garbage from the beach. Then, they started to classify it. Later, they put it in big plastic bags, to take it for recycling. After that, they put all the garbage bags into a truck. Finally, the</p>	<p>Psycho-social: Engaging in setting own goals towards healthy and sustainable environment. Engaging in own true actions to protect the environment.</p> <p>Sociocultural Reflecting on local environmental needs for finding solutions. Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.</p>

			<p>destroyed, Deforestation Depletion, Erosion, Hurricane Twister, Flooding, Earthquake Drought, Land Sliding <u>What's the Problem?</u> Catastrophe, destruction, suffering, death, contaminate, dirty, harmful chemicals, poison, deforestation, overcrowded cities, greed, Fossil fuels exploitation, Over production of Consumerism, Global warming Ozone layer depletion, Acid rain Aerosol, Animal welfare, Carbon monoxide. <u>A helping Hand (possible solutions)</u> Conservation, protection, prevent, Environmental group, Green issues, Pressure, group Recycle, Reuse, Reduce, Safe Environmentally aware, Green energies. <u>Who is Doing What?</u> NGOs, Nonprofit, Natural disasters, aid, response, Humanitarian, economic, consequence, volunteering Nonprofit and NGOs (Greenpeace, EWS, WWF, ocean pollution control org).</p>	<p>garbage was taken to a recycling place.</p> <p>Connecting words expressing cause and effect, contrast, etc.: Consequently, because of, due to, In spite of, Although, On the other hand.</p>	<p><u>Social Language Sample:</u></p> <p>-Sail close to the wind -at stake</p> <p>Proverbs/Quotes A recipe for disaster No quick fix -A race against time -Ripple effect -To sweep something under the carpet Proverbs / Quotes We won't have a society if we destroy the environment. Margaret Mead</p>
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Unit 4: 11th grade
Scenario: Get Ready. Get set. Go!

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	The learner 1. reads short media reports on familiar events.	The learner can 1. read short media reports on familiar events.	Grammar & Language Forms: Adverbs My professor of literature tells stories well. In this university, you hardly have to work. It's easy. Modals: might, may, probably We may go to college next year. We might not have time off during test evaluation week. Future continuous Will+ be+ gerund Alex will be arriving later today. He should be punctual to keep his job. Complex questions= tags This job is interesting, isn't it? This enterprise doesn't offer social security insurance, does it? Embedded Questions Main question / statement +interrogative subject + verb + object /complement Do you know when I can apply for the job? Vocabulary:	Functions: Describing dreams and fears about the future. Talking about college or career decisions. Describing soft skills needed to be successful in working life. Discourse Markers: Linkers: Sequential Past time (later) He finished filling out the university applications; then, he checked them. Later, he looked at them again, to see if he had missed anything important. After that, he decided to mail them.	Psycho-social Making decisions that benefit my future. Managing soft skills at different scenarios. Sociocultural Respecting everyone's choices regarding their future. Social Language Sample: Pull your weight Office politics Call the shots Move up the ranks down my neck Proverbs/Quotes Communication
5	2. extracts the key ideas from narrative and expository texts.	2. understand most words in narrative and expository text, and extract the key ideas from those texts.			

			<p><u>Get ready: Take a Look at your Dreams and Fears</u> College, high school, Teachers Counselors, Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters)</p> <p><u>Get Set: College or Career?</u> Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) Having a part time job.</p> <p><u>Surviving or Thriving?</u> College dressing, College problems, Being positive to reach your goals. Developing a positive attitude towards life events and jobs. Being open to changes, creative and proactive</p> <p><u>Developing Your Soft Skills</u> punctuality, responsibility, initiative, Letters, Applications.</p> <p><u>Go! The Future is Now.</u> Getting a job(looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc., having a part time job, Enterprises, business</p>	<p>Finally, he waited for University's answer. Connecting words expressing cause and effect, contrast, etc.: On the other hand, we take a course to sharpen our soft skills. However, the university offers new majors.</p>	<p>–the human connection is the key to personal and career success. -- Paul J. Meyer</p> <p>What is the recipe for successful achievement? To my mind there are just four essential ingredients; Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team. Benjamin Franklin</p>
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			<p>Enterprises companies, Human resources, department, CEO, Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) Moving out of the home, time to live alone.</p>		
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TABLA DE ESPECIFICACIONES BACHILLERATO DE EDUCACIÓN DIVERSIFICADA A DISTANCIA (EDAD 01, EDAD 02)

**DISTRIBUTION OF ITEMS BASED ON GOALS AND LEARNINGS
(Pruebas del nivel de Bachillerato EDAD 01)**

**Unit 1: 10th grade
Scenario: Love What We Do!**

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	The learner 1. recognizes factual texts and simple reports to answer literal questions about jobs and occupations.	The learner can 1. understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.	<u>Grammar and sentences frames:</u> <u>Contractions/future tense (will) tense</u> I'll be a good doctor. I'll work as a volunteer someday. <u>Adverbial phrases of degree extent and probability</u> My father's job is really nice. My family is very happy about my job aspirations. Indications of time (Now, then, when, soon, ago, the year before last, last year, by the time I was) The year before, last, my cousins <u>Reported speech (range of tenses)</u> I told my parents that I will become the best lawyer.	<u>Functions:</u> Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. Expressing opinions about jobs and occupations. Expressing agreement and disagreement about jobs and occupations. <u>Discourse Markers:</u> Connecting words recognizing cause and effect:	<u>Psycho-social:</u> Being aware of planning for the future. Willing to face the challenge of getting a job. <u>Sociocultural:</u> Being aware of basic protocols for participating in a job interview. Respecting other people's jobs and occupations. Promoting job opportunities for all people.
5	2. interprets textbooks or online, explanations and examples.	2. understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension.			

			<p>The news reported that most jobs require English speaking applicants.</p> <p>Wh-questions in the past Where did you want to work? What other occupation did you like?</p> <p>Broader range of intensifiers such as too, enough The interview was too long. Thank you, we have enough information for now.</p> <p>Managing Interaction Interrupting Sorry to interrupt you, but ... I have a question ... May I interrupt? Sorry, I just wanted to say</p> <p>Changing the topic Anyway.../By the way, there's something else I wanted to mention...</p> <p>Can/Could Can you work on Saturdays? Could you work extra hours? Could you work at night?</p> <p>Vocabulary: <u>Help wanted</u> Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person,</p>	<p>Why? Because I had so much fun, I will never forget that day. For this/that reason _.</p> <p>Linkers: sequential past time. Later, he asked me about my job expectations during the interview. After that, I want to become a teacher. Finally, the manager asked me to submit my resume.</p>	<p>Social language sample To get your foot in the door/on the ground. Job opening from 9 to 5.</p> <p>Proverbs/Quotes If you want to know the value of your job, just imagine when you don't have it.</p> <p>–Unknown author Your time is limited, so don't waste it living someone else's life. – Steve Job</p>
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			<p>firefighter, fisherman, lawyer, pharmacist, police officer, taxi driver, waiter.</p> <p><u>Job descriptions</u> Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator.</p> <p><u>Interviewing</u> resume writing, (objective, experience, education, references), preparing for the interview (company philosophy, activities, products, competition) Common questions at an interview (talk about yourself, why you are interested in that position, knowledge about company, reasons to leave your last job, experience, strengths, salary range.</p> <p><u>Working to Live or Living to Work?</u> Reasons, challenges, rewards, Stress ...</p>		
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Unit 2: 10th grade

Scenario: Stories Come in All Shapes and Sizes

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	The learner 1. discriminates factual information from texts and simple reports on familiar topics.	The learner can 1. understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).	Grammar & Language Forms: Present tense A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) Past tense I just read a book about _____. Last night I saw a movie about _____.	Functions: Describing experiences and events about stories and film reviews. Talking about films and books. Expressing opinions about stories and film reviews.	Psycho-social: Practicing self-questioning strategies on a text before making decisions. Respecting others' opinions and emotions.
5	2. recognizes information from texts of various lengths.	2. understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners' interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use of key words, diagrams, and illustrations.	Conditionals, 2nd and 3rd If I had enough time, I would have watched the movie again. If I had had enough money, I would have bought the book and DVD. If I were you, I would post more on Facebook. Determiners All the memes I saw today were about Mother's Day. Neither the characters nor the plot interested me. None of the themes you mentioned are my favorites.	Summarizing stories previously read and film reviews. Discourse Markers: Connecting words analyzing cause and effect, contrast, etc. On the other hand, we could stay at home and watch a video However, this depends on the kind of book.	Sociocultural: Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. Willing to share own contributions in collaborative work respectfully. Being aware of the importance of constructive feedback.

			<p><u>Vocabulary:</u> <u>Tell me a Story</u> Writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger <u>Thumbs Up/Thumbs Down</u> Tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction. <u>The Reviews Are In*</u> Characters, character development, plot, action, exposition, storytelling. <u>You Should Read This</u> Compose, create, post, present, graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.</p>	<p>Therefore, it is interesting to watch the new movie.</p>	<p><u>Social language</u> <u>Sample:</u> The reviews are in! Make a long story short. Read between the lines.</p> <p><u>Proverbs/Quotes</u> A picture is worth a thousand words.</p> <p>Unknown Author</p> <p>No man is an island. – John Donne.</p>
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Unit 3: 10 th grade					
Scenario: A World of Differences					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	The learner 1. recognizes textbook explanations and examples.	The learner can 1. read textbook explanations and examples with aid of word list and/or dictionary support.	<p><u>Grammar & Language Forms:</u> Broader range of intensifiers such as too, enough Jocks spend too much time in the gym. nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone) I have heard enough racist comments.</p> <p>Conditionals, 2nd and 3rd If we had more understanding, we would get along with other people. If I had been born somewhere else, I would have acted differently than I do now. If we could make people listen to each other, we might see peace in the world.</p> <p>Contrasting opinions On the one hand, different cultures are very interesting. On the other hand, different cultures can cause misunderstandings. Mind you, he is still very much a citizen of Costa Rica.</p>	<p><u>Functions:</u> Describing people and places, feelings, emotions, and attitudes. Expressing opinions, agreement and disagreement.</p> <p><u>Discourse Markers:</u> Connecting words understanding cause and effect, contrast: On the other hand, we could go to the clinic. However, this depends on the number of passengers.</p> <p>Initiating and closing a conversation: Can I talk to you for a minute?</p>	<p><u>Psycho-social:</u> Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age). Valuing and preserving own personal/country's cultural identity.</p> <p><u>Sociocultural:</u> Valuing an open-minded communication as a strategy to future understanding. Showing empathy: putting oneself in the shoes of others and listening to their needs. Adopting a non-judgemental attitude</p>

			<p>Even though norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all.</p> <p>Wh-questions in the present What clique are you a part of? What are some cultural norms that Costa Ricans have? What makes a Costa Rican Costa Rican?</p> <p>Phrasal verbs When I hang out with people like me, we often talk down to people not like us. I speak up when I hear someone putting another person down.</p> <p>Managing interaction, resuming a conversation: Anyway, what I was saying? What were we talking about? To get back to what I was saying</p> <p>Continuing Anyway, So, as I was saying Okay</p> <p>Expressing agreement/disagreement I think so too /Well, not really...</p> <p>Vocabulary: <u>These Are My People</u> Maleku, Cabécar, Bribri, Ngäbe, Buglé, Boruca, Térraba, Chorotega, Huetar ... Hang out, talk down, put up, take out, speak up, put down ... Some types of stereotypes include: Gender, Race, Age, Ethnicity,</p>	<p>Excuse me, please. Do you have a minute? Managing Interaction or Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> <p>Changing the topic Anyway..., by the way, there's something else I wanted to tell you...</p> <p>Resuming a conversation Anyway..., anyway, what I was saying? What were we talking about? To get back to what I was saying ...</p>	<p>towards others' cultural diversity.</p> <p><u>Social Language Sample:</u> Seek first to understand and then to be understood. To walk a mile in someone's shoes. To see eye to eye All walks of life</p> <p>Proverbs / Quotes Diversity is the one true thing we all have in common. Celebrate it every day. --Unknown Author All the human beings were born wonderfully different. ~Dr. José Angel Livraga.</p>
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			<p>Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, city of origin.</p> <p><u>Cultures, Subcultures and Cliques</u> Jocks, geeks, nerds, stoners (examples of cliques). values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers.</p> <p><u>Cultural Norms and Cultural Storms</u> Prejudice, racist, cliques, ethnic, form, peace, insensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.</p> <p><u>I Am Not My Hair*</u> Education level, school or college attended, married or single, introverted or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams.</p>	<p>Continuing -Anyway -So, as I was saying, well ...</p>	
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Unit 4: 10th grade

Scenario: Caution: Fragile World. Handle with Care

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	<p>The learner</p> <p>1. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).</p>	<p>The learner can</p> <p>1. understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.</p>	<p>Grammar & Language Forms: Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future. Future continuous By the year 2025, 83 per cent of the expected global population of 8.5 billion will be living in developing countries. Modals People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system.</p>	<p>Functions: Describing experiences and sustainable practices. Expressing opinions about products and practices around the world. Expressing opinions about products and practices in Costa Rica. Expressing my own commitment towards sustainable practices. Discourse Markers: Connecting words expressing cause and effect, contrast: On the other hand, we could take care of the planet. -However, this is</p>	<p>Psycho-social: Willingness to put into practice sustainable practices Analyze, think in a critical and creative way, make decisions. Find creative solutions and show initiative. Allow others to express themselves and to decode their emotions Sociocultural: Practicing a responsible consumption of goods. Valuing collaborative teamwork. Taking sustainable</p>

			<p>Tag questions People should select energy efficient cars. Shouldn't they? We need to reduce our carbon dioxide footprint. Don't we? Wh-Questions/Yes no questions Am I environmentally friendly? What are some of the sustainability practices you currently use in your house or school? When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? What should we do to increase awareness about sustainable development practices? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? Connectors for Cause and Effect and Phrases for giving advice Because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors.</p>	<p>not everybody's business.</p> <p>Initiating and closing a conversation: Can I talk to you for a minute? Excuse me, please. Do you have a minute?</p> <p>Managing Interaction or Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p> <p>Changing the topic Anyway..., by the way, there's something else I wanted to tell you...</p>	<p>actions in protecting the environment.</p> <p>Giving and receiving constructive feedback.</p> <p>Social Language Sample: Buy local. Think global. Reuse. Recycle. Reduce. Join the green side. A ray of sunshine. A race against time. Be clean, go green</p> <p>Proverbs / Quotes Necessity is the mother of invention. Unknown Author</p> <p>A little bit of mercy makes the world less cold and more just. ~Pope Francis</p>
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			<p>Connecting words for Compare and Contrast Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO2 emissions; however, we need to do more.</p> <p><u>Vocabulary:</u> <u>What Makes Something Sustainable</u> Sustainability, environmentally friendly, eco-friendly, biodegradable, carbon footprint, energy, efficient</p> <p><u>Products and Practices around the World</u> Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon footprint, minimizes, energy consumption, alternative, reduce, reuse, and recycle.</p> <p><u>Products and Practices in Costa Rica</u> Locally, pesticides, biodegradable, Styrofoam, toxics, reduction, carbon dioxide,</p>	<p>Resuming a conversation</p> <p>Anyway..., anyway, what I was saying? What were we talking about? To get back to what I was saying ...</p> <p>Continuing -Anyway -So, as I was saying, well ...</p>	
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			<p>population, barriers, natural health, products, printed on recycled paper</p> <p><u>Am I Environmentally friendly?</u></p> <p>User friendly, environmentally, friendly, eco-friendly alternatives committed to green choices, going green.</p>		
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Unit 5: 10 th grade					
Scenario: High-tech High Touch					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
5	The learner 1. recognizes factual text and simple reports on familiar topics (e.g., movie review, interviews, meeting agendas).	The learner can 1. understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).	<u>Grammar & Language Forms:</u> Simple Passive Instagram was created as an online, photo sharing, video sharing and social networking service. This app was designed to provide free video and phone calls, messaging and group chats for up to 50 people. Emoticons were designed to help make texts shorter. Hashtags were created to help search for information.	<u>Functions:</u> Giving directions and advice about useful hot apps. Giving directions and advice about Danger Zones in a Digital World. Describing tech tools for positive changes in people's lives. Expressing opinions about how my future is in my hands.	<u>Psycho-social:</u> Being aware of the ethical responsibility when up or downloading data from the web. Thinking critically when searching and visiting websites. <u>Sociocultural:</u> Practicing e-safety and ethical digital regulations. Being socially creatively, and reflectively responsible when interacting with others digitally.
5	2. interprets clear, simple instructions with some visual support (e.g., how to use an application).	2. understand clear, simple instructions with some visual support (e.g., how to use an app).	Present Perfect Continuous I have been using Facebook. You should too. You have been looking for a new video game to play. What do you suggest? Present Perfect I have used Instagram but I don't really like it.	<u>Discourse Markers:</u> Connectors (Cause and effect) I think/I believe that people share too much information online.	

			<p>We have purchased a new computer. I think it's much faster. The class has watched YouTube videos to learn English. I like it when we do that.</p> <p>Imperatives Use a nickname instead of your real name. Check your settings. Delete old accounts. Get anti-virus software. Guard your personal information.</p> <p>Sequencing First, go to the Apps store Then, search for the app you want. Next, tap to download Finally, check the settings.</p> <p>Noun Phrases __Mary__ needs to know (math, science, logic, etc.) so he/she Can _____. (job function) (software engineers, systems analysts, web developers, graphic designers)</p> <p>First conditional If I were you, I would be</p> <p>Vocabulary: <u>Hot Apps</u> Facebook, WhatsApp, Instagram, Twitter, social apps,</p>	<p>I think my cell phone is more than a phone, so I should get to use it in class. Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason.</p>	<p><u>Social Language</u> Sample: Going viral Break new ground On the same wavelength Pull the plug. Reinvent the wheel Light years ahead On the same wavelength Leading edge Bells and whistles</p> <p>Proverbs/Quotes The future depends on what we do in the present. ~Mahatma Gandhi Social and digital media is a bullet train, and that bullet train is not coming home. -- Howard Schultz</p>
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			<p>interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts, Skype, Messenger Viber, Spotify <u>Danger Zones in a Digital World</u> <u>Virus</u> Spam, risks of the digital world: cyber bullying, identity theft, hacking, copyright infringement, plagiarism <u>Tech Tools for Positive Change</u> Social network, website, sites, storyboard, Audacity, Google, Dropbox, YouTube, Prezi, movie maker, <u>My Future is in My Hands</u> Technology to improve life not only within a career or profession Software engineers, systems analysts, web developers, graphic designers, Instagram, Facebook, Twitter, Snapchat.</p>		
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Unit 6: 10 th grade					
Scenario: What Comes Next?					
Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	<p>The learner</p> <p>1. recognizes factual text and simple reports on familiar topics.</p>	<p>The learner can</p> <p>1. understand factual texts and simple reports on familiar topics (e.g., interviews).</p>	<p>Grammar & Language</p> <p>Forms:</p> <p>Past Tense I passed all my subjects but I failed to understand some things very well. I want to be like my brother who went away to college. I respected my friend's choice to study at INA and now he is a great mechanic.</p> <p>Modals I might stay in my hometown, or go to San José to study. You might schedule your interview in the morning, or you could wait until the afternoon. You should ask yourself exactly what you want from a job or a career. What could the speaker say in answer to the question? Should you write about the paragraph you read?</p>	<p>Functions:</p> <p>Describing feelings, emotions, and attitudes about my goals for passing or failing.</p> <p>Giving advice and suggestions about deciding to go to college or career.</p> <p>Describing experiences, events and opinions about studying locally or abroad.</p> <p>Stating obligation and necessity about getting by or getting ahead in the future.</p>	<p>Psycho-social: Being aware of your own strengths and limitations. Thinking critically about my own future for setting my goals. Managing own emotions and self-control when interacting with others.</p> <p>Sociocultural: Being open to give and receive constructive feedback. Showing interest and respect for other's life and feelings with a non-judgmental attitude.</p>

			<p>Present continuous I'm doing my homework this evening. I'm starting university in January. We're planning to study in San José next year. My teacher is thinking of taking a sabbatical year after next year. As for now, I am only focusing my attention on finishing my studies.</p> <p>Phrasal Verbs You should shape up or you will have to drop out of school. You need to find out what your choices are. Don't give up your dreams.</p> <p>Going to To talk about plans and intentions I'm going to have an interview next week. He is going to move to the U.S. for an exchange program.</p> <p>If clause We won't be able to get into the university if we don't pass the bachillerato. If I graduate from high school, I will try to get a job soon.</p>	<p>Discourse Markers: Connecting words expressing cause and effect, contrast: On the other hand, I am going to work hard to reach my goals. However, it will take lots of effort and sacrifices. Initiating and closing a conversation</p> <p>Initiating Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing interaction Interrupting Sorry to interrupt you but ... I have a question. Could I interrupt here?</p> <p>Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go.</p>	<p>Social Language Sample: -A bright future -The near future -For the time being In the near future ... -Getting by/getting ahead.</p> <p>Idioms: The future's so bright, I gotta wear shades. It's just around the corner. Time flies. Different strokes for different folks. I've had a change of heart. Hedge your bets</p> <p>Proverbs / Quotes If you want to achieve greatness, stop asking for permission. -- Unknown Author</p> <p>I've learned that making a 'living' is not the same thing as 'making a life'. -- Maya Angelou</p>
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			<p>Adjectives I am a critical and business-oriented person. I am math-oriented, so I'd like to study something related to that field.</p> <p>Wh-questions What are your goals for the future? What do you plan to do after graduating from high school? Where would you like to study? Which profession should I choose?</p> <p><u>Vocabulary:</u> <u>Pass or Fail?</u> Success, failure, choice, pass, fail, <u>College or Career?</u> College, university, career, study abroad, decision, decide, enroll, analytical, artistic, musical, athletic, compassionate, competent, <u>Study Here or Abroad?</u> Exchange program, academics, choose, decision making, goals. <u>Getting by or Getting Ahead?</u> Short- and long- term goals, getting by/ getting ahead, disciplined, down-to-earth, hard-working, responsible.</p>	<p>Changing the topic Anyway, ... by the way, there's something else I wanted to tell you ...</p> <p>Resuming Anyway, what I was saying? What were we talking about? To get back to what I was saying.</p> <p>Continuing So, as I was saying, well.</p>	
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**DISTRIBUTION OF ITEMS BASED ON GOALS AND LEARNINGS
(Pruebas del nivel de Bachillerato EDAD 02)**

**Unit 1: 11th grade
Scenario: Recipes for Success**

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	The learner 1. interprets the main conclusions from straightforward factual texts.	The learner can 1. understand the main conclusions from straightforward, factual texts on subjects like, healthy living, positive attitudes, plans for success, and stories of successful people satisfactorily.	Grammar & Language Forms: 2nd conditional if +past simple, would/could +infinitive What would you do if you ran low on water and fresh food? If I were a couch potato, I would ... Future continuous will be + present participle Kristen will be arriving soon in order to help with the community event Will you be joining the organization of the festival? Modals: should have, might have, etc. You should go on a diet You might plan your future Phrasal verbs, extended Get ahead	Functions: Expressing opinions, agreement and disagreement about healthy habits. Describing experiences and events about having a positive attitude in everything. Describing future plans to become successful. Describing past experiences of successful people	Psycho-social: Working on my own strengths and limitations. Being flexible and open to changes to reach success in many areas of life. Sociocultural: Supporting classmates to reach goals together. Promoting healthy habits for improving my family and classmates lives.
10	2. extracts specific information in straightforward printed text.	2. find specific information in straightforward printed text about healthy living, positive attitudes, plans for success, and stories of			

		<p>successful people (e.g., magazines, brochures)</p>	<p>In order to get ahead at work, she is working long ...</p> <p><u>Vocabulary:</u> <u>Healthy living</u> Exercising, healthy eating, drugs, abstinence activity, benefit balance, care control, decisions, diet, effect education, fitness flexibility, gain, improvement. <u>Positive attitude</u> Helping out friends, role models, cooperate with the community activities and events, adaptable, affectionate, brave, bright, broad-minded, calm, determined, emotional, energetic, friendly, optimistic passionate, polite, reliable. <u>Follow the recipe:</u> A plan for success , perseverance, smart, determination, humility, goal setting, planning, goals, objectives, reflective, <u>Give me a taste: Stories of successful people</u> Hard-working, trained outdoor, fitness healthy, wise, family, friends open minded, healthy, wise ...</p>	<p><u>Discourse Markers:</u> <u>Linkers:</u> sequential past time (later) He finished his letter of intent and then went out for a while. Later, he looked at it again to see if he had missed important. After that, he changed some things he'd written Finally, he placed it in his portfolio.</p> <p><u>Connecting words expressing cause and effect, contrast, etc.</u> On the other hand, we could study for the test and then go out. However, this depends on your attitude towards life challenges.</p>	<p><u>Social Language Sample:</u> Couch potato Fitness freak</p> <p><u>Idioms</u> In the bag</p> <p><u>Proverbs / Quotes</u> -Success is a journey not a destination. -Unknown Author Better late than never. –Unknown Author</p>
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Unit 2: 11th grade
Scenario: From the Wheel to the Drone

Number items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	<p>The learner</p> <p>1. interprets relations between main ideas and supporting ideas in topical articles and reports.</p>	<p>The learner can</p> <p>1. understand relations between main ideas and supporting ideas in topical articles and reports in which the authors are presenting and defending a particular point of view in regards to technological advance.</p>	<p>Grammar & Language Forms: Broader range of intensifiers (too, enough). The use of technology will be too important for future generations. Banning commercial drones won't be enough to avoid aviation incidents</p> <p>Comparative and superlative adjectives Technology makes life much easier for all of us and more comfortable to develop activities in fewer times. The solar furnace is one of the most powerful ways of generating the highest heat by using mirrors.</p> <p>3rd conditional if + past perfect + conditional perfect. If I had built a time travel machine, I would have been around the world in seconds.</p>	<p>Functions: Describing inventions that have changed people's lives. Expressing opinions, agreeing and disagreeing about living in a Tech world. Describing measures to take into account to surf the web safely.</p> <p>Discourse Markers: Linkers: sequential – past time (later) He finished the e-mail and then went out for a while. Later, he looked at it again, to see if he had missed anything important. After that, he changed the text a little. Finally, he spell checked it and send it.</p> <p>Connecting words</p>	<p>Psycho-social: Engaging in true face-to-face communication and quality moments over digital means.</p> <p>Valuing economic, sociocultural and ethical implication when using the latest tech innovations.</p> <p>Sociocultural Valuing using conventional ways to communicate with others.</p> <p>Demonstrating disposition to help each others within collaborative environments while working with technology.</p>

			<p>Will and going to for prediction I won't use online dating sites because I like romantic, traditional and formal dating. In the future, transportation is going to be better. Both, either, neither Both, the internet and the wheel are considered two of the most revolutionary inventions of all. In the near future, neither gasoline nor wires will be used. Either gas or solar energy will be too important for housing electricity.</p> <p><u>Vocabulary:</u> <u>Inventions that Have Changed our Lives</u> Internet, Smartphones, Tablets, Video games, PSP, Social Network, Facebook, Twitter Instagram, Snapchat, Upload, Download, Share, Like, Comment, Cyber, Bullying <u>Living in a Tech World</u> Pros and cons when you are on line (ethics, internet usage, privacy, cyberbullying, Human relationships versus technology, addictions and dependency, dating, social networks, etc.)</p>	<p>expressing cause and effect, contrast, etc.: On the other hand, we could buy a flash memory and some ink for the printer. However, this depends on the budget you have to get a new tablet.</p>	<p><u>Social Language Sample:</u> All-singing, all- dancing ~Silver-surfer</p> <p><u>Proverbs/ Quotes</u> The real problem is not whether machines think, but whether men do. -B.F. Skinner</p> <p>You must do the thing you think you cannot do. -Eleanor Roosevelt</p>
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			<p>Facebooking, Googling, To tweet, Update, Best technology to be wise users, To be responsible, Safety, Risk Information, Selfies</p> <p><u>Safety First</u></p> <p>Be careful, Don't share ..., Respect, Advice, To denounce To report, To communicate, Don't expose, Be smart</p> <p><u>The Next Wave of Innovations</u></p> <p>Robots, Hologram, Space traveling, Electric motors, Spaceships</p>		
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Unit 3: 11th grade
Scenario: The Earth—Our Gift and Our Responsibility

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	The learner 1. summarizes the main ideas and supporting details.	The learner can 1. understand the main idea and supporting details in straightforward factual texts regarding natural disasters, environmental problems, helping nature, and nonprofit and NGOs, well enough to talk about them afterwards.	<p>Grammar & Language Forms: Wh- in the past What happened on December 26 2014 in Thailand? When did the ozone layer problem start? Where did hurricane Katrina hit the USA? Modals: must/can't /have to for deduction We must take care of our environment, if we want to preserve life for the future generations. We can't deny the importance of technology to help the environment Past continuous Be past + gerund: ONU was talking about the importance of emergency issues worldwide. Simple past NGO's proposed different solutions to stop animal extinction.</p> <p>Vocabulary: <u>Natural Disasters -- Is Nature Against us?</u> Atmosphere, Biodegradable, materials, chemicals, spoiled,</p>	<p>Functions: Talking about natural disasters. Describing feelings, emotions and attitudes about environmental problems worldwide. Talk about Nonprofit and NGOs that help environment. Discourse Markers Linkers: sequential – past time (later)They finished picking up the garbage from the beach. Then, they started to classify it. Later, they put it in big plastic bags, to take it for recycling. After that, they put all the garbage bags into a truck. Finally, the</p>	<p>Psycho-social: Engaging in setting own goals towards healthy and sustainable environment. Engaging in own true actions to protect the environment. Sociocultural Reflecting on local environmental needs for finding solutions. Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.</p>

		<p>destroyed, Deforestation Depletion, Erosion, Hurricane Twister, Flooding, Earthquake Drought, Land Sliding <u>What's the Problem?</u> Catastrophe, destruction, suffering, death, contaminate, dirty, harmful chemicals, poison, deforestation, overcrowded cities, greed, Fossil fuels exploitation, Over production of Consumerism, Global warming Ozone layer depletion, Acid rain Aerosol, Animal welfare, Carbon monoxide. <u>A helping Hand (possible solutions)</u> Conservation, protection, prevent, Environmental group, Green issues, Pressure, group Recycle, Reuse, Reduce, Safe Environmentally aware, Green energies <u>Who is Doing What?</u> NGOs, Nonprofit, Natural disasters, aid, response, Humanitarian, economic, consequence, volunteering Nonprofit and NGOs (Greenpeace, EWS, WWF, ocean pollution control org.</p>	<p>garbage was taken to a recycling place.</p> <p>Connecting words expressing cause and effect, contrast, etc.: Consequently, because of, due to, In spite of, Although, On the other hand,</p>	<p><u>Social Language Sample:</u></p> <p>-Sail close to the wind -at stake</p> <p>Proverbs/Quotes A recipe for disaster No quick fix -A race against time -Ripple effect -To sweep something under the carpet Proverbs / Quotes We won't have a society if we destroy the environment. Margaret Mead</p>
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Unit 4: 11th grade
Scenario: Get Ready. Get set. Go!

Number of items	Assessment strategy	Goals	Learnings		
			Learn to know	Learn to do	Learn to be and live in community
10	The learner 1. reads short media reports on familiar events.	The learner can 1. read short media reports on familiar events.	<p>Grammar & Language Forms: Adverbs My professor of literature tells stories well. In this university, you hardly have to work. It's easy. Modals: might, may, probably We may go to college next year. We might not have time off during test evaluation week. Future continuous Will+ be+ gerund Alex will be arriving later today. He should be punctual to keep his job. Complex questions= tags This job is interesting, isn't it? This enterprise doesn't offer social security insurance, does it? Embedded Questions Main question / statement +interrogative subject + verb + object /complement Do you know when I can apply for the job?</p>	<p>Functions: Describing dreams and fears about the future. Talking about college or career decisions. Describing soft skills needed to be successful in working life. Discourse Markers: Linkers: Sequential Past time (later) He finished filling out the university applications; then, he checked them. Later, he looked at them again, to see if he had missed anything important. After that, he decided to mail them.</p>	<p>Psycho-social Making decisions that benefit my future. Managing soft skills at different scenarios. Sociocultural Respecting everyone's choices regarding their future. Social Language Sample: Pull your weight Office politics Call the shots Move up the ranks down my neck</p>
10	2. extracts the key ideas from narrative and expository texts.	2. understand most words in narrative and expository text, and extract the key ideas from those texts.			

			<p><u>Vocabulary:</u> <u>Get ready: Take a Look at your Dreams and Fears</u> College, high school, Teachers Counselors, Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters) <u>Get Set: College or Career?</u> Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) Having a part time job. <u>Surviving or Thriving?</u> College dressing, College problems, Being positive to reach your goals. Developing a positive attitude towards life events and jobs. Being open to changes, creative and proactive <u>Developing Your Soft Skills</u> punctuality, responsibility, initiative, Letters, Applications. <u>Go! The Future is Now.</u> Getting a job(looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters,</p>	<p>Finally, he waited for University's answer. Connecting words expressing cause and effect, contrast, etc.: On the other hand, we take a course to sharpen our soft skills. However, the university offers new majors.</p>	<p>Proverbs/Quotes Communication –the human connection is the key to personal and career success. -- Paul J. Meyer</p> <p>What is the recipe for successful achievement? To my mind there are just four essential ingredients; Choose a career you love, give it the best there is in you, seize your opportunities, and be a member of the team. Benjamin Franklin</p>
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			<p>etc., having a part time job, Enterprises, business Enterprises companies, Human resources, department, CEO, Soft skills (punctuality, responsibility, initiative, etc.) Getting a job (looking for and getting a job, interviews, resumes, filling out forms, financial aid, type of letters, etc.) Moving out of the home, time to live alone.</p>		
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