

Syllabus Self Contained English

Subject:

Grade:

Teacher:

1.
2.
3.

GRADE GENERAL OBJECTIVE

Kinder students will be able to use sentence starters and complete simple sentences about themselves, their community and the world around them to interact with peers and adults confidently and comprehend information related to their everyday habits and activities.

INQUIRY TOPIC FIRST TERM:	INQUIRY TOPIC SECOND TERM:	INQUIRY TOPIC THIRD TERM:
EXPLORE TO KNOW	KNOW TO BUILD	BUILD TO GROW
TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)
READING STRATEGIES Interpreting Explaining Asking questions Visualizing Ilustrtations READING SKILLS Key words Classifying Comprehension questions GRAMMAR/LANGUAGE Descriptive sentences	READING STRATEGIES Interpreting Explaining Asking questions Visualizing Ilustrtations Predicting Making connections READING SKILLS Key words Simple comparisons Classifying	READING STRATEGIES Interpreting Explaining Asking questions Visualizing Ilustrtations Predicting Making connections READING SKILLS Key words Compare situations or story elements Classifying

Simple tense verbs

High frequency verbs

Use of adjectives

SENTENCES STARTERS

I am _____

I have _____

I see _____

I like _____

It is _____

I (verb simple tense)

Drawing conclusions

Sequence of events

Making inferences by using guided questions

GRAMMAR/LANGUAGE

Descriptive sentences

Wh questions

Simple tense verbs

High frequency verbs

Use of adjectives and nouns

SENTENCES STARTERS

I am _____

I have _____

I see _____

I like _____

It is _____

I (verb simple tense)

He/She is _____

He/She (verb simple tense)

You _____

Transitional words: first, next, last

Drawing conclusions

Sequence of events

Making inferences by using guided questions

GRAMMAR/LANGUAGE

Descriptive sentences

Wh questions

Simple tense verbs

High frequency verbs

Use of adjectives, nouns and verbs

Give reasons - Why

SENTENCES STARTERS

I am _____

I have _____

I see _____

I feel _____

I like _____

It is _____

This is _____

I (verb simple tense)

He/She is _____

He/She (verb simple tense)

You _____

Because _____

Transitional words: first, next, last

Syllabus Self Contained English

Subject:	Self Contained
Grade:	Transition
Teacher:	1. Patricia Rivera Torres 2. Olga Simbaqueva 3. Mahli Ricke

GRADE GENERAL OBJECTIVE

INQUIRY TOPIC FIRST TERM:	INQUIRY TOPIC SECOND TERM:	INQUIRY TOPIC THIRD TERM:
Incorporating Healthy Habits into my Daily Routine.	Connesting myself to the character of a story.	Retelling a story
TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)
<p>PHONO-LEXICAL SCOPE</p> <p>Learn new words and classify them according to patterns.</p> <p>Make basic sentences using new sounds learned to talk about a given subject.</p> <p>Phonics sounds: p_, wh_, f_, th_, t_, s_, sh_, ch_, k_</p> <p>GRAMMAR and SPEAKING</p> <p>Present Simple (for regular verbs i.e. like, play)</p> <p>Describing words (opposites) i.e. big/small, tall/short, thin/fat</p> <p>Describe daily routines and habits</p>	<p>PHONO-LEXICAL SCOPE</p> <p>Learn new words and classify them according to patterns.</p> <p>Use phonics words and sentence starters to create coherent ideas.</p> <p>Phonics sounds: h_, b_, w_, v_, th_, d_, z_, j_, g_</p> <p>GRAMMAR and SPEAKING</p> <p>Present Simple for irregular verbs (be, go, have)</p> <p>Extended sentences to create coherent ideas</p> <p>Presenting short projects.</p>	<p>PHONO-LEXICAL SCOPE</p> <p>Learn new words and classify them according to patterns.</p> <p>Use phonics words and vocabulary to use them in complex, complete and coherent sentences about the topics worked on.</p> <p>Phonics sounds: m_, n_, _ng, qu_, l_, r_, y_, _x</p> <p>GRAMMAR and SPEAKING</p> <p>Past Simple (regular verbs + be, go, have)</p> <p>Make complete and coherent sentences.</p>

<p>Use describing words to create an original character</p> <p>HFW: I, you, we, they, it, the, there</p> <p>Sentence Starters: First I..., Next I..., Then I..., Last I..., Every day/night I..., My character is..., My character feels..., My character likes...</p> <p>LISTENING COMPREHENSION</p> <p>Make Inferences (What, Where, Who) to answer simple questions about a story.</p> <p>Sequence of events in a story (first, next, last)</p> <p>Identify and describe characters and setting of a story</p> <p>Follow instructions: find out information, color the..., circle the....</p> <p>WRITING Making basic picture sentences using at least two new vocabulary words.</p> <p>METACOGNITION</p> <p>Organize the steps to be followed when completing a task</p> <p>Reviews the product to identify his accomplishments when completing a task.</p>	<p>HFW: Go, be, have, like, do/don't</p> <p>Sentence Starters: He/She ___ because.... This happened because.... In my new ending....</p> <p>LISTENING COMPREHENSION</p> <p>Make inferences (Why, What, Where, Who) for actions, situations and results of events.</p> <p>Create an alternative ending using plot, characters, and setting.</p> <p>WRITING Making multiple picture sentences using at least three new vocabulary words in each sentence.</p> <p>METACOGNITION</p> <p>Explores the checklist to identify the steps that do not correspond to the given task</p> <p>Reviews the checklist to identify the aspects to improve in a given task, using teacher's help.</p>	<p>Describing words: Personality traits and feelings to describe characters' choices.</p> <p>HFW: which, said, then, now, if, went, did, was, were</p> <p>Sentence Starters: In my story... Once upon a time... One day... The main idea of the story is... I learned... The lesson/moral of the story is...</p> <p>LISTENING COMPREHENSION</p> <p>Asking and answering "How" and "Why" questions to compare and contrast information from a story.</p> <p>Compare and contrast information out of stories (characters and setting).</p> <p>Understand elements of the story and how they are connected.</p> <p>WRITING Making detailed picture stories using a variety of new and learned vocabulary words.</p> <p>METACOGNITION</p> <p>Present the draft of his story to choose the appropriate steps to follow in order to complete the task.</p> <p>Reviews his final project to identify aspects to improve in order to get the proposed goal.</p>
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GRADE GENERAL OBJECTIVE

First grade students will speak effortlessly and accurately using complete and compound sentences, incorporating the phonics rules learned (vowels). They will read independently and write basic paragraphs, showing literal and inferencial comprehension and drawing simple conclusions about indoor and outdoor activities.

INQUIRY TOPIC FIRST TERM:	INQUIRY TOPIC SECOND TERM:	INQUIRY TOPIC THIRD TERM:
Learning to read and write	Reading and writing clearly	Organizing my ideas
TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)
<p>PHONO-LEXICAL SCOPE</p> <p>English alphabet recognition and phonics (sound to letter, associating sounds with letters).</p> <p>Sounding out words when speaking, reading and writing, with a correct pronunciation.</p> <p>Rhyming words.</p> <p>Using vocabulary words in daily commands and questions.</p> <p>Sounds: "a-e", "a", "aw", "a(r)", "ee" and "e".</p> <p>GRAMMAR</p>	<p>PHONO-LEXICAL SCOPE</p> <p>Implement correct pronunciation of sounds and words, when reading and speaking.</p> <p>Spelling out vocabulary words.</p> <p>Using vocabulary words in short sentences (speaking and writing).</p> <p>Sounds: "i-e", "i", "o-e", "o" ad "oo" (short and long sounds).</p> <p>GRAMMAR</p> <p>Correct use of punctuation marks (periods and question marks) and capital letters.</p>	<p>PHONO-LEXICAL SCOPE</p> <p>Implement correct pronunciation of phonics when reading and speaking.</p> <p>Spelling out words.</p> <p>Using vocabulary words learned to integrate them in simple and compound sentences (speaking and writing).</p> <p>Identify sounds learned in unknown words to pronounce them correctly.</p> <p>Short oral presentations using proper pronunciation.</p> <p>Group work/ interviews and conversation.</p> <p>Well-developed phonics.</p>

Correct use of punctuation marks (periods) and capital letters.

Classifying proper and common nouns.

Identify verbs as action words.

Definite article: the.

Starting to write sentences working on learning the correct sentence structure in present progressive.

There is/There are

Is/Are

LITERARY ANALYSIS

Sequencing main events from short stories read.

Identifying literary elements from short stories: main idea, main characters and setting.

Answering simple questions about stories to locate relevant information.

Making inferences about character's actions and choices in stories read.

Transferring stories to alternative settings.

READING AND WRITING

Sound/Symbol books and Decodable books according to the sounds learned.

Reading short fiction and non-fiction stories.

Emphasize and give opportunities for phonics recognition, and to practice the alphabet.

Reading strategies: 1. Read/Look/use the pictures to help with comprehension and to draw conclusions. 2. Look for the clues and key words. 3. Go back and read again to increase independent reading.

Quiet and guided reading time.

Writing sight-words and vocabulary words with correct spelling.

Integrate vocabulary words and high-frequency words to write short simple sentences.

Raz-Kids beginner level.

Books Assigned for this period: B. Bears Clean House and B. Bears Go to Camp.

Using proper, common and pronouns in simple sentences.

Conjugating verbs in present simple, in short sentences.

Definite article: the, and Indefinite article a.

Writing simple sentences with a correct sentence structure in present simple.

Can/Can't

Don't/Doesn't

LITERARY ANALYSIS

Sequencing events from stories read.

Identifying literary elements from stories: main idea, main characters, secondary characters and settings.

Answering wh questions about stories read.

Making inferences about character's choices based on literary elements from stories read.

Identifying problems and solutions in stories read.

Proposing pertinent solutions to the problems in the stories read, having into account details in it, and context clues given.

READING AND WRITING

Sound/Symbol books and Decodable books according to the sounds learned.

Reading fluency and pronunciation accuracy.

Using reading strategies: 1. Predict by looking at the cover. 2. Highlight key words. 3. Identify main idea. 4. Identify main characters, setting and important events. 5. Identify problem and solution. 6. Re-read story.

Self-Monitored reading and checking for understanding.

Context clues and related reading strategies to read more detailed reading texts.

Quiet reading time.

Reading aloud shared readings.

Writing sight words (key words): writing correctly, incorporating these words in complete sentences.

Question structure, asking questions (politeness, interrogative, ...).

Recount personal experiences with correct pronunciation and spelling.

Sounds: "ow", "oy", "o(r)", "u-e" and "u(r)".

GRAMMAR

Correct use of punctuation marks (periods and question marks) and capital letters.

Using proper, common and pronouns in simple and compound sentences.

Using and conjugating verbs accurately in present simple, in simple and compound sentences.

Definite article: the, and Indefinite articles a –vs- an.

Writing simple and compound sentences with a correct sentence structure in present simple.

Possessive adjectives

Would/Wouldn't

LITERARY ANALYSIS

Summarizing stories read, having into account most relevant events and details from stories read (main idea and supporting details).

Identifying literary elements from stories: main idea, main events, supporting details, main characters, secondary characters and settings.

Answering wh questions about stories read.

Making inferences about literary elements.

Identifying problems and solutions in stories read.

Giving alternative solutions to problems in stories read.

Establishing similarities and differences between characters and himself.

Cause and effect (as related to literature) /Exploration of literary elements.

Exploring stories and key components.

READING AND WRITING

Sound/Symbol books and Decodable books according to the sounds learned.

Using reading strategies: 1. Look at the cover and predict what the story is

Statements (telling sentences) –vs- questions (asking questions).

Positive and negative sentences.

Writing sentences in present simple.

Raz-kids: showing advances in reading level (levels E, F and G).

Books Assigned for this period: B. Bears Blaze a Trail and Christmas Show play

about. 2. Underline important information. 3. Highlight key words. 4. Find the meaning of unknown words. 5. Identify main idea of the story. 6. Identify main characters, setting and important events. 7. Identify the problem and the solutions. 8. Re-read story. 9. Summarize story. 10. Tell the story to a friend.

Phonics and reading strategies to increase reading comprehension and fluency.

Quiet reading time.

Reading aloud shared readings.

Writing sight words (key words): writing correctly, incorporating these words in complete simple and compound sentences.

Alphabet knowledge.

Writing a short paragraph that includes topic sentence, three supporting details, closing sentence and transition words (connectors).

Raz-kids: showing advances in reading level (levels G and H).

Books Assigned for this period: B. Bears Don't Pollute (Anymore) and 50 Below Zero.

Syllabus Self Contained English

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GRADE GENERAL OBJECTIVE

Second grade students will be able to express their ideas accurately using simple, compound and complex sentences, incorporating the phonics rules learned (vowels). They will read fluently and independently, answering literal, inferential and critical thinking questions and write complete and well-structured descriptive paragraphs to depict present and past events.

INQUIRY TOPIC FIRST TERM:	INQUIRY TOPIC SECOND TERM:	INQUIRY TOPIC THIRD TERM:
Describing Adventures	Making Connections to My Life	Creating My Own Story
TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)
Phono-Lexical Scope Learning spelling list words according to the consonant sounds for each week and using them in complete sentences. Grammar Punctuation marks (period, coma and colon) Adjectives: short Literary Analysis Identifying characters and character' traits Relates texts to personal experiences Reading and Writing Reading short stories Writing simple and compound sentences Identify and use proofreading marks to improve written work	Phono-Lexical Scope Learning spelling list words according to the consonant sounds for each week and using them in short descriptive paragraphs. Grammar Present and Past simple (affirmative sentences) Noun: countable and non-countable Literary Analysis Using prior knowledge to make predictions Sequences story events in graphic organizers Use text clues to make inferences Reading and Writing Reading short stories Writing short descriptive paragraphs Writing summaries	Phono-Lexical Scope Learning spelling list words according to the consonant sounds for each week and using them to create short stories. Grammar Pronoun Adjectives: long Literary Analysis Compare/contrast characters actions Justify characters' choice Identify cause-effect Reading and Writing Reading short stories Skimming/scanning the text and analyzing key words to get a sense of the general meaning Writing short stories

Syllabus Self Contained English

Subject:

Grade:

Teacher:

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GRADE GENERAL OBJECTIVE

Third grade students will structure complete and coherent simple, compound and complex sentences, using the grammar rules learned to express their opinions about past, present and future events. They will read and summarize fictional texts to make simple inferences about the information received and write complete and well-structured narrative productions on the learned topics.

INQUIRY TOPIC FIRST TERM:	INQUIRY TOPIC SECOND TERM:	INQUIRY TOPIC THIRD TERM:
How to describe new places and experiences?	How to mix fantasy and reality?	How can we understand and change a story?
TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)
<u>Phono-lexical Scope:</u> <ul style="list-style-type: none"> Cambridge University A2 vocabulary list (2nd part) Personal feelings, opinions and experiences. Clothes and accessories. Colours. Documents and texts. House and home Family and friends. Food and drinks. <u>Grammar:</u>	<u>Phono-lexical Scope:</u> <ul style="list-style-type: none"> Cambridge University A2 vocabulary list (2nd part) Appliances. Health, medicine and exercise. Hobbies and leisure. Education. Measurements. The natural world. Time, travel and transport. Weather <u>Grammar:</u> <ul style="list-style-type: none"> Verb To be in past. 	<u>Phono-lexical Scope:</u> <ul style="list-style-type: none"> Cambridge University A2 vocabulary list (2nd part) Services Shopping Sports. Work and jobs. Entertainment and media. Places: buildings. Places: country side. Places: town and city. Communication and technology <u>Grammar:</u>

- Nouns: common, proper, countable, noncountable.
- Personal pronouns.
- Verb to be in present.
- Present Simple and progressive.
- Adjectives.
- Identify parts of speech.

Reading comprehension strategies:

- Identify main ideas and events.
- Identify character's features to get a sense of general meaning.
- Take position about story events.
- Skimming to find a general idea.
- Scanning to find specific information.

Writing:

- Recaps the most important information of the chapter. (Present simple and progressive)
- Gives his opinion about fictional situations.
- Compares different places.
- Write a short story with a problem and a solution.
- Uses high frequency words and flyers vocabulary.

Books assigned:

Geronimo Stilton: Lost in the Valley of the Giant Skeletons

- Past simple and continuous. (irregular verbs)
- Possessive pronouns.
- Prepositions (time and place).
- Modal auxiliaries (can, may, must).
- Identify parts of speech.

Reading comprehension strategies:

- Identify important events with causes and consequences.
- Identify the sequence of events that trigger character's actions.
- Make graphic organizers to visualize the causes of character's actions.
- Skimming to find a general idea.
- Scanning to find specific information.

Writing:

- Writes summaries about the most important information of the story. (Past simple and progressive).
- Justify the character's motivations.
- Write a story mixing reality and fiction.
- Uses high frequency words and flyers vocabulary.

Books assigned:

Geronimo Stilton: Four mice deep in the jungle.

Geronimo Stilton: Rumble in the Jungle.

- Reflexive pronouns.
- Future simple (will/going to).
- Adverbs of manner.

Reading comprehension strategies:

- Outline the parts of the plot.
- Find quotes that allow him to explain the choices made by the characters.
- Underline information that can be quoted.
- Skimming to find a general idea.
- Scanning to find specific information

Writing:

- Writes predictions about a story. Future Simple tense and going to).
- Writes paragraphs using book quotes to evaluate character's choices.
- Makes comparisons with character's feelings and his own feelings.
- Writes alternative endings for stories

Books assigned:

A Week in the Woods.

Syllabus Self Contained English

Subject:	Self Contained
Grade:	Fourth
Teacher:	1. Christina Hoffman
	2. María Janeth Cuspoca
	3. Fleurette Doresty

GRADE GENERAL OBJECTIVE

Fourth grade students will express their ideas fluently and accurately during oral presentations and through their writing. They will read mystery stories, and narrative fictional stories, which will allow them to identify main and secondary details, and make personal connections and comparisons to fictional events. Students will follow a comprehensive writing process to produce complete, well-developed narrative texts.

INQUIRY TOPIC FIRST TERM:	INQUIRY TOPIC SECOND TERM:	INQUIRY TOPIC THIRD TERM:
THE STORY OF MY LIFE	FANTASY VS. REALITY	MYSTERY AND SUSPENSE
TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)	TERM CONTENTS (procedures, methods, techniques, themes and concepts of a specific area or discipline)
<p><u>Phono-lexical Scope:</u></p> <ul style="list-style-type: none"> Cambridge University A2 vocabulary to confirm which vocabulary students use https://www.cambridgeenglish.org/ile-flyers-word-list-picture-book-2018.pdf <p>https://www.lttc.ntu.edu.tw/Cambridge/YLE-flyers-word-list-picture-book-2018.pdf</p> <p>*Flyers evaluation will be done in February*</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Past Simple and Past Progressive verb forms (affirmative, negative and interrogative forms) *focus on irregular verbs Articles (indefinite and definite) Prepositions (time and place) <p><u>Reading comprehension strategies:</u></p>	<p><u>Phono-lexical Scope:</u></p> <ul style="list-style-type: none"> Cambridge University A2 vocabulary to confirm which vocabulary students use https://www.cambridgeenglish.org/ile-flyers-word-list-picture-book-2018.pdf <p>https://www.lttc.ntu.edu.tw/Cambridge/YLE-flyers-word-list-picture-book-2018.pdf</p> <p>*Flyers evaluation will be done in February*</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Present/Past Simple and Present Progressive verb forms (affirmative, negative and interrogative forms) Pronouns: personal, object, possessive Identify parts of speech in sentences <p><u>Reading comprehension strategies:</u></p>	<p><u>Phono-lexical Scope:</u></p> <ul style="list-style-type: none"> Cambridge University A2 vocabulary to confirm which vocabulary students use https://www.cambridgeenglish.org/ile-flyers-word-list-picture-book-2018.pdf <p>https://www.lttc.ntu.edu.tw/Cambridge/YLE-flyers-word-list-picture-book-2018.pdf</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Future Simple verbs using <u>will</u> and <u>won't</u> (affirmative, negative and interrogative forms) Adverbs (place, time and mode) Identify parts of speech in sentences <p><u>Reading comprehension strategies:</u></p> <ul style="list-style-type: none"> Identifies main ideas and supporting details Creates cause-and-effect charts Character evolution

<ul style="list-style-type: none"> Identify main and secondary events Identify literary elements (character, setting, plot) and analyze conflicts Create problem-solution charts <p><u>Writing:</u></p> <ul style="list-style-type: none"> Write with Past Simple and Past Continuous narrative paragraph Makes comparisons with story events Creates a short narrative to discuss different perspectives (4-5 paragraphs) Uses high frequency words Uses notations given to proofread and improve Writes informative paragraphs Oral presentations to discuss reflections made about the books read <p><u>Metacognition:</u></p> <ul style="list-style-type: none"> Identifies cognitive strategies according to assignment Evaluates productions to determine strategies used <p><u>Books assigned:</u></p> <p>The Diary of a Wimpy Kid and Sideways Stories from Wayside School (second half)</p>	<ul style="list-style-type: none"> Literary elements (characters, setting, purpose) Identify literary elements and author's problems and solutions Makes compare and contrast charts of actions and choices <p><u>Writing:</u></p> <ul style="list-style-type: none"> Writes a narrative text to synthesize Present/Past Simple and Present/Past Continuous adjective comparisons (4-5 paragraphs) Makes personal connections with text Writes alternative endings for stories Writes summaries (4-5 paragraphs) Uses notations given to proofread and improve Oral presentations to discuss reflections made about the books read <p><u>Metacognition:</u></p> <ul style="list-style-type: none"> Justifies cognitive strategies to use and improve Creates an improvement plan based on weaknesses <p><u>Books assigned:</u></p> <p>Sideways Stories from Wayside School (second half) and is an Alien</p>	<ul style="list-style-type: none"> Sort words into parts of speech and determine general meaning <p><u>Writing:</u></p> <ul style="list-style-type: none"> Writes texts in the Future Simple tense Makes predictions based on textual evidence Makes personal connections to the text and decisions Writes futuristic alternative endings for stories Writes summaries (4-5 paragraphs) Uses notations given to proofread and improve Writes informative paragraphs Oral presentations to discuss reflections made about the books read <p><u>Metacognition:</u></p> <ul style="list-style-type: none"> Revises feedback to justify which strategies are strengths and weaknesses Uses feedback to create a performance plan <p><u>Books assigned:</u></p> <p>Sherlock Holmes and The Witches</p>
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