



Unidad Educativa  
**BILINGÜE**  
Interamericana

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*We belong to The Lord. Romans 14:8*

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## SÍLABO DE ASIGNATURA

**AÑO LECTIVO: 2024 - 2025**

**Grado/Curso:** Decimo Año

**Área:** LENGUA EXTRANJERA

**Nombre de la asignatura:** ENGLISH 10EGB (24-25)

### 1.- PALABRAS DE BIENVENIDA:

“So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.” Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God’s word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let’s do this TOGETHER

### 2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: “Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth.” Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

### 3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student’s English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

#### 4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

##### a.- LAES

* Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
* Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
* Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

#### 5.- UNIDADES DE ESTUDIO:

Nº	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

102	(STARTERA) TOGETHER	ALL	<p>Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref.I.EFL.4.6.1 Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) with guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3) Ref. I.EFL.4.21.1.</p>	5
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103	(STARTERA) EXCITED	I'M  Attempt to show understanding of how different cultures live and think by recognizing and sharing experiences and ideas from various cultures. Ref. EFL. 4.1.3. Attempt to deduce the meanings of unfamiliar words based on context that includes familiar elements, like informal greetings, exclamations, or interjections. Ref. EFL.4.2.4. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to highlight and attempt to understand relevant information in written level-appropriate text types. Ref. EFL.4.3.2. Brainstorm in a written way to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Attempt to make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. Ref. EFL.4.5.3.	Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5
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104	(STARTER) TIME FAMILY	<p>Recognize and appreciate commonalities and differences across cultures and groups (including gender, ability, generations, etc.) and among the students' own. Ref. EFL.4.1.2. Highlight some changes in the topic of discussion if people speak slowly. Ref. EFL.4.2.5. Attempt to locate specific, expected information in short, straightforward texts covering various topics suitable for your age and level. Ref. EFL.4.3.3. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Begin to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. Ref. EFL.4.5.7.</p>	<p>Learners can notice similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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105	(STARTERA) CITY LIFE	<p>Highlight the consequences of actions by demonstrating responsible decision-making at school, online, at home, and in the community, while considering ethical standards, safety concerns, social norms, and mutual respect. Ref. EFL.4.1.9. Highlight main ideas in topics covered in other curricular subjects with the help of the teacher and visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Use everyday Reference materials to find information relevant to your inquiry and connect ideas between different written sources. Ref. EFL.4.3.5. Make and use a simple print or digital learning resource to compare information in order to demonstrate little understanding and command of a topic. Ref. EFL.4.4.2. Start to present personal and formal responses Referring to details and features of the text. Ref. EFL.4.5.2.</p>	<p>Learners can notice similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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106	(STARTERA) FREE TIME	<p>Highlight self-correcting and self-monitoring strategies in classroom interactions. Ref. EFL.4.1.5. Highlight main ideas in topics covered in other curricular subjects with the help of the teacher and visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Attempt to find the most important information in print or online sources to help with an idea or argument. Ref. EFL.4.3.4. Attempt to evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.4.4.3. Create personal short stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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107	(STARTERA) FRIENDS	BEST  To show understanding of nonverbal and oral communication by using them correctly in different situations. Ref. EFL.4.1.7. Highlight the main idea and key details from recorded news reports, documentaries, and interviews about seasonal festivities, environmental issues, food, international customs, climate, weather, etc., using visual cues to understand the content. Ref. EFL.4.2.7. View and listen to information from limited sources in order to organize and discuss relationships between academic content areas. Ref. EFL.4.3.7. Attempt to identify some types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. Ref. EFL.4.4.6. Attempt to gain a limited understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. Ref. EFL.4.5.5.	Learners can employ a limited range of self-monitoring and self-correcting strategies and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.	5
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108	(STARTERA) REVIEW	<p>Provide information and help, orally or in writing and in online or face-to-face interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.4.2.9. Employ learning strategies to analyze a short range of written materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.</p>	<p>Learners can repeat and memorize how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited , using simple grammatical structures and vocabulary learned in class. Frequent errors are expected and may occasionally hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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201	(STARTERB) WELCOME	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Observe the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>Learners can distinguish oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about the content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5
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202	(STARTERB) FOR SPORTS	LIVING	<p>Use suitable vocabulary, expressions, in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Ref. EFL.4.1.8. Attempt to deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. Ref. EFL.4.2.15. Select from and evaluate a range of both physical and digital texts and materials in order to recognize acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p> <p>Learners can repeat, memorize and interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref: I.EFL.4.15.1 Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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203	(STARTERB) FEEL THE RHYTHM	<p>Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Listen to a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Attempt to find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. Ref. EFL.4.3.3. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Present personal and formal responses Referring to details and features of the text. Ref. EFL.4.5.2.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref.I.EFL.4.3.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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204	(STARTERB) HUNGRY?	WHO'S	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. They can identify basic relationships between ideas within familiar subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Attempt to find the most important information in print or online sources in order to support an idea or argument. Ref. EFL.4.3.4. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

205	(STARTERB) SUCSESSES	<p>Provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Ref. EFL.4.1.6. Give short descriptions of everyday activities, use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Ref. EFL.4.2.11. Attempt to find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. Ref. EFL.4.3.3. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can repeat, memorize and interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can use simple words and phrases to describe familiar everyday topics such as possessions, classroom objects, and routines in short, structured situations. They manage interactions with some effort, often requiring support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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206	(STARTERB) ANIMAL WORLD	THE  Recognize individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Ref. EFL.4.1.10. Attempt to deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. Ref. EFL.4.2.15. Select from and evaluate a range of both physical and digital texts and materials in order to recognize acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Organize information using facts and details in order to illustrate diverse patterns and structures in writing. Ref. EFL.4.4.8. Attempt to collaboratively produce criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.4.5.10.	Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1 Learners can write simple sentences and short paragraphs using basic facts and details. They can follow minimal stages of the writing process, like brainstorming and simple outlining, and use simple digital tools to aid their writing. Ref. I.EFL.4.17.1. Learners can give basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.	5
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207	(STARTERB) MOVING AROUND	<p>Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Listen to a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Apply learning strategies to examine a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to attempt to produce well-constructed informational texts. Ref. EFL.4.4.7. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and graphic organizers to understand new information in a text. They can check how the text is organized, what it's about, and why it was written, using different methods and ICT tools. Ref. I.EFL.4.13.1. Learners can write simple sentences and short paragraphs using basic facts and details. They can follow minimal stages of the writing process, like brainstorming and simple outlining, and use simple digital tools to aid their writing. Ref. I.EFL.4.17.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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208	(STARTERB) REVIEW	<p>Highlight the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while attempting to consider ethical standards, safety concerns, social norms and mutual respect. Ref. EFL.4.1.9. Ask straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, Reformulation or repetition of key points. Ref. EFL.4.2.14. Attempt to demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Attempt to critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.4.4.3. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can associate similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners can engage in familiar and predictable everyday conversations to complete a task, satisfy a need, or handle a simple transaction. They use basic repair strategies (e.g., repeating or rephrasing) with limited effectiveness. (I.3, J.3, J.4) Ref. I.EFL.4.10.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1. Learners can use and produce simple learning resources, mainly in print, to compare and contrast basic information. They can choose appropriate resources with support and begin to evaluate the information in these resources, with frequent guidance on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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301	(AMT1A) Welcome	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand supporting points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Convey information and ideas through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make use of main points in literary texts to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.6.1. I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5
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302	(AMT1A) Having a good time	<p>Demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Ref. EFL.4.1.2. Identify most changes in the topic of discussion if people speak slowly. Ref. EFL.4.2.5. Use everyday Reference material in order to classify information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Ref. EFL.4.3.5. Write to describe feelings/opinions in order to effectively talk to an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.) Ref. EFL.4.5.7.</p>	<p>Learners can name differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.</p>	5
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303	(AMT1A) Spending money	<p>Outline self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can employ a restricted range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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304	(AMT1A) We are what we eat	<p>Seek information and assistance, orally or in writing and in Online or face-to-face interactions, for personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.</p>	<p>Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use learning strategies like using what they already know and graphic organizers to understand new information in a text. They can also evaluate this information by looking at how the text is organized, the subject area, and its purpose, using different criteria and ICT tools. Ref. I.EFL.4.13.1. Learners can use and create basic learning resources, both online and in print, to compare and contrast information. They can select suitable resources and evaluate the information in these resources with some guidance, considering the value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3) I.EFL.4.20.1.</p>	5
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305	(AMT1A) All in the family	<p>Use suitable vocabulary, expressions, language in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Ref. EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce simple informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.</p>	<p>Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and evaluate these resources to improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can organize and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and enhance their writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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306	(AMT1A) No place like home	<p>Appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Ref. EFL.4.1.10. Identify a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Select from and evaluate a range of both physical and digital texts and materials in order to outline acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Transfer information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Ref. EFL.4.4.8. Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre established criteria. Ref. EFL.4.5.8.</p>	<p>Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners can share personal information and basic immediate needs, addressing familiar practical everyday situations with some effectiveness and without excessive effort. They utilize grammatical structures and vocabulary learned in class, even though there may be regular, basic errors. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and evaluate these resources to improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can organize and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and enhance their writing. Ref. I.EFL.4.17.1. Learners can evaluate and suggest improvements for simple literary texts (written, oral, online, video, or print) based on predetermined criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.</p>	5
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307	(AMT1A) Friends forever	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday activities and events and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Ref. EFL.4.2.11. Understand supporting points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Convey information and ideas through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can understand main ideas and a few details in short, simple online or print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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308	(AMT1A) Review	<p>Demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the Students' own. Ref. EFL.4.1.2. Recognize habits, routines, past activities and experiences within the personal and educational domains. Ref. EFL.4.2.12. Use everyday Reference material in order to classify information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Ref. EFL.4.3.5. Write to describe feelings/opinions in order to effectively talk to an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can name differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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401	(AMT1B) Welcome	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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402	(AMT1B) The easy life	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p>	5
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403	(AMT1B) Ready, set, go!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.). Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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404	(AMT1B) Wild and wonderful	<p>Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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405	(AMT1B) Out and about	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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406	(AMT1B) Future bodies	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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407	(AMT1B) Travel the world	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).</p>	5
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408	(AMT1B) Review	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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501	(AMT2A) Welcome	<p>Begin to display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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502	(AMT2A) Amazing People	<p>Begin to interpret and demonstrate some knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.5.1.7. Begin to build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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503	(AMT2A) Sports moments	<p>Begin to demonstrate overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4 J.2) Ref. I.EFL.5.16.1.</p>	5
504	(AMT2A) entertainment That's	<p>Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5

505	(AMT2A) The way we learn	<p>Begin to interpret and demonstrate some knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.5.1.7. Begin to identify the main idea and some details of recorded news reports and interviews reporting on seasonal festivities, environmental issues, food, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Discover how to find the most important information in print or online sources in order to support an idea or argument. (Example: online or print timetables, web pages, posters, adverts, etc.) Ref. EFL.5.3.4. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Begin to create simple original, imaginative stories using appropriate vocabulary and some elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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506	(AMT2A) My life in music	<p>Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.</p>	<p>Learners can comment on the culture by identifying cultural products and referents from Ecuador and other countries while making informed choices. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
507	(AMT2A) Making a difference	<p>Begin to demonstrate overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5

508	(AMT2A) Review	<p>Begin to take initiative in simple discussions in a positive way by being sensitive to the nuances of peers' comments, reactions and responses. Ref. EFL.5.1.10. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Discover how to skim and scan simple Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Ref. EFL.5.3.9. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Begin to create simple original, imaginative stories using appropriate vocabulary and some elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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601	(AMT2B) Welcome	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal). Ref. EFL.5.1.10. Apply new words and expressions which occur in conversations in the personal and educational domains and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.5.2.6. Analyze and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Produce emails and blog posts describing personal experiences and feelings. Ref. EFL.5.4.6. Begin to identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts. Ref. EFL.5.5.3.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can explain clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify and display a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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602	(AMT2B) The future now	<p>Predict information and ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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603	(AMT2B) Science and us	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Apply new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.5.2.6. Analyze and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Produce emails and blog posts describing personal experiences and feelings. Ref. EFL.5.4.6. Begin to identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts. Ref. EFL.5.5.3.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can explain clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify and display a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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604	(AMT2B) Working week	<p>Interpret knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Ref. EFL.5.1.7. Follow others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Underline the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3. Evaluate information from References, and recommend digital sources to other learners. (BGU2) Ref. EFL.5.4.1. Make predictions about literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. EFL.5.3.1. Learners can interpret and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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605	(AMT2B) Mind and body	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal). Ref. EFL.5.1.10. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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606	(AMT2B) Breaking news	<p>Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Associate the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Skim for some of the important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential resources and the value, of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2. Present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage with a variety of digital and print texts and resources by reviewing complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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607	(AMT2B) Rules and regulations	<p>Interpret knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Ref. EFL.5.1.7. Follow others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Underline the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3. Evaluate information from References, and recommend digital sources to other learners. (BGU2) Ref. EFL.5.4.1. Make predictions about literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can interpret and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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608	(AMT2B) Review	<p>Display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Associate the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Skim for some of the important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential resources and the value, of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2. Present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can engage with a variety of digital and print texts and resources by reviewing complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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701	(AMT3A) Welcome	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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702	(AMT3A) Big decisions	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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703	(AMT3A) A hard life	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.) Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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704	(AMT3A) What's in a name?	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))</p>	5
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705	(AMT3A) What would you do?	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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706	(AMT3A) Storytelling	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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707	(AMT3A) impossible	That's  Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)	I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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708	(AMT3A) Review	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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801	(AMT3B) WELCOME	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Produce emails and blog posts describing personal experiences and feelings. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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802	(AMT3B) Breaking away	<p>Demonstrate mindfulness, empathy, tolerance, and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Use a variety of oral, print, and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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803	(AMT3B) Crime and punishment	<p>Find parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, and schooling. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Make predictions, inferences, and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining, and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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804	(AMT3B) It's a mystery!	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and pReferences, etc.) Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Identify a variety of types and formats of potential resources and the value, purpose, and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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805	(AMT3B) Money	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use new words and expressions that occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Assess, compare, and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area, and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Use the process of prewriting, drafting, revising, peer editing, and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone, and evidence. I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)</p>	5
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806	(AMT3B) Emergency!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Build on others' ideas when engaged in pair, group, or whole-class discussions on personal, social, community, and academic topics. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone, and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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807	(AMT3B) Life's firsts	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions, and responses (both verbal and nonverbal). Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Detects complexities and discrepancies in information presented in both print and online References and resources. Select and make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration, learning, and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express, and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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808	(AMT3B) Review	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions, and responses (both verbal and nonverbal). Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Select and make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration, learning, and productivity. (Example. image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria. clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)</p>	5
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901	(CompactKEY) In my free time.	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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902	(CompactKEY) What are you doing now?	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p>	5
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903	(CompactKEY) Getting there!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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904	(CompactKEY) We had a great time!	<p>Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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905	(CompactKEY) What's on?	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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906	(CompactKEY) Are you an outdoors person?	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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907	(CompactKEY) practice	Exam	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	5
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908	(CompactKEY) Review	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1001	(CompleteKEY) HI, HOW ARE YOU?	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example. title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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1002	(CompleteKEY) GOING HOME	WE'RE  Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)	I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)	5
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1003	(CompleteKEY) DINNER TIME	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1004	(CompleteKEY) SHOPPING!	I'M  Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)	5
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1005	(CompleteKEY) IT'S MY FAVOURITE SPORT	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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1006	(CompleteKEY) HAVE YOU GOT ANY HOMEWORK?	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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1007	(CompleteKEY) LET'S GO TO THE MUSEUM!	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	5
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1008	(CompleteKEY) DID YOU GET MY MESSAGE?	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1101	(CompletePET) My life and home	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1102	(CompletePET) At school	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1103	(CompletePET) Having fun	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	5
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1104	(CompletePET) On holiday	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1105	(CompletePET) Different feelings	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1106	(CompletePET) entertainment!	That's	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear, and visuals help support meaning. (I.3, I.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1107	(CompletePET) Getting around	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1108	(CompletePET) Review	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1201	(CompactPET) All about me!	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1202	(CompactPET) Winning & losing	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1203	(CompactPET) Let's shop!	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	5
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1204	(CompactPET) Star quality	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1205	(CompactPET) Extreme diets	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1206	(CompactPET) My home	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear, and visuals help support meaning. (I.3, I.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1207	(CompactPET) In the wild	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1208	(CompactPET) We're off!	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1301	(CompleteFCE) A FAMILY AFFAIR	<p>Find out about the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas and using expressions commonly used by native English speakers. Ref. EFL.5.1.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar and unfamiliar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Ref. EFL.5.2.1. Find information in long, complex texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Ref. EFL.5.3.1. Produce emails, blog posts, and essays describing personal experiences and feelings. Ref. EFL.5.4.6. Contrast present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1302	(CompleteFCE) LEISURE AND PLEASURE	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Identify the gist and specific details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals and linguistic aspects support the commentary. Ref. EFL.5.2.2. Recognize and create reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Create original, imaginative stories using complex vocabulary and elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can identify, apply and reflect a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1303	(CompleteFCE) HAPPY HOLIDAYS?	<p>Identify parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, schooling, and the use of language. Ref. EFL.5.1.3. Understand and react to the main idea of radio and audio recordings on subjects of personal interest, when speech is clear in familiar and unfamiliar topics. Ref. EFL.5.2.5. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can compare and contrast the culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1304	(CompleteFCE) FOOD, GLORIOUS FOOD	<p>Make use of knowledge of nonverbal and oral communication features by applying them in appropriate contexts and in different speech acts. (Example: use intonation, pace, etc.) Ref. EFL.5.1.7. React creatively to main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.5.2.3. Predict the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Critically compare and contrast information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.5.4.1. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to apply stress and intonation patterns. Ref. EFL.5.5.4.</p>	<p>Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL. 5.3.1 Learners can manage with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) Ref. I.EFL.5.6.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1305	(CompleteFCE) STUDY TIME	<p>Communicate information and ideas effectively and in a natural manner to diverse audiences using a variety of media, formats and social situations. Ref. EFL.5.1.9. Use new words and expressions which occur in natural conversations in the personal, educational, and professional domains, and make use of such terms and expressions with accuracy wherever appropriate and necessary. Ref. EFL.5.2.6. Compare and contrast the main points in straightforward texts on subjects of personal interest and familiar academic topics. Ref. EFL.5.3.8 Explain the variety of types and formats of potential resources and the value, purpose and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2 Criticize a literary text (written, oral, online, in video or in print) or a favorite activity to a peer. Ref. EFL.5.5.10.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can produce communications clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1 Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1 Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1306	(CompleteFCE) MY FIRST JOB	<p>Apply self-correcting and self-monitoring strategies to provide accurate and effective language in social and classroom interactions by adjusting presentation and language production to effectively express opinions, make evaluations, and negotiation of meaning. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3 Analyze the use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self correcting and self monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1307	(CompleteFCE) ADVENTURE	HIGH	<p>Take part actively in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses as well as non-linguistic cues (both verbal and nonverbal). Ref. EFL.5.1.10. Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions. Ref. EFL.5.2.11. Compare complexities and discrepancies in information presented in both print and online References and resources. Ref. EFL.5.3.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce essays. Ref. EFL.5.4.7. Collaboratively validate criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p> <p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1308	(CompleteFCE) OF THE STARS DREAM	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Infer and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions. Ref. EFL.5.2.14. Show an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Ref. EFL.5.3.6. Apply new and prior knowledge in order to compare and contrast texts and determine if the new knowledge adds value to or contradicts prior Information. Ref. EFL.5.4.3. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of complex literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.) Ref. EFL.5.5.9</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1401	(CompactFCE) community	My Find out about the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas and using expressions commonly used by native English speakers. Ref. EFL.5.1.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar and unfamiliar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Ref. EFL.5.2.1. Find information in long, complex texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Ref. EFL.5.3.1. Produce emails, blog posts, and essays describing personal experiences and feelings. Ref. EFL.5.4.6. Contrast present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.	Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.	5
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1402	(CompactFCE) Home and away	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Identify the gist and specific details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals and linguistic aspects support the commentary. Ref. EFL.5.2.2. Recognize and create reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Create original, imaginative stories using complex vocabulary and elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can identify, apply and reflect a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1403	(CompactFCE) Performance	<p>Identify parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, schooling, and the use of language. Ref. EFL.5.1.3. Understand and react to the main idea of radio and audio recordings on subjects of personal interest, when speech is clear in familiar and unfamiliar topics. Ref. EFL.5.2.5. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can compare and contrast the culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1404	(CompactFCE) Fit and healthy	<p>Make use of knowledge of nonverbal and oral communication features by applying them in appropriate contexts and in different speech acts. (Example: use intonation, pace, etc.) Ref. EFL.5.1.7. React creatively to main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.5.2.3. Predict the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Critically compare and contrast information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.5.4.1. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to apply stress and intonation patterns. Ref. EFL.5.5.4.</p>	<p>Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL. 5.3.1 Learners can manage with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) Ref. I.EFL.5.6.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1405	(CompactFCE) Lessons learnt	<p>Communicate information and ideas effectively and in a natural manner to diverse audiences using a variety of media, formats and social situations. Ref. EFL.5.1.9. Use new words and expressions which occur in natural conversations in the personal, educational, and professional domains, and make use of such terms and expressions with accuracy wherever appropriate and necessary. Ref. EFL.5.2.6. Compare and contrast the main points in straightforward texts on subjects of personal interest and familiar academic topics. Ref. EFL.5.3.8 Explain the variety of types and formats of potential resources and the value, purpose and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2 Criticize a literary text (written, oral, online, in video or in print) or a favorite activity to a peer. Ref. EFL.5.5.10.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can produce communications clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1 Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1 Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1406	(CompactFCE) Our Planet	<p>Apply self-correcting and self-monitoring strategies to provide accurate and effective language in social and classroom interactions by adjusting presentation and language production to effectively express opinions, make evaluations, and negotiation of meaning. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3 Analyze the use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1407	(CompactFCE) Influences	<p>Take part actively in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses as well as non-linguistic cues (both verbal and nonverbal). Ref. EFL.5.1.10. Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions. Ref. EFL.5.2.11. Compare complexities and discrepancies in information presented in both print and online References and resources. Ref. EFL.5.3.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce essays. Ref. EFL.5.4.7. Collaboratively validate criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1408	(CompactFCE) Breakthrough	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Infer and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions. Ref. EFL.5.2.14. Show an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Ref. EFL.5.3.6. Apply new and prior knowledge in order to compare and contrast texts and determine if the new knowledge adds value to or contradicts prior Information. Ref. EFL.5.4.3. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of complex literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.) Ref. EFL.5.5.9</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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## 6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

## 7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

### EVALUACIÓN LAES

#### ¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.
- OG.EFL 2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.
- OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

## **8.- CLAVES PARA LA EXCELENCIA:**

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as “love your neighbor as yourself”.
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.” 1 Timothy 4:12



## 9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

## 10.- PRUEBAS:

## 11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU “And Jesus grew in wisdom and stature, and in favor with God and man.” Luke 2:52

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*Toda verdad, es verdad de Dios*

 Av. 27 de Febrero y Av. Solano

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Unidad Educativa  
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Interamericana

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*We belong to The Lord. Romans 14:8*

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## SÍLABO DE ASIGNATURA

**AÑO LECTIVO: 2024 - 2025**

**Grado/Curso:** Noveno Año

**Área:** LENGUA EXTRANJERA

**Nombre de la asignatura:** ENGLISH 9EGB (24-25)

### 1.- PALABRAS DE BIENVENIDA:

“So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.” Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God’s word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let’s do this TOGETHER

### 2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: “Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth.” Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

### 3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student’s English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

### 4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

## a.- LAES

\* Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.

\* Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.

\* Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

## 5.- UNIDADES DE ESTUDIO:

Nº	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	<p>Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5

102	(STARTERA) TOGETHER	ALL	<p>Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref.I.EFL.4.6.1 Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) with guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3) Ref. I.EFL.4.21.1.</p>	5
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103	(STARTERA) EXCITED	I'M  Attempt to show understanding of how different cultures live and think by recognizing and sharing experiences and ideas from various cultures. Ref. EFL. 4.1.3. Attempt to deduce the meanings of unfamiliar words based on context that includes familiar elements, like informal greetings, exclamations, or interjections. Ref. EFL.4.2.4. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to highlight and attempt to understand relevant information in written level-appropriate text types. Ref. EFL.4.3.2. Brainstorm in a written way to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Attempt to make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. Ref. EFL.4.5.3.	Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5
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104	(STARTER) TIME	FAMILY	<p>Recognize and appreciate commonalities and differences across cultures and groups (including gender, ability, generations, etc.) and among the students' own. Ref. EFL.4.1.2. Highlight some changes in the topic of discussion if people speak slowly. Ref. EFL.4.2.5. Attempt to locate specific, expected information in short, straightforward texts covering various topics suitable for your age and level. Ref. EFL.4.3.3. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Begin to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. Ref. EFL.4.5.7.</p>	<p>Learners can notice similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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105	(STARTERA) CITY LIFE	<p>Highlight the consequences of actions by demonstrating responsible decision-making at school, online, at home, and in the community, while considering ethical standards, safety concerns, social norms, and mutual respect. Ref. EFL.4.1.9. Highlight main ideas in topics covered in other curricular subjects with the help of the teacher and visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Use everyday Reference materials to find information relevant to your inquiry and connect ideas between different written sources. Ref. EFL.4.3.5. Make and use a simple print or digital learning resource to compare information in order to demonstrate little understanding and command of a topic. Ref. EFL.4.4.2. Start to present personal and formal responses Referring to details and features of the text. Ref. EFL.4.5.2.</p>	<p>Learners can notice similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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106	(STARTER) FREE TIME	<p>Highlight self-correcting and self-monitoring strategies in classroom interactions. Ref. EFL.4.1.5. Highlight main ideas in topics covered in other curricular subjects with the help of the teacher and visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Attempt to find the most important information in print or online sources to help with an idea or argument. Ref. EFL.4.3.4. Attempt to evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.4.4.3. Create personal short stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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107	(STARTERA) FRIENDS	BEST	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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108	(STARTERA) REVIEW	<p>Provide information and help, orally or in writing and in online or face-to-face interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.4.2.9. Employ learning strategies to analyze a short range of written materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.</p>	<p>Learners can repeat and memorize how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited , using simple grammatical structures and vocabulary learned in class. Frequent errors are expected and may occasionally hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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201	(STARTERB) WELCOME	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Observe the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>Learners can distinguish oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about the content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5
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202	(STARTERB) FOR SPORTS	LIVING	<p>Use suitable vocabulary, expressions, in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Ref. EFL.4.1.8. Attempt to deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. Ref. EFL.4.2.15. Select from and evaluate a range of both physical and digital texts and materials in order to recognize acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p> <p>Learners can repeat, memorize and interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref: I.EFL.4.15.1 Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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203	(STARTERB) FEEL THE RHYTHM	<p>Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Listen to a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Attempt to find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. Ref. EFL.4.3.3. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Present personal and formal responses Referring to details and features of the text. Ref. EFL.4.5.2.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref.I.EFL.4.3.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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204	(STARTERB) HUNGRY?	WHO'S	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. They can identify basic relationships between ideas within familiar subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Attempt to find the most important information in print or online sources in order to support an idea or argument. Ref. EFL.4.3.4. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

205	(STARTERB) SUCSESSES	BIG  Provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Ref. EFL.4.1.6. Give short descriptions of everyday activities, use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Ref. EFL.4.2.11. Attempt to find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. Ref. EFL.4.3.3. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.	Learners can repeat, memorize and interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can use simple words and phrases to describe familiar everyday topics such as possessions, classroom objects, and routines in short, structured situations. They manage interactions with some effort, often requiring support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.	5
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206	(STARTERB) ANIMAL WORLD	THE  Recognize individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Ref. EFL.4.1.10. Attempt to deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. Ref. EFL.4.2.15. Select from and evaluate a range of both physical and digital texts and materials in order to recognize acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Organize information using facts and details in order to illustrate diverse patterns and structures in writing. Ref. EFL.4.4.8. Attempt to collaboratively produce criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.4.5.10.	Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1 Learners can write simple sentences and short paragraphs using basic facts and details. They can follow minimal stages of the writing process, like brainstorming and simple outlining, and use simple digital tools to aid their writing. Ref. I.EFL.4.17.1. Learners can give basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.	5
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207	(STARTERB) MOVING AROUND	<p>Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Listen to a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Apply learning strategies to examine a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to attempt to produce well-constructed informational texts. Ref. EFL.4.4.7. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and graphic organizers to understand new information in a text. They can check how the text is organized, what it's about, and why it was written, using different methods and ICT tools. Ref. I.EFL.4.13.1. Learners can write simple sentences and short paragraphs using basic facts and details. They can follow minimal stages of the writing process, like brainstorming and simple outlining, and use simple digital tools to aid their writing. Ref. I.EFL.4.17.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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208	(STARTERB) REVIEW	<p>Highlight the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while attempting to consider ethical standards, safety concerns, social norms and mutual respect. Ref. EFL.4.1.9. Ask straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, Reformulation or repetition of key points. Ref. EFL.4.2.14. Attempt to demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Attempt to critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.4.4.3. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can associate similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners can engage in familiar and predictable everyday conversations to complete a task, satisfy a need, or handle a simple transaction. They use basic repair strategies (e.g., repeating or rephrasing) with limited effectiveness. (I.3, J.3, J.4) Ref. I.EFL.4.10.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1. Learners can use and produce simple learning resources, mainly in print, to compare and contrast basic information. They can choose appropriate resources with support and begin to evaluate the information in these resources, with frequent guidance on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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301	(AMT1A) Welcome	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand supporting points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Convey information and ideas through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make use of main points in literary texts to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.6.1. I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5
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302	(AMT1A) Having a good time	<p>Demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Ref. EFL.4.1.2. Identify most changes in the topic of discussion if people speak slowly. Ref. EFL.4.2.5. Use everyday Reference material in order to classify information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Ref. EFL.4.3.5. Write to describe feelings/opinions in order to effectively talk to an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.) Ref. EFL.4.5.7.</p>	<p>Learners can name differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.</p>	5
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303	(AMT1A) Spending money	<p>Outline self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can employ a restricted range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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304	(AMT1A) We are what we eat	<p>Seek information and assistance, orally or in writing and in Online or face-to-face interactions, for personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.</p>	<p>Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use learning strategies like using what they already know and graphic organizers to understand new information in a text. They can also evaluate this information by looking at how the text is organized, the subject area, and its purpose, using different criteria and ICT tools. Ref. I.EFL.4.13.1. Learners can use and create basic learning resources, both online and in print, to compare and contrast information. They can select suitable resources and evaluate the information in these resources with some guidance, considering the value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3) I.EFL.4.20.1.</p>	5
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305	(AMT1A) All in the family	<p>Use suitable vocabulary, expressions, language in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Ref. EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce simple informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorean cultures. Ref. EFL.4.5.6.</p>	<p>Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and evaluate these resources to improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can organize and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and enhance their writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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306	(AMT1A) No place like home	<p>Appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to face relationships based on communication and cooperation. Ref. EFL.4.1.10. Identify a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Select from and evaluate a range of both physical and digital texts and materials in order to outline acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Transfer information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Ref. EFL.4.4.8. Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre established criteria. Ref. EFL.4.5.8.</p>	<p>Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners can share personal information and basic immediate needs, addressing familiar practical everyday situations with some effectiveness and without excessive effort. They utilize grammatical structures and vocabulary learned in class, even though there may be regular, basic errors. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and evaluate these resources to improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can organize and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and enhance their writing. Ref. I.EFL.4.17.1. Learners can evaluate and suggest improvements for simple literary texts (written, oral, online, video, or print) based on predetermined criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.</p>	5
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307	(AMT1A) Friends forever	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday activities and events and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Ref. EFL.4.2.11. Understand supporting points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Convey information and ideas through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can understand main ideas and a few details in short, simple online or print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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308	(AMT1A) Review	<p>Demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the Students' own. Ref. EFL.4.1.2. Recognize habits, routines, past activities and experiences within the personal and educational domains. Ref. EFL.4.2.12. Use everyday Reference material in order to classify information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Ref. EFL.4.3.5. Write to describe feelings/opinions in order to effectively talk to an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can name differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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401	(AMT1B) Welcome	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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402	(AMT1B) The easy life	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p>	5
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403	(AMT1B) Ready, set, go!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.). Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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404	(AMT1B) Wild and wonderful	<p>Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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405	(AMT1B) Out and about	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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406	(AMT1B) Future bodies	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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407	(AMT1B) Travel the world	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).</p>	5
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408	(AMT1B) Review	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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501	(AMT2A) Welcome	<p>Begin to display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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502	(AMT2A) Amazing People	<p>Begin to interpret and demonstrate some knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.5.1.7. Begin to build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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503	(AMT2A) Sports moments	<p>Begin to demonstrate overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4 J.2) Ref. I.EFL.5.16.1.</p>	5
504	(AMT2A) entertainment That's	<p>Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5

505	(AMT2A) The way we learn	<p>Begin to interpret and demonstrate some knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.5.1.7. Begin to identify the main idea and some details of recorded news reports and interviews reporting on seasonal festivities, environmental issues, food, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Discover how to find the most important information in print or online sources in order to support an idea or argument. (Example: online or print timetables, web pages, posters, adverts, etc.) Ref. EFL.5.3.4. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Begin to create simple original, imaginative stories using appropriate vocabulary and some elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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506	(AMT2A) My life in music	<p>Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.</p>	<p>Learners can comment on the culture by identifying cultural products and referents from Ecuador and other countries while making informed choices. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
507	(AMT2A) Making a difference	<p>Begin to demonstrate overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5

508	(AMT2A) Review	<p>Begin to take initiative in simple discussions in a positive way by being sensitive to the nuances of peers' comments, reactions and responses. Ref. EFL.5.1.10. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Discover how to skim and scan simple Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Ref. EFL.5.3.9. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Begin to create simple original, imaginative stories using appropriate vocabulary and some elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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601	(AMT2B) Welcome	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal). Ref. EFL.5.1.10. Apply new words and expressions which occur in conversations in the personal and educational domains and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.5.2.6. Analyze and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Produce emails and blog posts describing personal experiences and feelings. Ref. EFL.5.4.6. Begin to identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts. Ref. EFL.5.5.3.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can explain clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify and display a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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602	(AMT2B) The future now	<p>Predict information and ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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603	(AMT2B) Science and us	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Apply new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.5.2.6. Analyze and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Produce emails and blog posts describing personal experiences and feelings. Ref. EFL.5.4.6. Begin to identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts. Ref. EFL.5.5.3.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can explain clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify and display a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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604	(AMT2B) Working week	<p>Interpret knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Ref. EFL.5.1.7. Follow others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Underline the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3. Evaluate information from References, and recommend digital sources to other learners. (BGU2) Ref. EFL.5.4.1. Make predictions about literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. EFL.5.3.1. Learners can interpret and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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605	(AMT2B) Mind and body	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal). Ref. EFL.5.1.10. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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606	(AMT2B) Breaking news	<p>Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Associate the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Skim for some of the important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential resources and the value, of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2. Present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage with a variety of digital and print texts and resources by reviewing complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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607	(AMT2B) Rules and regulations	<p>Interpret knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Ref. EFL.5.1.7. Follow others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Underline the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3. Evaluate information from References, and recommend digital sources to other learners. (BGU2) Ref. EFL.5.4.1. Make predictions about literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can interpret and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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608	(AMT2B) Review	<p>Display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Associate the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Skim for some of the important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential resources and the value, of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2. Present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can engage with a variety of digital and print texts and resources by reviewing complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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701	(AMT3A) Welcome	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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702	(AMT3A) Big decisions	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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703	(AMT3A) A hard life	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and pReferences, etc.)</p> <p>Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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704	(AMT3A) What's in a name?	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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705	(AMT3A) What would you do?	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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706	(AMT3A) Storytelling	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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707	(AMT3A) impossible	That's  Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)	I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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708	(AMT3A) Review	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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801	(AMT3B) WELCOME	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Produce emails and blog posts describing personal experiences and feelings. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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802	(AMT3B) Breaking away	<p>Demonstrate mindfulness, empathy, tolerance, and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Use a variety of oral, print, and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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803	(AMT3B) Crime and punishment	<p>Find parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, and schooling. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Make predictions, inferences, and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining, and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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804	(AMT3B) It's a mystery!	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.) Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Identify a variety of types and formats of potential resources and the value, purpose, and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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805	(AMT3B) Money	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use new words and expressions that occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Assess, compare, and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area, and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Use the process of prewriting, drafting, revising, peer editing, and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone, and evidence. I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)</p>	5
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806	(AMT3B) Emergency!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Build on others' ideas when engaged in pair, group, or whole-class discussions on personal, social, community, and academic topics. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone, and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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807	(AMT3B) Life's firsts	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions, and responses (both verbal and nonverbal). Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Detects complexities and discrepancies in information presented in both print and online References and resources. Select and make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration, learning, and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express, and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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808	(AMT3B) Review	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions, and responses (both verbal and nonverbal). Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Select and make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration, learning, and productivity. (Example. image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria. clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)</p>	5
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901	(CompactKEY) In my free time.	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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902	(CompactKEY) What are you doing now?	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p>	5
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903	(CompactKEY) Getting there!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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904	(CompactKEY) We had a great time!	<p>Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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905	(CompactKEY) What's on?	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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906	(CompactKEY) Are you an outdoors person?	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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907	(CompactKEY) practice	Exam	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	5
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908	(CompactKEY) Review	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1001	(CompleteKEY) HI, HOW ARE YOU?	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example. title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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1002	(CompleteKEY) GOING HOME	WE'RE  Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)	I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)	5
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1003	(CompleteKEY) DINNER TIME	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1004	(CompleteKEY) SHOPPING!	I'M  Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)	5
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1005	(CompleteKEY) IT'S MY FAVOURITE SPORT	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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1006	(CompleteKEY) YOU ANY HOMEWORK?  HAVE GOT	Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.	I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)	5
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1007	(CompleteKEY) LET'S GO TO THE MUSEUM!	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	5
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1008	(CompleteKEY) DID YOU GET MY MESSAGE?	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1101	(CompletePET) My life and home	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1102	(CompletePET) At school	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1103	(CompletePET) fun Having	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	5
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1104	(CompletePET) On holiday	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1105	(CompletePET) Different feelings	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1106	(CompletePET) entertainment!	That's	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear, and visuals help support meaning. (I.3, I.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1107	(CompletePET) Getting around	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1108	(CompletePET) Review	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1201	(CompactPET) All about me!	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1202	(CompactPET) Winning & losing	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1203	(CompactPET) Let's shop!	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	5
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1204	(CompactPET) Star quality	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1205	(CompactPET) Extreme diets	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1206	(CompactPET) My home	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear, and visuals help support meaning. (I.3, I.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1207	(CompactPET) In the wild	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1208	(CompactPET) We're off!	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1301	(Complete FCE) A FAMILY AFFAIR	<p>Find out about the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas and using expressions commonly used by native English speakers. Ref. EFL.5.1.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar and unfamiliar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Ref. EFL.5.2.1. Find information in long, complex texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Ref. EFL.5.3.1. Produce emails, blog posts, and essays describing personal experiences and feelings. Ref. EFL.5.4.6. Contrast present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1302	(CompleteFCE) LEISURE AND PLEASURE	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Identify the gist and specific details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals and linguistic aspects support the commentary. Ref. EFL.5.2.2. Recognize and create reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Create original, imaginative stories using complex vocabulary and elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can identify, apply and reflect a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1303	(CompleteFCE) HAPPY HOLIDAYS?	<p>Identify parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, schooling, and the use of language. Ref. EFL.5.1.3. Understand and react to the main idea of radio and audio recordings on subjects of personal interest, when speech is clear in familiar and unfamiliar topics. Ref. EFL.5.2.5. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can compare and contrast the culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1304	(Complete FCE) FOOD, GLORIOUS FOOD	<p>Make use of knowledge of nonverbal and oral communication features by applying them in appropriate contexts and in different speech acts. (Example: use intonation, pace, etc.) Ref. EFL.5.1.7. React creatively to main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.5.2.3. Predict the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Critically compare and contrast information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.5.4.1. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to apply stress and intonation patterns. Ref. EFL.5.5.4.</p>	<p>Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL. 5.3.1 Learners can manage with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) Ref. I.EFL.5.6.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1305	(CompleteFCE) STUDY TIME	<p>Communicate information and ideas effectively and in a natural manner to diverse audiences using a variety of media, formats and social situations. Ref. EFL.5.1.9. Use new words and expressions which occur in natural conversations in the personal, educational, and professional domains, and make use of such terms and expressions with accuracy wherever appropriate and necessary. Ref. EFL.5.2.6. Compare and contrast the main points in straightforward texts on subjects of personal interest and familiar academic topics. Ref. EFL.5.3.8 Explain the variety of types and formats of potential resources and the value, purpose and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2 Criticize a literary text (written, oral, online, in video or in print) or a favorite activity to a peer. Ref. EFL.5.5.10.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can produce communications clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1 Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1 Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1306	(CompleteFCE) MY FIRST JOB	<p>Apply self-correcting and self-monitoring strategies to provide accurate and effective language in social and classroom interactions by adjusting presentation and language production to effectively express opinions, make evaluations, and negotiation of meaning. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3 Analyze the use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self correcting and self monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1307	(CompleteFCE) ADVENTURE	HIGH	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1308	(CompleteFCE) OF THE STARS DREAM	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Infer and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions. Ref. EFL.5.2.14. Show an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Ref. EFL.5.3.6. Apply new and prior knowledge in order to compare and contrast texts and determine if the new knowledge adds value to or contradicts prior Information. Ref. EFL.5.4.3. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of complex literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.) Ref. EFL.5.5.9</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1401	(CompactFCE) community	My  Find out about the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas and using expressions commonly used by native English speakers. Ref. EFL.5.1.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar and unfamiliar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Ref. EFL.5.2.1. Find information in long, complex texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Ref. EFL.5.3.1. Produce emails, blog posts, and essays describing personal experiences and feelings. Ref. EFL.5.4.6. Contrast present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.	Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.	5
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1402	(CompactFCE) Home and away	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Identify the gist and specific details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals and linguistic aspects support the commentary. Ref. EFL.5.2.2. Recognize and create reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Create original, imaginative stories using complex vocabulary and elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can identify, apply and reflect a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1403	(CompactFCE) Performance	<p>Identify parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, schooling, and the use of language. Ref. EFL.5.1.3. Understand and react to the main idea of radio and audio recordings on subjects of personal interest, when speech is clear in familiar and unfamiliar topics. Ref. EFL.5.2.5. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can compare and contrast the culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1404	(CompactFCE) Fit and healthy	<p>Make use of knowledge of nonverbal and oral communication features by applying them in appropriate contexts and in different speech acts. (Example: use intonation, pace, etc.) Ref. EFL.5.1.7. React creatively to main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.5.2.3. Predict the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Critically compare and contrast information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.5.4.1. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to apply stress and intonation patterns. Ref. EFL.5.5.4.</p>	<p>Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL. 5.3.1 Learners can manage with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) Ref. I.EFL.5.6.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1405	(CompactFCE) Lessons learnt	<p>Communicate information and ideas effectively and in a natural manner to diverse audiences using a variety of media, formats and social situations. Ref. EFL.5.1.9. Use new words and expressions which occur in natural conversations in the personal, educational, and professional domains, and make use of such terms and expressions with accuracy wherever appropriate and necessary. Ref. EFL.5.2.6. Compare and contrast the main points in straightforward texts on subjects of personal interest and familiar academic topics. Ref. EFL.5.3.8 Explain the variety of types and formats of potential resources and the value, purpose and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/ popular, current/historical, etc.) Ref. EFL.5.4.2 Criticize a literary text (written, oral, online, in video or in print) or a favorite activity to a peer. Ref. EFL.5.5.10.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can produce communications clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1 Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1 Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1406	(CompactFCE) Our Planet	<p>Apply self-correcting and self-monitoring strategies to provide accurate and effective language in social and classroom interactions by adjusting presentation and language production to effectively express opinions, make evaluations, and negotiation of meaning. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3 Analyze the use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1407	(CompactFCE) Influences	<p>Take part actively in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses as well as non-linguistic cues (both verbal and nonverbal). Ref. EFL.5.1.10. Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions. Ref. EFL.5.2.11. Compare complexities and discrepancies in information presented in both print and online References and resources. Ref. EFL.5.3.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce essays. Ref. EFL.5.4.7. Collaboratively validate criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1408	(CompactFCE) Breakthrough	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Infer and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions. Ref. EFL.5.2.14. Show an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Ref. EFL.5.3.6. Apply new and prior knowledge in order to compare and contrast texts and determine if the new knowledge adds value to or contradicts prior Information. Ref. EFL.5.4.3. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of complex literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.) Ref. EFL.5.5.9</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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## 6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

## 7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

### EVALUACIÓN LAES

#### ¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:



As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.
- OG.EFL 2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.
- OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

## **8.- CLAVES PARA LA EXCELENCIA:**

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as “love your neighbor as yourself”.
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.” 1 Timothy 4:12

## 9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

## 10.- PRUEBAS:

## 11.- RECOMENDACIONES GENERALES:

### 6 . GENERAL RECOMMENDATIONS

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU “And Jesus grew in wisdom and stature, and in favor with God and man.” Luke 2:52

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*Toda verdad, es verdad de Dios*

 Av. 27 de Febrero y Av. Solano

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 [www.uebi.edu.ec](http://www.uebi.edu.ec)

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Unidad Educativa  
**BILINGÜE**  
Interamericana

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*We belong to The Lord. Romans 14:8*

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## SÍLABO DE ASIGNATURA

**AÑO LECTIVO: 2024 - 2025**

**Grado/Curso:** Octavo Año

**Área:** LENGUA EXTRANJERA

**Nombre de la asignatura:** ENGLISH 8EGB (24-25)

### 1.- PALABRAS DE BIENVENIDA:

“So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.” Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God’s word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let’s do this TOGETHER

### 2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: “Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth.” Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

### 3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student’s English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

#### 4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

##### a.- LAES

* Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
* Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
* Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

#### 5.- UNIDADES DE ESTUDIO:

Nº	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

102	(STARTERA) TOGETHER	ALL	<p>Understand and talk about the similarities and differences between stories and traditions from Ecuador and other places around the world. Ref. EFL.4.1.1. Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Begin to evaluate and recommend literary texts from books according to pre-established criteria. Ref. EFL.4.5.8.</p>	<p>Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref.I.EFL.4.6.1 Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) with guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.</p>	5
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103	(STARTERA) EXCITED	I'M  Attempt to show understanding of how different cultures live and think by recognizing and sharing experiences and ideas from various cultures. Ref. EFL. 4.1.3. Attempt to deduce the meanings of unfamiliar words based on context that includes familiar elements, like informal greetings, exclamations, or interjections. Ref. EFL.4.2.4. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to highlight and attempt to understand relevant information in written level-appropriate text types. Ref. EFL.4.3.2. Brainstorm in a written way to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Attempt to make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. Ref. EFL.4.5.3.	Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5
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104	(STARTER) TIME FAMILY	<p>Recognize and appreciate commonalities and differences across cultures and groups (including gender, ability, generations, etc.) and among the students' own. Ref. EFL.4.1.2. Highlight some changes in the topic of discussion if people speak slowly. Ref. EFL.4.2.5. Attempt to locate specific, expected information in short, straightforward texts covering various topics suitable for your age and level. Ref. EFL.4.3.3. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Begin to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. Ref. EFL.4.5.7.</p>	<p>Learners can notice similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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105	(STARTERA) CITY LIFE	<p>Highlight the consequences of actions by demonstrating responsible decision-making at school, online, at home, and in the community, while considering ethical standards, safety concerns, social norms, and mutual respect. Ref. EFL.4.1.9. Highlight main ideas in topics covered in other curricular subjects with the help of the teacher and visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Use everyday Reference materials to find information relevant to your inquiry and connect ideas between different written sources. Ref. EFL.4.3.5. Make and use a simple print or digital learning resource to compare information in order to demonstrate little understanding and command of a topic. Ref. EFL.4.4.2. Start to present personal and formal responses Referring to details and features of the text. Ref. EFL.4.5.2.</p>	<p>Learners can notice similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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106	(STARTERA) FREE TIME	<p>Highlight self-correcting and self-monitoring strategies in classroom interactions. Ref. EFL.4.1.5. Highlight main ideas in topics covered in other curricular subjects with the help of the teacher and visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Attempt to find the most important information in print or online sources to help with an idea or argument. Ref. EFL.4.3.4. Attempt to evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.4.4.3. Create personal short stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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107	(STARTERA) FRIENDS	BEST  To show understanding of nonverbal and oral communication by using them correctly in different situations. Ref. EFL.4.1.7. Highlight the main idea and key details from recorded news reports, documentaries, and interviews about seasonal festivities, environmental issues, food, international customs, climate, weather, etc., using visual cues to understand the content. Ref. EFL.4.2.7. View and listen to information from limited sources in order to organize and discuss relationships between academic content areas. Ref. EFL.4.3.7. Attempt to identify some types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. Ref. EFL.4.4.6. Attempt to gain a limited understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. Ref. EFL.4.5.5.	Learners can employ a limited range of self-monitoring and self-correcting strategies and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial guidance to evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.	5
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108	(STARTERA) REVIEW	<p>Provide information and help, orally or in writing and in online or face-to-face interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.4.2.9. Employ learning strategies to analyze a short range of written materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.</p>	<p>Learners can repeat and memorize how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited , using simple grammatical structures and vocabulary learned in class. Frequent errors are expected and may occasionally hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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201	(STARTERB) WELCOME	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Observe the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>Learners can distinguish oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about the content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5
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202	(STARTERB) FOR SPORTS	LIVING	<p>Use suitable vocabulary, expressions, in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Ref. EFL.4.1.8. Attempt to deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. Ref. EFL.4.2.15. Select from and evaluate a range of both physical and digital texts and materials in order to recognize acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p> <p>Learners can repeat, memorize and interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref: I.EFL.4.15.1 Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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203	(STARTERB) FEEL THE RHYTHM	<p>Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Listen to a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Attempt to find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. Ref. EFL.4.3.3. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Present personal and formal responses Referring to details and features of the text. Ref. EFL.4.5.2.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref.I.EFL.4.3.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.</p>	5
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204	(STARTERB) HUNGRY?	WHO'S	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. They can identify basic relationships between ideas within familiar subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Attempt to find the most important information in print or online sources in order to support an idea or argument. Ref. EFL.4.3.4. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

205	(STARTERB) SUCSESSES	BIG Provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Ref. EFL.4.1.6. Give short descriptions of everyday activities, use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Ref. EFL.4.2.11. Attempt to find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. Ref. EFL.4.3.3. Attempt to recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.	Learners can repeat, memorize and interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can use simple words and phrases to describe familiar everyday topics such as possessions, classroom objects, and routines in short, structured situations. They manage interactions with some effort, often requiring support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., titles, pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.	5
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206	(STARTERB) ANIMAL WORLD	THE  Recognize individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Ref. EFL.4.1.10. Attempt to deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. Ref. EFL.4.2.15. Select from and evaluate a range of both physical and digital texts and materials in order to recognize acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Organize information using facts and details in order to illustrate diverse patterns and structures in writing. Ref. EFL.4.4.8. Attempt to collaboratively produce criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.4.5.10.	Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1 Learners can write simple sentences and short paragraphs using basic facts and details. They can follow minimal stages of the writing process, like brainstorming and simple outlining, and use simple digital tools to aid their writing. Ref. I.EFL.4.17.1. Learners can give basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.	5
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207	(STARTERB) MOVING AROUND	<p>Attempt to demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.4.1.7. Listen to a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Apply learning strategies to examine a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to attempt to produce well-constructed informational texts. Ref. EFL.4.4.7. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can employ a limited range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can give personal information and express basic immediate needs in familiar contexts. They handle simple, practical everyday tasks with a degree of effectiveness, relying on grammatical structures and vocabulary from class. Errors are frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and graphic organizers to understand new information in a text. They can check how the text is organized, what it's about, and why it was written, using different methods and ICT tools. Ref. I.EFL.4.13.1. Learners can write simple sentences and short paragraphs using basic facts and details. They can follow minimal stages of the writing process, like brainstorming and simple outlining, and use simple digital tools to aid their writing. Ref. I.EFL.4.17.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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208	(STARTERB) REVIEW	<p>Highlight the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while attempting to consider ethical standards, safety concerns, social norms and mutual respect. Ref. EFL.4.1.9. Ask straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, Reformulation or repetition of key points. Ref. EFL.4.2.14. Attempt to demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Attempt to critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.4.4.3. Engage in collaborative activities through a variety of student groupings to respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can associate similarities differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners can engage in familiar and predictable everyday conversations to complete a task, satisfy a need, or handle a simple transaction. They use basic repair strategies (e.g., repeating or rephrasing) with limited effectiveness. (I.3, J.3, J.4) Ref. I.EFL.4.10.1. Learners can use different ICT tools and classroom resources and texts. They can pick and check these resources to get better at reading and writing and to help them learn more. Ref. I.EFL.4.14.1. Learners can use and produce simple learning resources, mainly in print, to compare and contrast basic information. They can choose appropriate resources with support and begin to evaluate the information in these resources, with frequent guidance on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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301	(AMT1A) Welcome	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand supporting points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Convey information and ideas through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make use of main points in literary texts to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.6.1. I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.</p>	5
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302	(AMT1A) Having a good time	<p>Demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Ref. EFL.4.1.2. Identify most changes in the topic of discussion if people speak slowly. Ref. EFL.4.2.5. Use everyday Reference material in order to classify information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Ref. EFL.4.3.5. Write to describe feelings/opinions in order to effectively talk to an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.) Ref. EFL.4.5.7.</p>	<p>Learners can name differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.</p>	5
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303	(AMT1A) Spending money	<p>Outline self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can employ a restricted range of self-monitoring and self-correcting strategies and interpret and use mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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304	(AMT1A) We are what we eat	<p>Seek information and assistance, orally or in writing and in Online or face-to-face interactions, for personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.</p>	<p>Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use learning strategies like using what they already know and graphic organizers to understand new information in a text. They can also evaluate this information by looking at how the text is organized, the subject area, and its purpose, using different criteria and ICT tools. Ref. I.EFL.4.13.1. Learners can use and create basic learning resources, both online and in print, to compare and contrast information. They can select suitable resources and evaluate the information in these resources with some guidance, considering the value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3) I.EFL.4.20.1.</p>	5
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305	(AMT1A) All in the family	<p>Use suitable vocabulary, expressions, language in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Ref. EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce simple informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.</p>	<p>Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and evaluate these resources to improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can organize and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and enhance their writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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306	(AMT1A) No place like home	<p>Appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Ref. EFL.4.1.10. Identify a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Ref. EFL.4.2.2. Select from and evaluate a range of both physical and digital texts and materials in order to outline acquisition and develop an appreciation of the language. Ref. EFL.4.3.10. Transfer information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Ref. EFL.4.4.8. Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre established criteria. Ref. EFL.4.5.8.</p>	<p>Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners can share personal information and basic immediate needs, addressing familiar practical everyday situations with some effectiveness and without excessive effort. They utilize grammatical structures and vocabulary learned in class, even though there may be regular, basic errors. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and evaluate these resources to improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can organize and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and enhance their writing. Ref. I.EFL.4.17.1. Learners can evaluate and suggest improvements for simple literary texts (written, oral, online, video, or print) based on predetermined criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.</p>	5
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307	(AMT1A) Friends forever	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday activities and events and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Ref. EFL.4.2.11. Understand supporting points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Convey information and ideas through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.</p>	<p>Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can understand main ideas and a few details in short, simple online or print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.</p>	5
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308	(AMT1A) Review	<p>Demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the Students' own. Ref. EFL.4.1.2. Recognize habits, routines, past activities and experiences within the personal and educational domains. Ref. EFL.4.2.12. Use everyday Reference material in order to classify information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Ref. EFL.4.3.5. Write to describe feelings/opinions in order to effectively talk to an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.</p>	<p>Learners can name differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence an audience and understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.</p>	5
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401	(AMT1B) Welcome	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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402	(AMT1B) The easy life	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p>	5
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403	(AMT1B) Ready, set, go!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.). Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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404	(AMT1B) Wild and wonderful	<p>Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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405	(AMT1B) Out and about	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)  I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4)  I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3)  I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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406	(AMT1B) Future bodies	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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407	(AMT1B) Travel the world	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).</p>	5
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408	(AMT1B) Review	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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501	(AMT2A) Welcome	<p>Begin to display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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502	(AMT2A) Amazing People	<p>Begin to interpret and demonstrate some knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.5.1.7. Begin to build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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503	(AMT2A) Sports moments	<p>Begin to demonstrate overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4 J.2) Ref. I.EFL.5.16.1.</p>	5
504	(AMT2A) entertainment That's	<p>Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5

505	(AMT2A) The way we learn	<p>Begin to interpret and demonstrate some knowledge of nonverbal and oral communication features by applying them in appropriate contexts. Ref. EFL.5.1.7. Begin to identify the main idea and some details of recorded news reports and interviews reporting on seasonal festivities, environmental issues, food, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Discover how to find the most important information in print or online sources in order to support an idea or argument. (Example: online or print timetables, web pages, posters, adverts, etc.) Ref. EFL.5.3.4. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Begin to create simple original, imaginative stories using appropriate vocabulary and some elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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506	(AMT2A) My life in music	<p>Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.</p>	<p>Learners can comment on the culture by identifying cultural products and referents from Ecuador and other countries while making informed choices. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
507	(AMT2A) Making a difference	<p>Begin to demonstrate overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5



508	(AMT2A) Review	<p>Begin to take initiative in simple discussions in a positive way by being sensitive to the nuances of peers' comments, reactions and responses. Ref. EFL.5.1.10. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Discover how to skim and scan simple Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Ref. EFL.5.3.9. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Begin to create simple original, imaginative stories using appropriate vocabulary and some elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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601	(AMT2B) Welcome	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal). Ref. EFL.5.1.10. Apply new words and expressions which occur in conversations in the personal and educational domains and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.5.2.6. Analyze and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Produce emails and blog posts describing personal experiences and feelings. Ref. EFL.5.4.6. Begin to identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts. Ref. EFL.5.5.3.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can explain clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify and display a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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602	(AMT2B) The future now	<p>Predict information and ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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603	(AMT2B) Science and us	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Apply new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.5.2.6. Analyze and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Produce emails and blog posts describing personal experiences and feelings. Ref. EFL.5.4.6. Begin to identify and explain the distinguishing features of diverse literary genres, periods and traditions, and use those features to aid comprehension, interpretation and discussion of literary texts. Ref. EFL.5.5.3.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can explain clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify and display a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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604	(AMT2B) Working week	<p>Interpret knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Ref. EFL.5.1.7. Follow others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Underline the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3. Evaluate information from References, and recommend digital sources to other learners. (BGU2) Ref. EFL.5.4.1. Make predictions about literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. EFL.5.3.1. Learners can interpret and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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605	(AMT2B) Mind and body	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses (both verbal and nonverbal). Ref. EFL.5.1.10. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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606	(AMT2B) Breaking news	<p>Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Associate the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Skim for some of the important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential resources and the value, of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2. Present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage with a variety of digital and print texts and resources by reviewing complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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607	(AMT2B) Rules and regulations	<p>Interpret knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Ref. EFL.5.1.7. Follow others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Ref. EFL.5.2.9. Underline the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3. Evaluate information from References, and recommend digital sources to other learners. (BGU2) Ref. EFL.5.4.1. Make predictions about literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can interpret and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.</p>	5
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608	(AMT2B) Review	<p>Display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Associate the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Ref. EFL.5.2.2. Skim for some of the important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential resources and the value, of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2. Present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can engage with a variety of digital and print texts and resources by reviewing complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can identify and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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701	(AMT3A) Welcome	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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702	(AMT3A) Big decisions	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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703	(AMT3A) A hard life	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.) Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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704	(AMT3A) What's in a name?	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))</p>	5
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705	(AMT3A) What would you do?	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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706	(AMT3A) Storytelling	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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707	(AMT3A) impossible	That's  Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)	I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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708	(AMT3A) Review	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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801	(AMT3B) WELCOME	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Produce emails and blog posts describing personal experiences and feelings. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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802	(AMT3B) Breaking away	<p>Demonstrate mindfulness, empathy, tolerance, and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Use a variety of oral, print, and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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803	(AMT3B) Crime and punishment	<p>Find parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, and schooling. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Critically evaluate information from References, including those found on the web, and recommend print and digital sources to other learners. Make predictions, inferences, and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining, and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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804	(AMT3B) It's a mystery!	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and pReferences, etc.) Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Identify a variety of types and formats of potential resources and the value, purpose, and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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805	(AMT3B) Money	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use new words and expressions that occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Assess, compare, and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area, and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Use the process of prewriting, drafting, revising, peer editing, and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone, and evidence. I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)</p>	5
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806	(AMT3B) Emergency!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Build on others' ideas when engaged in pair, group, or whole-class discussions on personal, social, community, and academic topics. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone, and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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807	(AMT3B) Life's firsts	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions, and responses (both verbal and nonverbal). Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Detects complexities and discrepancies in information presented in both print and online References and resources. Select and make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration, learning, and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express, and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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808	(AMT3B) Review	<p>Take initiative in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions, and responses (both verbal and nonverbal). Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Select and make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration, learning, and productivity. (Example. image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria. clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.14.1. Learners can identify, critically evaluate, and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)</p>	5
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901	(CompactKEY) In my free time.	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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902	(CompactKEY) What are you doing now?	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p>	5
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903	(CompactKEY) Getting there!	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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904	(CompactKEY) We had a great time!	<p>Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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905	(CompactKEY) What's on?	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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906	(CompactKEY) Are you an outdoors person?	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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907	(CompactKEY) practice	Exam	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	5
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908	(CompactKEY) Review	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1001	(CompleteKEY) HI, HOW ARE YOU?	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand everyday stories, especially if there is visual support.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example. title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	5
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1002	(CompleteKEY) GOING HOME	WE'RE  Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Understand most changes in the topic of discussion if people speak slowly. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Locate and attempt to identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)	I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)	5
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1003	(CompleteKEY) DINNER TIME	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions. Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Read, gather, view and listen to information from various sources in order to attempt to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1004	(CompleteKEY) SHOPPING!	I'M  Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4) I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)	5
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1005	(CompleteKEY) IT'S MY FAVOURITE SPORT	<p>Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) Use other students' contributions in class as models for their own. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that Reflect traditional and popular Ecuadorian cultures.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)</p>	5
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1006	(CompleteKEY) HAVE YOU GOT ANY HOMEWORK?	<p>Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Select from and attempt to evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language. Convey and organize information using facts and details in order to attempt to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) Evaluate and attempt to recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1) I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p>	5
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1007	(CompleteKEY) LET'S GO TO THE MUSEUM!	<p>Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4) I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	5
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1008	(CompleteKEY) DID YOU GET MY MESSAGE?	<p>Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. Describe habits, routines, past activities and experiences within the personal and educational domains. Use everyday Reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)  I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)  I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)  I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)  I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	5
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1101	(CompletePET) My life and home	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1102	(CompletePET) At school	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1103	(CompletePET) Having fun	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	5
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1104	(CompletePET) On holiday	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1105	(CompletePET) Different feelings	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1106	(CompletePET) entertainment!	That's	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p> <p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear, and visuals help support meaning. (I.3, I.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1107	(CompletePET) Getting around	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1108	(CompletePET) Review	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1201	(CompactPET) All about me!	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1202	(CompactPET) Winning & losing	<p>Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text. (I.1, I.2, S.2) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1203	(CompactPET) Let's shop!	<p>Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written, oral, online, in video or in print) or a favorite activity to a peer.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.18.1. Learners can use a variety of criteria for evaluating and recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	5
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1204	(CompactPET) Star quality	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1205	(CompactPET) Extreme diets	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	5
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1206	(CompactPET) My home	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear, and visuals help support meaning. (I.3, I.4) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	5
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1207	(CompactPET) In the wild	<p>Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1208	(CompactPET) We're off!	<p>Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.</p>	<p>I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	5
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1301	(CompleteFCE) A FAMILY AFFAIR	<p>Find out about the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas and using expressions commonly used by native English speakers. Ref. EFL.5.1.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar and unfamiliar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Ref. EFL.5.2.1. Find information in long, complex texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Ref. EFL.5.3.1. Produce emails, blog posts, and essays describing personal experiences and feelings. Ref. EFL.5.4.6. Contrast present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1302	(CompleteFCE) LEISURE AND PLEASURE	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Identify the gist and specific details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals and linguistic aspects support the commentary. Ref. EFL.5.2.2. Recognize and create reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Create original, imaginative stories using complex vocabulary and elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can identify, apply and reflect a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1303	(CompleteFCE) HAPPY HOLIDAYS?	<p>Identify parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, schooling, and the use of language. Ref. EFL.5.1.3. Understand and react to the main idea of radio and audio recordings on subjects of personal interest, when speech is clear in familiar and unfamiliar topics. Ref. EFL.5.2.5. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can compare and contrast the culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1304	(CompleteFCE) FOOD, GLORIOUS FOOD	<p>Make use of knowledge of nonverbal and oral communication features by applying them in appropriate contexts and in different speech acts. (Example: use intonation, pace, etc.) Ref. EFL.5.1.7. React creatively to main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.5.2.3. Predict the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Critically compare and contrast information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.5.4.1. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to apply stress and intonation patterns. Ref. EFL.5.5.4.</p>	<p>Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL. 5.3.1 Learners can manage with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) Ref. I.EFL.5.6.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1305	(CompleteFCE) STUDY TIME	<p>Communicate information and ideas effectively and in a natural manner to diverse audiences using a variety of media, formats and social situations. Ref. EFL.5.1.9. Use new words and expressions which occur in natural conversations in the personal, educational, and professional domains, and make use of such terms and expressions with accuracy wherever appropriate and necessary. Ref. EFL.5.2.6. Compare and contrast the main points in straightforward texts on subjects of personal interest and familiar academic topics. Ref. EFL.5.3.8 Explain the variety of types and formats of potential resources and the value, purpose and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2 Criticize a literary text (written, oral, online, in video or in print) or a favorite activity to a peer. Ref. EFL.5.5.10.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can produce communications clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1 Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1 Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1306	(CompleteFCE) MY FIRST JOB	<p>Apply self-correcting and self-monitoring strategies to provide accurate and effective language in social and classroom interactions by adjusting presentation and language production to effectively express opinions, make evaluations, and negotiation of meaning. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3 Analyze the use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self correcting and self monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1307	(CompleteFCE) ADVENTURE	HIGH	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1.</p> <p>Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1.</p> <p>Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1.</p> <p>Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1.</p> <p>Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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Take part actively in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses as well as non-linguistic cues (both verbal and nonverbal). Ref. EFL.5.1.10.

Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions. Ref. EFL.5.2.11.

Compare complexities and discrepancies in information presented in both print and online References and resources. Ref. EFL.5.3.7.

Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce essays. Ref. EFL.5.4.7.

Collaboratively validate criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.5.5.7.



1308	(CompleteFCE) OF THE STARS DREAM	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Infer and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions. Ref. EFL.5.2.14. Show an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Ref. EFL.5.3.6. Apply new and prior knowledge in order to compare and contrast texts and determine if the new knowledge adds value to or contradicts prior Information. Ref. EFL.5.4.3. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of complex literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.) Ref. EFL.5.5.9</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1401	(CompactFCE) community	My Find out about the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas and using expressions commonly used by native English speakers. Ref. EFL.5.1.1. Deduce the meanings of unfamiliar phrases and words from a context containing familiar and unfamiliar elements. (Example: colloquial greetings, exclamations, interjections, etc.) Ref. EFL.5.2.1. Find information in long, complex texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.) Ref. EFL.5.3.1. Produce emails, blog posts, and essays describing personal experiences and feelings. Ref. EFL.5.4.6. Contrast present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.	Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.	5
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1402	(CompactFCE) Home and away	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Identify the gist and specific details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals and linguistic aspects support the commentary. Ref. EFL.5.2.2. Recognize and create reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Ref. EFL.5.3.2. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Create original, imaginative stories using complex vocabulary and elements of the literature that learners have read or heard. Ref. EFL.5.5.5.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can identify, apply and reflect a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can respond, write and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.</p>	5
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1403	(CompactFCE) Performance	<p>Identify parallels between Ecuadorian cultural and political Referents and those of other countries by talking about holidays, symbols, customs, schooling, and the use of language. Ref. EFL.5.1.3. Understand and react to the main idea of radio and audio recordings on subjects of personal interest, when speech is clear in familiar and unfamiliar topics. Ref. EFL.5.2.5. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social and academic writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) Ref. EFL.5.5.2.</p>	<p>Learners can compare and contrast the culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and interpret the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1 Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1404	(CompactFCE) Fit and healthy	<p>Make use of knowledge of nonverbal and oral communication features by applying them in appropriate contexts and in different speech acts. (Example: use intonation, pace, etc.) Ref. EFL.5.1.7. React creatively to main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Ref. EFL.5.2.3. Predict the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Critically compare and contrast information from References, including those found on the web, and recommend print and digital sources to other learners. Ref. EFL.5.4.1. Read aloud with confidence, accuracy, fluency and expression to demonstrate understanding and to apply stress and intonation patterns. Ref. EFL.5.5.4.</p>	<p>Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL. 5.3.1 Learners can manage with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) Ref. I.EFL.5.6.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can demonstrate and convey different levels of meaning in long and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1</p>	5
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1405	(CompactFCE) Lessons learnt	<p>Communicate information and ideas effectively and in a natural manner to diverse audiences using a variety of media, formats and social situations. Ref. EFL.5.1.9. Use new words and expressions which occur in natural conversations in the personal, educational, and professional domains, and make use of such terms and expressions with accuracy wherever appropriate and necessary. Ref. EFL.5.2.6. Compare and contrast the main points in straightforward texts on subjects of personal interest and familiar academic topics. Ref. EFL.5.3.8 Explain the variety of types and formats of potential resources and the value, purpose and audience of each one for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. EFL.5.4.2 Criticize a literary text (written, oral, online, in video or in print) or a favorite activity to a peer. Ref. EFL.5.5.10.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can produce communications clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1 Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1 Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1406	(CompactFCE) Our Planet	<p>Apply self-correcting and self-monitoring strategies to provide accurate and effective language in social and classroom interactions by adjusting presentation and language production to effectively express opinions, make evaluations, and negotiation of meaning. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.) Ref. EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text. Ref. EFL.5.3.3 Analyze the use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.</p>	<p>Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can create, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, recommending, and explaining long literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.</p>	5
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1407	(CompactFCE) Influences	<p>Take part actively in a discussion in a positive way by being sensitive to the nuances of peers' comments, reactions and responses as well as non-linguistic cues (both verbal and nonverbal). Ref. EFL.5.1.10. Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions. Ref. EFL.5.2.11. Compare complexities and discrepancies in information presented in both print and online References and resources. Ref. EFL.5.3.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce essays. Ref. EFL.5.4.7. Collaboratively validate criteria for evaluating literary texts and the effectiveness of group work. Ref. EFL.5.5.7.</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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1408	(CompactFCE) Breakthrough	<p>Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom and life activities. Ref. EFL.5.1.2. Infer and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions. Ref. EFL.5.2.14. Show an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. Ref. EFL.5.3.6. Apply new and prior knowledge in order to compare and contrast texts and determine if the new knowledge adds value to or contradicts prior Information. Ref. EFL.5.4.3. Engage in collaborative activities through a variety of student groupings to share, Reflect on, express and interpret opinions and evaluations of a range of complex literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.) Ref. EFL.5.5.9</p>	<p>Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can implement a variety of digital and print texts and resources by assessing and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.12.1. Learners can plan, produce, and adapt well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.</p>	5
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## 6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

## 7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

### EVALUACIÓN LAES

#### ¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.
- OG.EFL 2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.
- OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

## **8.- CLAVES PARA LA EXCELENCIA:**

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as “love your neighbor as yourself”.
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.” 1 Timothy 4:12

## 9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

## 10.- PRUEBAS:


## 11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU “And Jesus grew in wisdom and stature, and in favor with God and man.” Luke 2:52

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*Toda verdad, es verdad de Dios*

 Av. 27 de Febrero y Av. Solano

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