|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 5th Unit 2**  **Scope and Sequence** | | | | |
| |  | | --- | | **Dimensions** | | **1.** **Ways of thinking ( X  )** | | **2. Ways of living in the world ( X )** | | **3. Ways of relating with others ( X )** | | **4. Tools for integrating with the world ( X )** | | | | | |
| **Scenario: Pura Vida in Many Ways** | | | | |
| **Enduring Understanding** | Our occupations, traditions, music, the way we celebrate, the kind of food we eat, and the way we dress make us unique between provinces in Costa Rica. | | | |
| **Essential  Question** | How does the place where we live define us? | | | |
| **Assessment and Goals** | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| **Theme**   1. What´s Going on in Town? | **Theme**  2. What Makes your Province Unique? | **Theme**  3. Costa Rica: “No Artificial Ingredients” | **Theme**  4. In & Out Costa Rica |  |
| **Assessment:**  **L1.** Recognizes short, clear, and simple instructions and explanations when delivered slowly (e.g., how to dance a particular rhythm or elaborate a craft or typical dish).  **R1.** Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.  **R.PA.1.** Distinguishes phonemes for inflectional endings (-ing, -ed and –s).  **SI.1.**Asks straightforward questions in familiar situations and understands the responses.  **Goals:**  **L1.** understand short, clear, and simple instructions and explanations when delivered slowly (e.g., how to create a mask or handcraft).  **R.1.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.  **R.P.A.1.** distinguish phoneme for inflectional endings (-ing, -ed and –s).  **SI.1.** ask straightforward questions in familiar situations and understand the responses. | **Assessment:**  **L2.** Recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.  **R2.** Recognizes and enjoys texts.  **R.PA.1.** Distinguishes phonemes for inflectional endings (-ing, -ed and –s).  **SI.2.** Exchanges information about everyday matters using simple vocabulary (e.g., favorite sports, holidays, music, food).  **Goals:**  **L2.** understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.  **R.2.** comprehend reading, analyze and enjoy texts.  **R.P.A.1.** distinguish phoneme for inflectional endings (-ing, -ed and –s).  **SI.2.** exchange information about everyday matters using simple vocabulary (e.g., favorite sports, names of pets, holiday plans). | **Assessment:**  **L3.** Recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.  **R3.** Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps  **R.PA.1.** Distinguishes phonemes for inflectional endings (-ing, -ed and –s).  Enfocar el assessment strategy en el ending “s” unicamente para tercera persona singular y plural de algunos sustantivos.  **W1.** Engages in the writing process: pre-drafting, drafting.  **Goals:**  **L3.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.  **R.3.** follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.  **R.P.A.1.** distinguish phoneme for inflectional endings (-ing, -ed and –s).  **W1.** engage in the writing process: pre-drafting, drafting. | **Assessment:**  **SP.1.** Expresses short advices and recommendations  **R.PA.1.** Distinguishes phonemes for inflectional endings (-ing, -ed and –s).  **W2.** Uses simple sentences and expressions to describe such things as their surroundings, their holidays, important event and the people around them.  **Goals:**  **SP.1.** express short advices and recommendations.  **R.P.A.1.** distinguish phoneme for inflectional endings (-ing, -ed and –s).  **W2.** use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. | **Assessment**  **Instruments for Process/Product**  **Week 6**  **Suggested Integrated Mini project** |
| **Function**   * Describing my community by traditional: music, occupations, foods, celebrations, dress code | **Function**   * Describing my province traditions, music, occupations, foods, celebrations, dress code and people among other aspects | **Function**   * Describing Costa Rica | **Function**   * Describing travel experiences in or out Costa Rica |
| **Discourse Markers**  First, second, third… | **Discourse Markers**  First, second, third… | **Discourse Markers**  First, second, third… | **Discourse Markers**  First, second, third… |
| **Grammar & Sentence Frames**  Simple Preset Tense   * Popular celebrations/ activities in my community are \_\_\_\_\_\_\_\_. * In my community we \_ (do, eat, wear)… * In my \_\_ (province) people \_\_\_ (celebrate, dance, eat, dress).   Adverbs of frequency   * We usually \_\_\_\_\_\_. * In our country we sometimes \_\_\_\_\_\_: * In my town we \_\_, but in the \_\_\_ (city) they \_\_\_. | **Grammar &Sentence Frames**    Interrogatives   * What are the most popular activities/celebrations in your community/country?   In Costa Rica we \_\_\_\_\_.   * What do people do to celebrate \_\_\_?   We cook/ dress…  Adjectives   * size: long celebration, small parade. * shape: round, square * colors: white hat, red skirt | **Grammar & Sentence Frames**  Superlative forms  The most beautiful beach of my province is\_\_\_\_\_.  The best food to eat is \_\_\_\_\_\_\_\_.  The highest mountain is \_\_\_\_\_\_\_. | **Grammar & Sentence Frames**  Present Perfect   * I have been to the United States three times. * I have lived abroad. * Have you been abroad? |
| **Phonemic Awareness**   * Identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). * Writing the letters heard in a word in proper order. | **Phonemic Awareness**   * Identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). * Writing the letters heard in a word in proper order. | **Phonemic Awareness**   * Identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). * Writing the letters heard in a word in proper order. | **Phonemic Awareness**   * Identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). * Writing the letters heard in a word in proper order. |
| **Vocabulary**  (**Including but not limited to**)  1**.** What´s going on in town?  Expressions and phrases   * I am new in town. * I would like to go around. What do you recommend me? * What do people to for fun? We go to… * What time is it?   Music   * Folk, salsa, cumbia,   Activities   * Parades, horse shows, pilgrimage, dances   Occupations   * Housewife, cowboy, farmer, | **Vocabulary**  2. What makes your province unique?  Expressions and phrases   * What the most important celebrations in town? * How do you celebrate it?   Holidays & Celebrations   * Saint Patron´s Day, community fair, civic parties, holidays   Typical cuisine   * Rice with chicken, picadillos, soups, grilled beef   Typical dressing   * School uniform, t-shirt and jeans, a hat, boots | **Vocabulary**  3.Costa Rica: “No artificial ingredients**”**  Expressions and phrases   * Where are you from? * What is Costa Rica like? * What are the best places to visit? * Which are the most important celebrations?   Places to go   * Beaches, volcanos, rainforests, wildlife islands.   People to meet   * Indigenous communities ( bribris, cabecares, malekus, Ngobes) * Afro-descendent * Costa Rica is Multicultural and plurilingual | **Vocabulary**  4.In & Out Costa Rica  Expressions and phrases   * Where are you from? * I´m from Costa Rica. * Have you been abroad? Yes, I have been to Mexico. * Have your father been abroad? Yes, he has been to the United States. * How long are you staying in Mexico? For three weeks. * Which places have you visited? * I have been to ...   Countries and Nationalities   * Mexico Mexican * Canada Canadian * Nicaragua Nicaraguan * Panama Panamanian   England English |
| **Psycho-social**   * Respecting other customs and traditions   **Sociocultural**   * Holidays and celebrations   **Idioms/phrases**   * Cat nap (short sleep) I am going to have a cat nap while you are cooking dinner. | **Psycho-social**   * Respecting other customs and traditions   **Sociocultural**   * Holidays and celebrations   **Idioms/phrases**   * Cat nap (short sleep) I am going to have a cat nap while you are cooking dinner. | **Psycho-social**   * Celebrating the differences between cultures   **Sociocultural**   * Loving diversity in Costa Rica and countries around the world   **Idioms/phrases**   * Don´t count your chicken before they hatch (don´t make plans ahead of time) | **Psycho-social**   * Celebrating the differences between cultures   **Sociocultural**   * Appreciating the customs from other cultures   **Idioms/phrases**   * Don´t count your chicken before they hatch (don´t make plans ahead of time) |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term: I** | | **Level: Fifth Grade** | | | **Unit: 2** | | | **Week:3** | |
| **Domain: Socio-interpersonal** | | | | **Scenario: Pura Vida in Many Ways** | | **Theme:**  Costa Rica: “No Artificial Ingredients” | | | |
| **Enduring Understanding**: Our occupations, traditions, music, the way we celebrate, the kind of food we eat, and the way we dress make us unique between provinces in Costa Rica. | | | | | | | | | |
| **Essential Question:** How does the place where we live define us? | | | | | | | | | |
| |  | | --- | | **Dimensions** | | **1.** **Ways of thinking (   )** | | **2. Ways of living in the world  ( )** | | **3. Ways of relating with others  ( )** | | **4. Tools for integrating with the world  ( )** | | | | | | | | | | |
| **Learn to Know** | | | | **Learn to Do** | | **Learn to Be and Live in Community** | | | |
| **Grammar & Sentence Frames**  Superlative forms  The most beautiful beach of my province is\_\_\_\_\_.  The best food to eat is \_\_\_\_\_\_\_\_.  The highest mountain is \_\_\_\_\_\_\_.  **Phonemic Awareness**  **Vocabulary**  Costa Rica: “No artificial ingredients**”**  Expressions and phrases   * Where are you from? * What is Costa Rica like? * What are the best places to visit? * Which are the most important celebrations?   Places to go   * Beaches, volcanos, rainforests, wildlife islands.   People to meet   * Indigenous communities (bribris, cabecares, malekus, Ngobes) * Afro-descenden * Costa Rica is Multicultural and plurilingual | | | | **Function**  Describing Costa Rica  **Discourse Markers**  First, second, third… | | **Psycho-social**   * Celebrating the differences between culture   **Socio-cultural**   * Loving diversity in Costa Rica and countries around the world   **idioms/ phrases**   * Don´t count your chicken before they hatch (don´t make plans ahead of time) | | | |
| **Assessment Strategies & Evidences of learning**  (Diagnostic, formative, summative) | **Goals** | | | **Pedagogical Mediation/ Didactic Sequence** | | | | | **Time** |
| Learner…  **L3.** Recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic. | Learner can  **L3.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic. | | | **Annexes and files necessary for developing this week can be downloaded from** [**https://adminmepcr-my.sharepoint.com/:f:/g/personal/ever\_cordero\_gomez\_mep\_go\_cr/EuPcWX27rKlIgQhwfZwgBXUBiansU4H-b2EHLepKajr8NA?e=OfHxGh**](https://adminmepcr-my.sharepoint.com/:f:/g/personal/ever_cordero_gomez_mep_go_cr/EuPcWX27rKlIgQhwfZwgBXUBiansU4H-b2EHLepKajr8NA?e=OfHxGh) **There is also a link to each file in its corresponding activity**  **Pre-teaching**  **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do´s, and class agenda, etc.  **Essential Question:** How does the place where we live define us?  T explains the goal of the lesson.  **Warm up**  The teacher shows the YouTube video: “Costa Rica: No Artificial ingredients”. <https://www.youtube.com/watch?v=BWedIclSdEY> and asks learners to take notes on the different natural beauties they recognize. Learners share their answers in pairs.  **Activation of Prior Knowledge**  T displays a poster available at: <https://adminmepcr-my.sharepoint.com/:p:/g/personal/ever_cordero_gomez_mep_go_cr/ETuDwnFq9iRJp1p2NTHEgCwBa0UTH7fYJF3QS900MrWvfw?e=sg202H> for learners to identify the different natural beauties they see in the images. T asks Ls:  What´s this? What do you see there? What are they doing?  **Modeling**  T asks Ls the following questions: Where are you from? What is Costa Rica like? What are the best places to visit in Costa Rica? Which are the most important celebrations? Are there any indigenous communities in Costa Rica that national and international visitors can visit?  **Clarifying**  T clarifies by asking Ls: Why is Costa Rica called a country with “no artificial ingredients”? By using the images from the previous poster, T asks Ls Yes/No Questions: Is this a volcano? Is this a river? Is this a beach? Are they surfing? | | | | | 40 minutes |
| **R3.** Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. | **R.3.** follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. | | | **Pre-task**  T shows an infographic which contains information related to Costa Rica and its natural beauties. The infographic can be downloaded from <https://adminmepcr-my.sharepoint.com/:b:/g/personal/ever_cordero_gomez_mep_go_cr/EV3BGn8gJ6tDjZDa6FV4ui8B2wtv3GfTcTmxctfmsGpNqg?e=5dQzgC>  Ls read the information provided.  **Task-rehearsal**  T provides Ls an incomplete infographic for Ls to label the information provided with its corresponding category related to food, places to visit, activities to do, and location.  Infographic: <https://adminmepcr-my.sharepoint.com/:p:/g/personal/ever_cordero_gomez_mep_go_cr/EQ8E30l0R6RBlG1LVL1EfTsBnHBomf5ECX_YASij7ka4xw?e=vSBzk4>  **Task completion**  Ls complete the following set of sentences:  The most beautiful beaches in my province / country are \_\_\_\_\_\_ and \_\_\_\_\_\_\_.  The best Costa Rican dish is \_\_\_\_\_\_\_\_.  The highest mountain in Costa Rica is \_\_\_\_\_\_\_.  The most important celebration in my town is \_\_\_\_\_\_\_.  The most exciting activity to do is \_\_\_\_\_\_\_.  **Task assessment**  T provides a chart available at [(click here)](https://adminmepcr-my.sharepoint.com/:b:/g/personal/ever_cordero_gomez_mep_go_cr/ESQl7J_Jh_tHqY60Hct7WdoBkzuuUUDy0ySJ2097SURTjQ?e=5ezsyv) and have each learner interviewing three classmates. They will have to ask and answer the following questions; What is the most beautiful beach in C.R? What is the best Costa Rican dish? What is the highest mountain in C.R? What is the most important celebration? What is the most exciting activity to do? | | | | | 40 minutes |
| **R.PA.1.** Distinguishes phonemes for inflectional endings (-ing, -ed and –**s**). | **R.P.A.1.** distinguish phoneme for inflectional endings (-ing, -ed and –**s**). | | | **Pre-task**  T plays a video available at <https://www.youtube.com/watch?v=jyoGmyx8ipw> and have Ls watching it. It is ok if Ls want to pronounce some words.    **Task-rehearsal**  T divides the class into two teams (or three if it is necessary). T writes on the board the two inflections heading endings **es**- **s.** T calls from thefollowing suggested list a word. Taking turns, a participant of each group places themself under each heading to discriminate correctly each sound.  *Beaches, trails, volcanos, dishes, rainforests, watches, waterfalls, visitors, places, rivers.*  **Task completion**  T provides the following worksheet crossword puzzle. Ls find the hidden words related with inflection -***s*** ending sound, once they have found the word Ls write the correct inflection way under the correct given heading sound. T checks their answers orally.  [Download the images from here or copy them from below](https://adminmepcr-my.sharepoint.com/:p:/g/personal/ever_cordero_gomez_mep_go_cr/EXJSsIXtKkVDhxALKe09GxsBoZRP6Dwf3ZR5-ljnSnat4A?e=eQbOZX)    **Task assessment**  T provides Ls the following text to be completed using inflection -**s** correctly to show plurals.   |  | | --- | | Costa Rica may have some of the most stunning \_\_\_\_\_\_\_\_\_\_\_\_ (rainforest) and wildlife on the planet, but it also has truly awesome \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (beach) on the Pacific and Southern Caribbean \_\_\_\_\_\_\_\_\_\_\_\_\_. (coast)  In just seven \_\_\_\_\_\_\_\_\_\_ (day) and six \_\_\_\_\_\_\_\_\_ (night) you can explore two of the most iconic \_\_\_\_\_\_\_\_\_\_\_\_\_ (place) in Costa Rica: Arenal and Tortuguero National \_\_\_\_\_\_\_\_\_\_\_\_ (Park).  Explore hot \_\_\_\_\_\_\_\_\_\_\_\_ (spring), rainforest, lava \_\_\_\_\_\_\_\_\_\_ (flow), and wetlands while searching for sloths, \_\_\_\_\_\_\_\_\_\_\_\_\_ (turtle), myriad birdlife, \_\_\_\_\_\_\_\_\_\_\_\_\_ (monkey) and more! | | | | | | 40 minutes |
| **W1.** Engages in the writing process: pre-drafting, drafting. | **W1.** engage in the writing process: pre-drafting, drafting. | | | **Pre-task**  T displays a presentation (<https://adminmepcr-my.sharepoint.com/:p:/g/personal/ever_cordero_gomez_mep_go_cr/EVI7tV1iot9NhOtfHzRvWCABAec102lhj9dIZ9Kcusl9rg?e=CIhGWu> ) with visual material such as an advertisement, a poster, an infographic, and a video to review the vocabulary related to Costa Rican natural beauties.  **Task-rehearsal**  T asks Ls to get in pairs to brainstorm ideas in order to create their own written advertisement to invite a tourist to come visit Costa Rica. [(see brainstorming template)](https://adminmepcr-my.sharepoint.com/:w:/g/personal/ever_cordero_gomez_mep_go_cr/ERvQkQYnFdVLuGMoAn350dEBIPKhb8Fnh4Psdwd9H_Hk6A?e=a51baH).  Brainstorm ideas related to: location, food, activities, attractions, and possible cost.  **Task completion**  In pairs, Ls design an advertisement about the most beautiful attractions, the best food to eat, location and the most exciting activities to do in Costa Rica. (see template).  **Task assessment**  Ls publish and share their written advertisements to create a wall gallery in the classroom. | | | | | 40 minutes |
| **SP1.** Expresses short advices and recommendations | **SP1**. Express short advices and recommendations | | | **Pre-task**  T talks about his/her own vacation plan following the structure given:  First, I will go to... because it is the most beautiful place in Costa Rica.  Second, I will visit...  Third, I will travel to...  **Task-rehearsal**  T divides the group into two teams.  Each member of Team A (presenters) will have a station in the wall gallery created in the last lesson. They will stand near their own poster; Team B (local tourist), walk around to observe the whole gallery and take notes about the places they would like to visit, food that they would like to eat, and activities that they would like to do. Then Ls will exchange roles.  **Task completion**  Ls from each team will visit the wall gallery again. This time starting with team B.  T provides them a chart ([click here to download](https://adminmepcr-my.sharepoint.com/:b:/g/personal/ever_cordero_gomez_mep_go_cr/Ebv_oii_JC9JgcoUv-ZMOvkB5EUoC1xyY3Z-3ewYwDYaRQ?e=iQn2DL)) with questions and information to check outduring their tour.  Ls switch roles, now Team A is the presenter and Team A is the local visitor.  **Task assessment**  After having visited the stations, Ls will share with their peers in a mingling activity three places that they decided to visit, food that they would like to eat and activities they would like to do. T might give them the following script: (c[lick here to download](https://adminmepcr-my.sharepoint.com/:b:/g/personal/ever_cordero_gomez_mep_go_cr/Ed0ReZQEUFFOgIWy6qiDc2cBq9XjmmGLj0jP8y0GBd6wfg?e=J8LA9a))  First, I will go to... because it is the most beautiful place in Costa Rica.  Second, I will visit...because ….  Third, I will travel to...because.... | | | | | 40 minutes |
| **Integrated Mini-Project** | | | | | | | | | **Time** |
| Phase: \_\_\_\_\_\_\_ | | | | | | | | |  |
| **Reflective Teaching** | | | | | | | | | |
| What worked well | | | What didn’t work well | | | | How to improve | | |
| **Enduring Understanding Reflection** | | | | | | | | | |
|  | | | | | | | | | |