

FOREIGN LANGUAGE. ENGLISH
SECONDARY SECOND GRADE SYLLABUS

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Family and Community	(A) Exchanges associated with specific purposes. (B) Express support and solidarity before an everyday problem.	<ul style="list-style-type: none"> • Express interest for a problem. 	<ul style="list-style-type: none"> • Provide students of feedback when: <ul style="list-style-type: none"> – Determine speaking situations (family, school, etc.). – Define key ideas about reasons to support others based on purpose and intended audience. – Include details and information of interest on key ideas. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Chart with situation of communication. – Prosodic resources catalog. – List with repertoire of expressions. – Technical script with sound effects. – Final product: – Public service announcements (PSA). • Suggested evaluation instrument: <ul style="list-style-type: none"> – Scale of descriptive assessment.
		<ul style="list-style-type: none"> • Contrast effects created by prosodic resources and non-verbal language. 	<ul style="list-style-type: none"> • Offer students models to achieve: <ul style="list-style-type: none"> – Vary prosodic features (e.g. volume, tone, rhythm, clarity and pronunciation) and clarify word repertoires used (e.g. <i>You could well..., what if you..., etc.</i>). – Alternate non-verbal language (e.g. gestures, body posture, eye contact, facial expressions, etc.). – Use non-verbal language and prosodic resources to create an effect. • Help students so that they can examine the consequences of providing support and solidarity to others at appropriate times. 	
		<ul style="list-style-type: none"> • Defines ways of express according to the speaker. 	<ul style="list-style-type: none"> • Promote discussions about the opinion of students about what they need to know how to do and offer examples in order to: <ul style="list-style-type: none"> – Decide how to express their opinions, recognizing the effects of prosodic resources. – Choose strategies to influence the opinion of others (e.g. use of non-verbal language). – Propose and suggest alternatives and action plans, adjusting word repertoires and expressions. – Show impulse, spirit and empathy, using non-verbal language. – Adjust the language to intended audience and purpose (e.g. by using rephrasing or paraphrase). • Show students how to recognize different points of view when analyzing oral texts. • Encourage students to display a resilient personality when facing complex tasks. 	
(A) Exchanges associated with media (B) Compare		<ul style="list-style-type: none"> • Review journalistic news. 	<ul style="list-style-type: none"> • Provide students conditions and examples to: <ul style="list-style-type: none"> – Choose news from headlines and headers. – Analyze ways to request points of view on headlines and news headlines to exchange them with others (e.g. <i>It seems that, what do you think? We can say that..., etc.</i>). – Anticipate news content from their structure. – Identify if the review approach requires adjustments. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Selected news. – Stories with information that answers basic

		<ul style="list-style-type: none"> • Read journalistic news. 	<ul style="list-style-type: none"> • Demonstrate explicitly the use of reading strategies and guide students to: <ul style="list-style-type: none"> – Anticipate news content from graphic components (e.g. <i>photos, graphics</i>, etc.) and textual (e.g. <i>headed, bullets, body</i>, etc.). – Make connections between previous knowledge and reported success. – Organize information that answers basic questions (what happened, where, when, who - actors, how and why). – Differentiate ways in which tales and statements of news main characters are presented (e.g. <i>The author had said that... / "I thank my supporters," said Jane Smith in a statement...</i>, etc.). – Infer implicit information from journalistic notes, making connections between headlines and initial paragraphs. 	<p>questions.</p> <ul style="list-style-type: none"> – Final product: Comparative chart <p>Suggested evaluation instrument:</p> <ul style="list-style-type: none"> – Questionnaire
		<ul style="list-style-type: none"> • Contrast journalistic news in different news newspapers. 	<ul style="list-style-type: none"> • Monitor students, and intervene to help them find solutions so that they: <ul style="list-style-type: none"> – Compare changes posed to describe identical facts (e.g. <i>The candidate has withdrawn from nomination/John Smith has withdrawn from consideration</i>). – Classify resources used to describe main characters, where the event took place, time, etc. (e.g. <i>This city has been ravaged by storms during the last 2 weeks, Jane Smith, the CEO of the company; Company CEO Jane Smith...</i>, etc.). – Exchange points of view about the same news stories. 	
<p>Exchanges associated with information of oneself and of others. (B) Comment own and others' experiences in a conversation.</p>		<ul style="list-style-type: none"> • Listen and revise conversations about personal experiences. 	<ul style="list-style-type: none"> • Offer examples of conversations and allocate time to explore the concerns, fears and difficulties to share personal experiences, to support students to: <ul style="list-style-type: none"> – Ask questions about how the ideas and people can be represented in different ways (e.g. <i>Suddenly, I started to feel dizzy</i> vs. <i>And then, the world started spinning; She seemed to be at ease there; She looked really comfy there</i>). – Value the effect caused by non-verbal language (e.g. <i>proximity among interlocutors, eye contact, voice volume, breaks</i>, etc.). – Analyze choice of expressions and repertoires used. – Detect differences between expressions and words used in British and American English (e.g. <i>lorry/truck;</i>) <i>I studied Chemistry at/in university</i>, etc.). – Identify modality of communication. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Chart with personal experiences. – List with questions. – Final product: autobiographical anecdote. • Suggested evaluation instrument: <ul style="list-style-type: none"> – Observation guide.
		<ul style="list-style-type: none"> • Understand general sense, main ideas and details. 	<ul style="list-style-type: none"> • Direct attention on conversation skills and offer help to: <ul style="list-style-type: none"> – Anticipate general sense and main ideas. – Analyze use of connectors to link ideas (e.g. <i>As we were arriving, we heard a loud sound coming from the house. I got so scared that it made me cry.</i>). – Value structure of expressions. – Contrast sequences of enunciation. 	

		<ul style="list-style-type: none"> • Share personal experiences in a conversation. 	<ul style="list-style-type: none"> • Challenge students to expand and develop their repertoire of words and expressions and support them to: <ul style="list-style-type: none"> – Compose statements and sort them into a sequence. – Include details in main ideas, specifying time, place and way in which the events occurred (e.g. <i>It was a quiet weekend last term, Apparently, they had seen a bright light just across the street, etc.</i>). – Ask questions to get more information and check understanding (e.g. <i>So, when you arrived there was nobody at home...?</i>) (<i>And you enjoyed the trip?</i>). – The team captain asked us to get up, at the top of his lungs.). Express personal experiences using direct speech (e.g. <i>The team captain yelled: Everybody, get up!</i>) and indirect (e.g. <i>The team captain asked us to get up, at the top of his lungs.</i>). – Use strategies to give the floor to others (e.g. <i>marking a pause, use non-verbal language, etc.</i>). – Use strategies to emphasize the meaning (e.g. <i>use expressions to indicate the order of events, go back to the same idea, by paraphrasing, etc.</i>). – Generate alternatives to share identical experiences to different people. 	
(A) Exchanges associated with the environment.	(B) Express complaints about a product.	<ul style="list-style-type: none"> • Listen and revise complaints about products. 	<ul style="list-style-type: none"> • Offer several examples of complaints and focus students' attention in what the interlocutors say and how they say it to: <ul style="list-style-type: none"> – Analyze topic and purpose. – Value the effect of modality of communication (face-to-face or long distance). – Contrast attitudes adopted by interlocutors. – Detect ways to adjust the action of speaking and listening. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – List with motives or reasons of complaints. – Chart with expressions. – Sketches with notes for using body language. – Final product: Complaints. • Suggested evaluation instrument: <ul style="list-style-type: none"> – Interview.
		<ul style="list-style-type: none"> • Interpret general sense, main ideas and details of complaints. 	<ul style="list-style-type: none"> • Model your behavior when hearing complaints and explain out loud the processes followed to understand and respond to them; invite your students to try these processes to: <ul style="list-style-type: none"> – Clarify the meaning of words. – Infer general sense. – Establish motive or reason for a complaint (e.g. <i>I got myself this book but when I opened it I saw there were blank pages.</i>). – Compare expressions to propose solutions (e.g. <i>I would like a full reimburse, I strongly demand a free replacement, etc.</i>). – Classify, by their meaning, expressions to convey emotions when speaking (e.g. <i>disappointment: I felt disappointed when the coffee maker did not heat water; trouble: It was so delicate I couldn't even touch it, etc.</i>). 	

		<ul style="list-style-type: none"> • Make oral complaints. 	<ul style="list-style-type: none"> • Cause the need to rely and use the knowledge and skills that students already have, about language in general and English in particular, in order to: <ul style="list-style-type: none"> – Choose relevant repertoire of words and expressions to raise complaints. – Match register with intended audience. – Prioritize information to be used in complaints. – Express motive or reason and create expressions to propose solutions. – Use strategies to influence the meaning and repair a failed communication (e.g. <i>What I mean is... no, look, I don't know exactly the name, but is the piece you use.</i>). – Express complaints and make adjustments to improve fluency. 	
Literature	(A) Literary expression. (B) read theatre plays.	<ul style="list-style-type: none"> • Select and revise short theater plays for young people. 	<ul style="list-style-type: none"> • Convey the like for theatre, allocate specific times to the exploration of texts and help their students to: <ul style="list-style-type: none"> – Review the order of actions and their function in the text (e.g. <i>attract the reader's attention, provide details, show sequence, etc.</i>). – Understand stage directions and analyze how they contribute to the development of actions. – Create links between senses of sections and general sense. – Express purpose of the author (s) and transmitted emotions. – Compare themes and intended audience. – Determine genre (tragedy, comedy, melodrama, etc.). 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Selected theater plays. – Graphic with caused emotions – Tips to read out loud – Final product: Dramatized reading. • Suggested evaluation instrument: <ul style="list-style-type: none"> – Graphic organizer.
		<ul style="list-style-type: none"> • Read short theater plays and understand general sense, main ideas and details. 	<ul style="list-style-type: none"> • Help students become aware of the value of their knowledge about the world and the culture to understand the meaning of the text to: <ul style="list-style-type: none"> – Be aware of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. – Value purpose of punctuation marks in dialogues (e.g. exclamation to express irony or surprise; ellipsis to express incomplete ideas, etc.). – Practice intonation and pronunciation of words and expressions. – Establish a relationship between main character (s), secondary character (s) and/or incidental character (s). – Analyze ways to express details (attitudes, place, time, etc.) of the actions (e.g. <i>He was the duke of Warwick who showed goodness to his subjects, Newbies are, arrgg, really annoying, etc.</i>). – Compare current actions, ongoing actions in the present, or actions that started in the past and conclude in the present. 	
		<ul style="list-style-type: none"> • Participate in dramatized readings. 	<ul style="list-style-type: none"> • Involve students in decisions about which parts emphasize and how to do it while reading aloud. Promote that, with your guidance, by themselves organize the reading to: <ul style="list-style-type: none"> – Repair errors (e.g. <i>hmm, err, ahh, etc.</i>) – Use gestures, eye contact, body language and pauses. – Link non-verbal language with the meaning of dialogue to reinforce the message. – Solve difficulties of pronunciation – Monitor speed, rhythm, intonation and volume to improve fluency. 	

	(A) Recreational expression (B) Improvise a brief monologue on a subject of interest.	<ul style="list-style-type: none"> • Revise genres of monologues. 	<ul style="list-style-type: none"> • Provide students conditions to: <ul style="list-style-type: none"> – Recognize different types of monologues (e.g. <i>comic, dramatic, interior</i>, etc.). – Choose genre of monologue. – Analyze characteristics of chosen genre. – Negotiate rules to play (e.g. shifts and times of participation, genre of monologue, etc.). • Provide repertoires of words and expressions on topics chosen by students and opportunity to review them and take advantage of them when planning monologues. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Catalog of strategies for using body language. – List of monologue topics. – Rules of participation. – Final product: Game “improvised monologues” • Suggested evaluation instruments: <ul style="list-style-type: none"> – Evaluation rubric.
		<ul style="list-style-type: none"> • Plan a monologue. 	<ul style="list-style-type: none"> • Provide models of behaviors associated to speaking and listening so that students understand them to: <ul style="list-style-type: none"> – Value the appropriate type of body language for a monologue (e.g. <i>eye contact and proximity to the audience</i>). – Talk about how to apply body language to cause the desired emotions. – Define strategies to monitor speech (e.g. paraphrase and pauses). – Take into account needs and expertise of the audience when choosing topics. 	
		<ul style="list-style-type: none"> • Present a monologue. 	<ul style="list-style-type: none"> • Encourage the confidence of students and help them to improvise when speaking, to: <ul style="list-style-type: none"> – Control emotions. – Use the proper register when speaking. – Choose proper conversations (e.g. choose words and expressions, non-verbal language, etc.). 	
		<ul style="list-style-type: none"> • Encourage feedback. 	<ul style="list-style-type: none"> • Center the attention of students in positive and constructive attitudes regarding the use of the foreign language to: <ul style="list-style-type: none"> – Value strengths regarding command and competence of English. – Help solve problems to improve performance. 	
	(A) Understanding oneself and others.	<ul style="list-style-type: none"> • Revise short literary essays. 	<ul style="list-style-type: none"> • Provide various examples and model strategies you use to review essays to: <ul style="list-style-type: none"> – Value the choice of texts from indexes and publication data. – Analyze textual organization to determine patterns (e.g. comparison and contrast, cause and effect, problem and solution, etc.). – Use previous knowledge to recognize topic, purpose and intended audience. – Clarify purpose of reading. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Questions and answers about contents of essays.

		<ul style="list-style-type: none"> • Read and understand general meaning, main ideas and details of literary essays. 	<ul style="list-style-type: none"> • Think aloud the steps and actions that you follow to read an essay and direct the students' attention to the use of reading strategies to: <ul style="list-style-type: none"> – Make connections between personal experiences and information that is read and regulate them. – Monitor comprehension. – Reread information to solve understanding issues. – Infer implicit information, asking questions about the text. – Paraphrase read information. – Create images from what has been read. – Analyze resources to describe cultural aspects (e.g. <i>An otherwise amazing dance, Quite strange for those not used to...</i>). – Distinguish examples and explanations of key ideas. • Understand resources used to compare cultural aspects (e.g. <i>On this hand... on the other... as surprising as any other...</i>, etc.). • Involve students in actions that promote the questioning and analysis of texts to: <ul style="list-style-type: none"> – Explicit beliefs and values behind the text and the emotions that cause in readers. – Answer questions about cultural aspects. 	<ul style="list-style-type: none"> – Statements that describe cultural aspects. – Final product: Comparative chart • Suggested evaluation instrument: <ul style="list-style-type: none"> – Questionnaire.
		<ul style="list-style-type: none"> • Describe and compare cultural aspects. 	<ul style="list-style-type: none"> • Help students to decide what they need only practice and what requires to be learned, so that they can continue to develop their skills independently to: <ul style="list-style-type: none"> – Analyze characteristics of cultural aspects. – Contrast cultural aspects with those described in the text. – Propose titles for descriptions. – Create statements to describe cultural aspects (e.g. <i>Music in my country has deep vibe which can make cry anyone. / You may fall in love with those necklaces.</i>) They are the result of hours and hours of hard work, etc.). – Order statements in paragraphs. 	
<p style="text-align: center;">Academic and Educational</p>	<p>(A) Interpretation and follow-up of instructions. (B) Produce instructions to prepare an environmental emergency.</p>	<ul style="list-style-type: none"> • Select and review instruction sheets. 	<ul style="list-style-type: none"> • Explain and show students how to access specific information to: <ul style="list-style-type: none"> – Take a look to get a general impression. – Think about the purpose. – Analyze repertoires of words and expressions to define intended audience. – Examine distribution and use of graphic and textual components. – Evaluate function of textual organization. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – List with names of environmental emergencies. – Instructions on how to deal with the emergency. – Graphic resources. – Final product: Posters with instructions.
		<ul style="list-style-type: none"> • Read and understand instruction sheets. 	<ul style="list-style-type: none"> • Help students to: <ul style="list-style-type: none"> – Make connections between the text and their background. – Value how to determine importance of information. – Anticipate general sense. – Recognize steps and descriptions that explain or illustrate them. – Draw instructions to check understanding. 	

		<ul style="list-style-type: none"> • Write instructions. 	<ul style="list-style-type: none"> • Help students to: <ul style="list-style-type: none"> – List words that determine the order of steps (first, next, etc.). – Write steps in statements. • While students write, teach and strengthen processes to solve challenges. <ul style="list-style-type: none"> – Use expressions to show generic facts (e.g. <i>It is important that... if it is not necessary, it is dangerous to...</i>, etc.) – Use expressions to expand (e.g. <i>The most dangerous period in which you may approach... The site you have decided to...</i>) explain (e.g. <i>This is dangerous as you may not see, You must be alert since a warning may come at any moment</i>) and/or illustrate steps (e.g. <i>such as, for instance</i>, etc.). – Create instruction sheets from the wording of steps. 	<ul style="list-style-type: none"> • Suggested evaluation instrument: <ul style="list-style-type: none"> – Evaluation rubric.
		<ul style="list-style-type: none"> • Edit instruction sheets. 	<ul style="list-style-type: none"> • Create a positive and supporting environment where students have multiple opportunities of use and combine writing, reading and orality. Allow them to share their texts to: <ul style="list-style-type: none"> – Evaluate decisions about included and omitted information. – Value order of statements in sequences. – Point out and solve doubts. – Remove, add or change information to improve a text. – Check punctuation marks and spelling of words. • Collaborate with students in the review of the reliability of the information that arises. 	
	<p>(A) Search and selection of information. (B) Paraphrase information to explain the operation of a machine.</p>	<ul style="list-style-type: none"> • Select and revise materials. 	<ul style="list-style-type: none"> • Offer materials such as computer graphics, graphically showing the operation of a machine and guide students' attention to the interpretation of images and texts to: <ul style="list-style-type: none"> – Evaluate textual organization and determine patterns (cause-effect, comparison-contrast). – Think about the use of images and/or illustrations (e.g. variation of size, position, number of images, approaches, lines, arrows, etc.). – Express purpose and intended audience. – Define criteria to select information. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – List of statements. – Notes. – Graphic resources. – Final product: computer graphic.
		<ul style="list-style-type: none"> • Read and understand information. 	<ul style="list-style-type: none"> • Help and explain students how to monitor, evaluate and reaffirm the understanding of the text and support them to: <ul style="list-style-type: none"> – Activate previous knowledge. – Infer implicit information, considering plausible alternatives. – Explain technical terms. – Distinguish between terms and expressions used in British and American English (e.g. <i>bonnet/hood, petrol/gas</i>, etc.). – Evaluate main ideas and information complementing them. – Establish relation between text and images. 	<ul style="list-style-type: none"> • Suggested evaluation instrument: <ul style="list-style-type: none"> – Anecdotal record.

		<ul style="list-style-type: none"> • Write information. 	<ul style="list-style-type: none"> • Think aloud the steps and actions that you follow to write and sort information, paraphrase information and help students to: <ul style="list-style-type: none"> – Paraphrase information, using a relevant range of expressions and linguistic resources (e.g. comparatives and superlatives, connectors, verbs in present, etc.). – Use synonyms to express the same concept (e.g. <i>plane/aircraft; fast, quick</i>, etc.). – Order and link ideas and explanations in a diagram. – Write main ideas. – Complete a diagram with notes that explain main ideas. 	
		<ul style="list-style-type: none"> • Edit texts. 	<ul style="list-style-type: none"> • Promote feedback between students, give them time and opportunities to share their texts. Help them to: <ul style="list-style-type: none"> – Read to check spelling and punctuation. – Order statements in a sequence. – Remove, add or change information. – Explain reasons to include or not include information. – Adjust language according to intended audience and purpose. – Develop final versions. 	
<p>(A) Exchanges associated with specific purpose.</p>	<p>(B) Discussed points of view to participate in</p>	<ul style="list-style-type: none"> • Revise texts of Civics and Ethics Education and select information. 	<ul style="list-style-type: none"> • Foster the exploration of sources and guide students' attention to detect their strengths and needs to: <ul style="list-style-type: none"> – Define purpose of finding information. – Ask questions that guide finding information. – Locate adequate sources. – Select, and register information that answers questions. – Compare components involved in the textual organization (e.g. <i>appendix, bibliography, footnotes, glossary, index</i>, etc.). 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – List of topics. – Cards with personal points of view. – Tips for monitoring the use of prosodic resources. – Final product: Round table. • Suggested evaluation instrument:
		<ul style="list-style-type: none"> • Understand general sense and main ideas. 	<ul style="list-style-type: none"> • Help students to: <ul style="list-style-type: none"> – Anticipate general sense. – Contrast personal points of view with main ideas of a text. – Detect meaning changes caused by variations in the words (e.g. legal-illegal, act, action, etc.). – Establish connections between personal points of view and information that extends, exemplifies and explains them. – Think about what you want to say and how to say it. 	

		<ul style="list-style-type: none"> • Discuss points of view by participating in a round table. 	<ul style="list-style-type: none"> • Offer enough models so that students can explore not only different discussions but also different ways to do it. Help them to determine when they need help, when not, and to: <ul style="list-style-type: none"> – Decide how to express their opinions based on prosodic resources. – Monitor use of prosodic resources (e.g. volume, tone, rhythm, clarity and pronunciation). – Use non-verbal language and prosodic resources to create an effect. – Use strategies to influence the opinion of others (e.g. <i>to propose hypothetical situations: if this were a problem, everybody would recognize it; if anybody could act as she / he wanted, that would have terrible consequences.</i>). 	<ul style="list-style-type: none"> – Checking and matching lists.
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