



Colegio Nacional de Educación a Distancia
Universidad Estatal a Distancia

Coordinación de
INGLÉS

Orientaciones Académicas equiparación PAB

Código: 80019

DÉCIMO

II semestre 2021

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Orientaciones académicas equiparadas con PAB

Observaciones.

- **Los aprendizajes base se ubican en la columna 3, favor de concentrar su análisis y el establecimiento de la estrategia didáctica en cada planeamiento y su trabajo durante la tutoría.**
- **Los aprendizajes base deben ser tomados en cuenta en la construcción de las evaluaciones para el II semestre 2021.**



Orientaciones del II semestre 2021

Semana Lectiva	Criterios de evaluación	Aprendizaje Base (Componente del programa de estudio)
1. 16 -22 agosto	Chapter # 1 Love What We Do! 1. Help wanted 2. Jobs Pages 2 - 21	
2. 23 – 29 agosto	Chapter # 1 Love What We Do! 3. Interviewing 4. Working to live or Living to work? Pages 22 - 44	
3. 30 agosto – 05 setiembre	Chapter # 2 Stories Come in All Shapes and Sizes 1. Tell mw a Story 2. Thumbs Up/Down Pages 45 - 74	Tell mw a Story Oral Comprehension: L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English.

		<p>Written Comprehension:</p> <p>R1. discriminates factual information from texts and simple reports on familiar topics.</p> <p>Spoken Production:</p> <p>SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</p> <p>Thumbs Up/Down</p> <p>Oral Comprehension:</p> <p>L2. extracts specific details from many web-based broadcasts/ memes, comics, posts, poems.</p> <p>Written Comprehension:</p> <p>R.3. recognizes information from texts of various lengths.</p>
<p>4. 6 -12 setiembre</p>	<p>Chapter # 2 Stories Come in All Shapes and Sizes</p> <p>3. The Reviews Are in Pages 75 - 80</p>	<p>The Reviews Are in</p> <p>Written Production:</p> <p>W1. expresses what has been learned, how it has been learned, and learning goals for the future.</p> <p>Spoken Production:</p>

		SP2. sustains a conversational exchange with peers.
5. 13 – 19 setiembre	Chapter # 2 Stories Come in All Shapes and Sizes 4. You should Read This Pages 75 - 80	You should Read This Spoken Production: SP3. expresses opinions of a short story, play, essay, or poem examined in class. Written Production: W2. summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).
6. 20 – 26 setiembre	REPASO	
7. 27 setiembre – 3 octubre		
8. 4 – 10 octubre	Chapter # 3 A world of Differences 1. These are my people 2. Cultures, Subcultures and Cliques	These are my people Oral Comprehension: L.1. distinguishes many television, radio, and web-based broadcasts/ announcements. Spoken Interaction:

		<p>SI.1. repeats what has been said and conveys this information to another person.</p> <p>Cultures, Subcultures and Cliques Written Comprehension: R.1. recognizes textbook explanations and examples.</p>
<p>9. 11 – 17 octubre</p>	<p>A world of Differences</p> <p>3.Culture, Norms and Cultural Storms</p> <p>4. I am no my hair</p> <p>Pages 81 - 115</p>	<p>Culture, Norms and Cultural Storms</p> <p>SP.1. expresses opinions on familiar subjects and asks for others' opinions.</p> <p>SP.2. asks question to others if the questions have been prepared beforehand.</p> <p>SP.3. explains points of view, justifying assumptions, and plans, briefly.</p> <p>I am no my hair</p> <p>Spoken Interaction:</p> <p>SI.2. expresses opinions about cultural identity and diversity.</p> <p>Written Production:</p> <p>W.2.writes a simple, short descriptive narrative paragraph based on real or imagined</p>

		event related to cultural diversity, including characters, plot, and setting
<p>10. 18 – 24 octubre</p>	<p>Chapter # 4</p> <p>Caution: Fragile World. Handle with Care</p> <ol style="list-style-type: none"> 1. What Makes Something Sustainable. 2. Products and Practices around the World. 3. Products and Practices in Costa Rica. 4. Am I Environmentally friendly <p>Pages 116 -169</p>	<p>What Makes Something Sustainable.</p> <p>Oral Comprehension:</p> <ol style="list-style-type: none"> .1. paraphrases the main points of a relatively long discussion using standard English. L.3. extracts the most important information in news broadcast (television, internet). <p>Products and Practices around the World.</p> <p>Written Comprehension:</p> <p>R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).</p> <p>Spoken Interaction:</p> <p>SI. 2. starts maintains and closes a conversational exchange with a peer in the classroom.</p> <p>Spoken Production:</p> <p>SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.</p>

		<p>Am I Environmentally friendly</p> <p>Spoken Production:</p> <p>SP.2. explains and justify points of view briefly about the topic.</p> <p>SP.2.1 justifies points of view briefly about the topic.</p> <p>Written Production:</p> <p>W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.</p>
<p>11. 25 – 31 octubre</p>		
<p>12. 1 – 7 noviembre</p>	<p>Chapter # 5</p> <p>High Tech High Touch</p> <p>1. Hot apps 2. Danger Zones in a Digital World</p> <p>Pages 170 - 198</p>	<p>Hot apps</p> <p>Oral Comprehension:</p> <p>L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.</p> <p>Danger Zones in a Digital World</p> <p>Oral Comprehension:</p>

		<p>L.2. recognizes information from spoken interactions spoken at normal speed.</p> <p>Written Comprehension:</p> <p>.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).</p>
<p>13. 8 – 14 noviembre</p>	<p>Chapter # 5 High Tech High Touch</p> <p>1. Hot apps 2. Danger Zones in a Digital World</p> <p>Pages 170 - 198</p>	<p>High Tech High Touch</p> <p>Oral Comprehension:</p> <p>L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.</p> <p>Danger Zones in a Digital World: Oral Comprehension: L.2. recognizes information from spoken interactions spoken at normal speed.</p> <p>Written Comprehension: R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).</p>

		<p>Tech Tools for positive Change</p> <p>Spoken Interaction:</p> <p>SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.</p> <p>My Future in my hands</p> <p>Spoken Production:</p> <p>SP.2. gives explanations and justifications on points of view, briefly.</p> <p>Written Production:</p> <p>W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.</p>
<p>14. 15 – 21 noviembre</p>	<p>Chapter # 6</p> <p>What Comes Next?</p> <p>1. Paas or Fail?</p> <p>2. College or Career?</p> <p>Pages 225 - 233</p>	<p>Paas or Fail?</p> <p>Oral Comprehension:</p> <p>.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.</p> <p>Written Comprehension:</p> <p>R.1. recognizes factual text and simple reports on familiar topics.</p> <p>Spoken Production:</p>

		<p>SP.1. describes personal goals and intentions</p> <p>College or Career?</p> <p>Written Comprehension:</p> <p>R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.</p>
<p>15.</p> <p>22 – 28 noviembre</p>	<p>Chapter # 6</p> <p>What Comes Next?</p> <p>3. Study Here or Abroad?</p> <p>4. Getting By or Getting Ahead?</p> <p>Pages 234 - 263</p>	<p>Study Here or Abroad?</p> <p>Spoken Interaction:</p> <p>SI.1. interviews others if the questions have been prepared beforehand.</p> <p>Getting By or Getting Ahead?</p> <p>Spoken Production:</p> <p>SP.3. explains and justifies points of view, assumptions, and plans, briefly.</p> <p>Written Production:</p> <p>W.2. writes a one-page report based on real events.</p>
<p>16.</p> <p>29 noviembre – 5 diciembre</p>		

17. 6 - 12 diciembre		
18. 13 - 19 diciembre		
19. 20, 21, 22 de diciembre		
20. Jueves 23 diciembre - domingo 2 enero 2022		
21. 03 - 09 enero		
22. 10 - 16 enero		
23. 17 - miércoles 19 enero		
24. Jueves 20 , viernes 21 y sábado 22 enero		
25.		

Sábado 22 enero al miércoles 16 febrero		
26. 24 – 30 enero		

Unit # 1 : Love What We Do!

Linguistic Competences	Indicadores
Oral Written Comprehension	
<p>L1. Understand the main points, concepts, key points and details in television programs, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk slowly and clearly.</p> <p>L2. Follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is familiar with the topic under discussion in a video/audio recording about jobs and occupations.</p> <p>L3. Understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases or help in clarifying particular details.</p> <p>R1. Understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.</p> <p>R2. Manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversations about jobs and occupations.</p> <p>L.2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed.</p> <p>L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed.</p> <p>R.1. recognizes factual texts and simple report to answer literal questions about a text about jobs and occupations.</p>

R.3. understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension

Oral and Written Production

SI 1. Explain what he/she means with another word when he/she can't think of the exact word.

SI.2. manage conversations and interviews about personal experiences, feelings, opinions and reactions on a job or occupations, justifying main points of view, assumptions and plans, briefly.

SP1. Retell a simple story read/heard in class about a job fair or job experience.

SP.2. describe in detail personal job experiences and information about job fair supported by online/physical information.

W1. Write a resume for requesting a job, based on ads (newspaper, internet, radio).

W2. write a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences and check written resume or cover letter to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.

R.2. manipulates English language words sound using knowledge in phonics, syllabification.

R.3. interprets textbooks or online explanations and examples.

SI.1. explains what he/she means with another word when he/she can't think of the exact word.

SI.2. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation.

SP.1. retells a simple story read or heard in class about a description of a job fair or job experience.

SP.2. describes in detail, about a personal job experience and information at job fairs supported with online/physical information.

W.1. writes a resume for requesting a job, based on an ad (newspaper, internet, radio).

W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.

INDICATORS OF LEARNING

Unit # 2 Stories Come in All Shapes and Sizes

Identifies topic in a relatively long discussion on familiar topic or related to stories about memes, blogs, tweets, posts, reviews, literary analysis.

Distinguishes important details in a relatively long discussion on familiar topic or related to stories about memes, blogs, tweets, posts, reviews, literary analysis.

Identifies topic from texts and simple reports on familiar topics.

Recognizes key words or phrases that precede facts from texts and simple reports on familiar topics.

Distinguishes provable statements from texts and simple reports on familiar topics.

Plans the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.

Organizes the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.

Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.

Gives a well-organized presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.
Identifies topic from many web-based broadcasts/ memes, comics, posts, poems.
Recognizes main points from many web-based broadcasts/ memes, comics, posts, poems.
Gets specific details from many web-based broadcasts/ memes, comics, posts, poems.
Identifies the topic from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations.
Identifies key words from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations.
Distinguishes gist from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations.
Prewrites a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future.
Drafts a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future including topic sentence, supporting sentences, a concluding sentence and discourse markers.
Revises a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future by checking subject-verb agreement , pronoun and article agreement, sentence sense, text structure, word order, punctuation and content.
Edits a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future before publishing.
Answers questions in a conversational exchange, after a well-organized presentation, about a tweet, blog, short story or video.
Plans the language, content and resources to give an opinion of a short story, play, essay, or poem examined in class.

Makes sentences to give opinions of a short story, play, essay, or poem examined in class with the appropriate linkers or connecting words.
Expresses ideas to give opinions of a short story, play, essay, or poem examined in class.
Prewrites important details about a short story, video or blog dealing with familiar subjects.
Drafts a summary with important details and with the appropriate linkers or connecting words about a short story, video or blog dealing with familiar subjects.
Revises a summary with important details about a short story, video or blog dealing with familiar subjects by checking subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation and content.
Edits the summary with important details about a short story, video or blog dealing with familiar subjects before publishing.

Unit # 3 A World of Differences

Recognizes topic in many television, radio and web-based broadcasts/ announcements.
Identifies key words in many television, radio and web-based broadcasts/ announcements.
Distinguishes main points in many television, radio and web-based broadcasts/ announcements.
Identifies topic in audio texts in many television, radio and web-based broadcasts/ announcements.

Recognizes key words in audio texts in many television, radio and web-based broadcasts/ announcements.
Gets main points in audio texts in many television, radio and web-based broadcasts/ announcements.
Identifies key details of what has been said about different cultures, ethnicity, diversity and gender.
Organizes ideas of what has been said about different cultures, ethnicity, diversity and gender.
Makes sentences of what has been said about different cultures, ethnicity, diversity and gender.
Expresses ideas to another person about different cultures, ethnicity, diversity and gender.
Identifies the topic of the textbook by using typographical clues.
Identifies subject specific words in textbook explanations and examples.
Distinguishes main idea in textbook explanations and examples.
Gets supporting details in textbook explanations and examples.
Identifies specific words when encountered in text about different cultures, ethnicity, diversity and gender.
Categorizes the words (noun, verb, adjective, adverb) related different cultures, ethnicity, diversity and gender.
Gets the meaning of specific words by using context clues and illustrations related to different cultures, ethnicity, diversity and gender.

Distinguishes the use of the word. (formal, informal) related to different cultures, ethnicity, diversity and gender.
Deduces the meaning of specific words related to different cultures, ethnicity, diversity and gender in a given context.
Plans the language, content and resources to give an opinion about different cultures, ethnicity, diversity and gender.
Makes sentences to give opinions about different cultures, ethnicity, diversity and gender with the appropriate linkers or connecting words.
Expresses ideas to give opinions about different cultures, ethnicity, diversity and gender.
Asks for other's opinions about different cultures, ethnicity, diversity and gender.
Plans a set of yes/no and wh- questions to ask about cultures, subcultures, cliques, cultural norms and storms.
Uses yes/no and wh- questions to ask about cultures, subcultures, cliques, cultural norms and storms.
Plans the language, content and resources to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms in a well-organized presentation.
Makes sentences to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms with the appropriate linkers or connecting words in a well-organized presentation.
Plans the language, content and resources to give an opinion about cultural identity and diversity.
Makes sentences to give opinions about cultural identity and diversity.

Expresses ideas to give opinions about cultural identity and diversity.

Prewrites a simple, short descriptive or narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, setting, based on real or imagined event related to cultural diversity.

Drafts a simple, short descriptive or narrative paragraph related to cultural diversity, including characters, plot, setting, topic sentence, supporting details and signal words based on real or imagined event related to cultural diversity with the appropriate linkers or connecting words.

Revises a short descriptive /or narrative paragraph by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation.

Edits a short descriptive / narrative paragraph before publishing.

Unit # 4 Caution: Fragile World. Handle with Care

Recaps main ideas and important details of a relatively long discussion using standard English.

Identifies topic in news broadcasts. (television, internet).

Recognizes key words in news broadcasts. (television, internet).

Gets main points in news broadcasts (television, internet).

Identifies topic in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).

Identifies the intended audience in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams). by using context clues.

Recognizes the text structure (heading, titles, illustrations, glossary, end of chapter summary).

Gets main idea from simple, clearly drafted print materials (newspaper, charts and graphs, diagrams) as she/he reads.

Extracts supporting details from paragraphs or sections in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).

Analyzes the author's argument in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).

Draws conclusions from simple, clearly drafted print materials (newspaper, charts and graphs, diagrams) by answering questions.

Starts the simple face-to-face conversation with a greeting.

Keeps a face-to-face conversation going about sustainability.

Continues with the conversation about sustainability by checking understanding from the speaker's point of view or listener's point of view.

Asks for agreement and disagreement in given statements

Answers questions about sustainability.

Closes the conversation about sustainability.

Plans the language, content and resources to give an opinion about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.

Makes sentences to give opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.

Plans the language, content and resources to explain points of view briefly about products and practices in Costa Rica.

Makes sentences to explain points of view briefly about products and practices in Costa Rica.

Expresses ideas to explain points of view briefly about products and practices in Costa Rica.

Plans the language, content and resources to justify points of view briefly about products and practices around the world.

Makes sentences to justify points of view briefly about products and practices around the world.

Gives reasons to justify points of view briefly about products and practices around the world.

Prewrites an expository paragraph about sustainable practices at home or school.

Drafts an expository paragraph about sustainable practices at home or school.

Revises an expository paragraph about sustainable practices at home or school by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation.

Edits an expository paragraph about sustainable practices at home or school before publishing.

Unit # 5 High Tech High Touch

Identifies the topic of audio text if the topic is familiar and the text can be replayed.

Distinguishes important details of audio text if the topic is familiar and the text can be replayed.

Identifies the topic when people speak at normal speed on familiar topics.

Distinguishes key points when people speak at normal speed on familiar topics.

Identifies specific clear, simple instructions with some visual support (e.g., how to use an app).

Gets the meaning of specific clear, simple instructions (e.g., how to use an app). by using context clues and illustrations.

Starts a conversation using greetings.

Keeps a face-to-face conversation going about social networks at work.

Continues with the conversation about social networks at work.

Asks for agreement and disagreement in given statements about social networks at work.

Answers questions about social networks at work.

Plans the language, content and resources to explain in a well-organized presentation his/her a software company.

Makes sentences to explain his/her software company briefly in a well-organized presentation

Expresses ideas to explain his/her software company in a well-organized presentation

Collects information about mobile hot apps.

Writes sequential and logical ideas about mobile a hot app that includes an introductory, main body and concluding paragraph.

Revises paragraph.

Edits his/her draft about a mobile hot app before publishing.

Unit # 6 What Comes Next?

Identifies the topic of audio text if the topic is familiar and the text can be replayed

Recognizes key words of audio text if the topic is familiar and the text can be replayed

Gets main ideas of audio text if the topic is familiar and the text can be replayed

Identifies main ideas in factual text and simple reports on familiar topics.

Distinguishes supporting details in factual text and simple reports on familiar topics.

Selects the appropriate online information and visuals to give a presentation about personal goals and intentions.

Organizes the online information and visuals to give a presentation about personal goals and intentions.

Makes sentences with the online information and with the appropriate linkers or connecting words to give a well-organized presentation about personal goals and intentions.

Identifies the topic in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

Identifies the intended audience in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

Recognizes the text structure in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.

Gets main idea in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest
Extracts supporting details in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
Analyzes the author's argument in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
Draws conclusions texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
Prepares questions for an interview about studying in Costa Rica or abroad.
Exchanges personal experiences, feelings, opinions, and reactions about studying in Costa Rica or abroad in an interview.
Plans the language, content and resources to explain points of view briefly about products and practices in Costa Rica.
Makes sentences to explain points of view briefly about products and practices in Costa Rica.
Expresses ideas to explain points of view briefly about products and practices in Costa Rica.
Prewrites ideas based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.
Drafts the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.
Revises the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.

Edits the report before publishing