



GOBIERNO DE
EL SALVADOR

English Syllabus Builders



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Dear teaching faculty:

In support of the curriculum reform, the Ministry of Education, Science and Technology is pleased to present Builders for Primary Education, second and third grade, which comprises the levels Builders A and B.

With this material, the primary education faculty will receive a tool that will allow them to expose their students to English as a Foreign Language and thus, develop initial communicative competencies in English through an integrated and progressive approach. This is done with the objective of immersing our students in an environment where a foreign language is used in real-world practices.

It is worth mentioning that for this resource to be implemented successfully and sustainably, it will require the dedication, professionalism, and creativity that characterize our faculty, who remain firmly committed to education. Furthermore, English teachers will be able to infuse each content area with their unique teaching style to help students achieve the proposed competencies.

Finally, we would like to acknowledge all the hard work, dedication, and time you put into your work. We invite you to take into account what is established in the document and make it your own to leave your mark on the learning of our students.

José Mauricio Pineda Rodríguez
Minister of Education

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I. Presentation of the English Class Framework

1.1 Common European Framework of Reference (CEFR)

As a starting point, it should be noted that the English language has been adopted as a lingua franca, which is a vehicle of communication worldwide, among people with different mother tongues. To evaluate and define the linguistic competencies of an individual learning a foreign language, there is a reference framework that is used at an international level. This standard is the Common European Framework of Reference for Languages (CEFR), which categorizes students from a PreA1 level, a user who has no proficiency in a foreign language, to a C2 level, for those who master a foreign language in an exceptional way. (Cambridge Assessment English, n. d.)

As stated by the British Council (n. d.), the CEFR describes in a comprehensive way what users must learn to do to use a foreign language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which the foreign language is situated. The Framework also defines the above mentioned levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

Two thresholds levels of learning have been established for students in primary education as the chart below shows:

| Levels | Builders A | Builders B |
|----------------|------------|------------|
| Ages | 8 | 9 |
| Hours of Study | 32 hours | 32 hours |

According to their age group and cognitive areas of development, students in primary education will reach the Builders level.

Therefore, English as a Foreign Language (EFL) will be developed in a weekly 45-minute English session completing a total of 32 classes along the school year.

| Subject | Second Grade | | Third Grade | |
|---------|--------------|--------------|--------------|--------------|
| | Weekly Hours | Yearly Hours | Weekly Hours | Yearly Hours |
| English | 1 | 32 | 1 | 32 |

1.2 The Communicative Approach

Like all syllabi for the English as a Foreign Language subject, Builders is focused on the Communicative Approach. This approach is based on integrating various innovative teaching techniques that emphasize the development of oral comprehension and production. Additionally, this approach reinforces students' knowledge of the language and culture, thereby maximizing meaningful learning.

- a. Communicative competency is a dynamic concept defined by the negotiation of meaning between two or more individuals who share some knowledge of the language. Therefore, it is considered an interpersonal trait.
- b. This competency applies to both written and spoken language.
- c. It is context-specific, as communication always takes place in a particular situation. A competent language user knows how to make appropriate choices in register and style to fit the specific context in which communication occurs.
- d. It is crucial to distinguish between competence and performance. Competence refers to what one knows, while performance is what one does with that knowledge. Although only performance is observable, it is solely through performance that competence can be developed, maintained, and evaluated.

The Communicative Approach is student-centered, emphasizing the relationship between what is taught and how it is taught with what is learned and how it is learned. The teaching-learning process must be varied, considering not only the oral dimension of communication but also non-oral aspects. This includes attending to non-linguistic features such as gestures, body movement, facial expressions, and other related elements. This approach mandates that the classroom should function as a center of interaction between the teacher and the students, as well as among the students themselves. Teamwork is an effective strategy that facilitates this interaction by fostering shared responsibility in assigned tasks.

English teachers should recognize that language learning occurs through a creative constructive process, involving exposure to authentic materials and offering students the opportunity to formulate hypotheses that can be tested through practice in simulated real-world contexts.

1.3 Transversal Axes

Education in the classroom is crucial because it provides a specific setting and environment for the development of individuals and, by extension, of society. To ensure successful interaction within a variety of contexts, contemporary society benefits from integrating ethical concepts. These concepts, along with family and community values, are integrated through the transversal axes. The axes synthesize the essential dimensions of learning: being, knowing, doing, and living together. By presenting an interdisciplinary approach, the transversal axes provide students with a comprehensive and meaningful view of their learning. According to MINED (2008), the Salvadoran curriculum incorporates the following transversal axes:

1. Human rights education
2. Health education
3. Comprehensive preventive education
4. Environmental education
5. Population education
6. Education for equal opportunities
7. Education in values
8. Consumer education
9. Use of new technologies

II. The Components of the Didactic Unit

Implementing the English as a Foreign Language subject in primary education is crucial for establishing the initial linguistic foundation. The curriculum is designed to help students expand their vocabulary and fixed expressions relevant to their context, while also fostering knowledge, critical thinking, innovation, and digital literacy. This creates educational experiences that connect them to a real, modern world. This foundational work is key, as students will develop true communicative autonomy in secondary education.

The insertion of the English language subject in primary education addresses the needs of a globalized world for appropriate communication across economic, cultural, and social contexts. To meet this demand, the Builders resource is introduced for the primary education community and it is structured around the components outlined by Ministerio de Educación (2008), which are incorporated into each unit.

2.1 Unit number and name

Firstly, every unit is labeled with its corresponding number and name. The number corresponds to the correlative order of each unit and its name has been designated according to the context and content that will be developed in each one.

2.2 Approximate time

Based on the number of hours established by the Common European Framework of Reference for Languages (CEFR), a specific number of hours has been assigned to teach the contents of each unit satisfactorily, so that students can develop the basis of their communicative skills in the English language according to the descriptors of the PreA1 level for young learners. It is important to note that the estimated duration ranges from five to six hours.

2.3 Competencies

The objective of the competencies is to highlight the goals to be achieved with the application and development of the contents of each unit while doing it in an integrated manner and in such a way to have a meaningful impact on students' learning.

2.4 Contents

This material has been designed taking into account the three types of contents that are of the utmost importance in the teaching-learning process and which contribute to the achievement of the performance indicators stated in the competencies. This curricular document includes the conceptual contents (know-what), procedural contents (know-how), and attitudinal competencies (know-how-to-be).

2.4.1 Conceptual Contents

Conceptual contents answer the question, "*What should students learn?*" To ensure students develop their competencies, it's essential to guarantee prior exposure to the vocabulary necessary for generating and communicating messages in English as a foreign language. The corresponding conceptual contents for each class are indicated by bullet points (•).

Suggested vocabulary lists, organized by grade level, are located at the bottom of every unit. This tiered approach ensures the vocabulary aligns with the complexity characterizing each level.

The vocabulary bank titled *Builders A* will be used during students' first year of exposure to the language. For the second year, the number of words and their difficulty will be increased, corresponding to the column designated as *Builders B*. It's important to note that teachers must always consider their students' linguistic needs to determine whether the suggested vocabulary bank should be reduced or expanded.

To connect the concepts studied and practiced throughout the units, projects and exams have been designed to verify student progress in English as a foreign language. These assessments are scheduled to be completed at the end of each unit.

2.4.2 Procedural Contents

These contents answer the question "*How to teach?*" For the teaching-learning process to be even more meaningful, besides the conceptual contents, it is necessary to consider the procedural contents so that students develop the necessary skills and put into practice the competencies achieved through the conceptual contents. The procedural contents guide the processes to be followed by the teachers during each class.

2.4.3 Performance Indicators

Performance indicators measure competency achievement and address the questions of "*What, when, and how to assess?*" Accordingly, this document was designed to facilitate both the achievement and assessment of these indicators, always keeping the students' individual contexts in mind.

2.4.4 Attitudinal Competencies

These competencies refer to the attitudes, values, and norms that students must develop in order to act appropriately in their educational and personal environments. Some of the values included in the Builders document are respect, tolerance, collaboration, and harmony, among others.

2.4.5 Keywords

This section includes the words and their phonetic transcription to facilitate and guide their correct pronunciation. Additionally, specific phonemes with a higher level of difficulty when pronouncing have been **bolded**. These words are student-oriented. Teachers will be responsible for encouraging and verifying that these words are used and pronounced appropriately by their students.

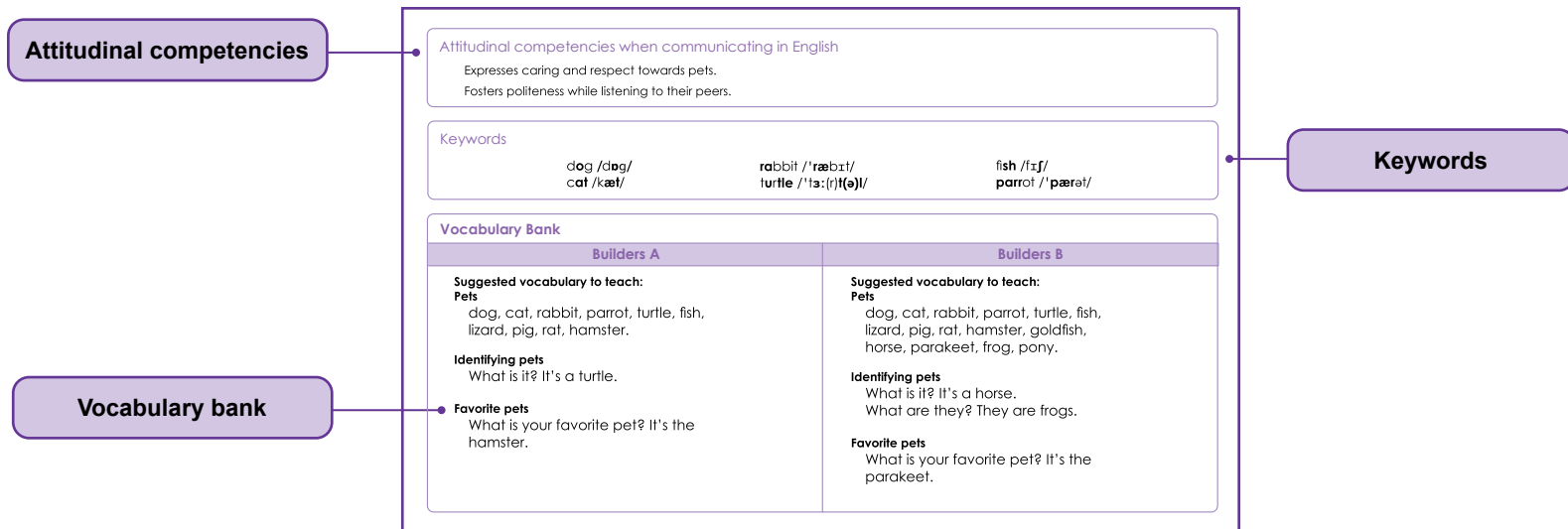
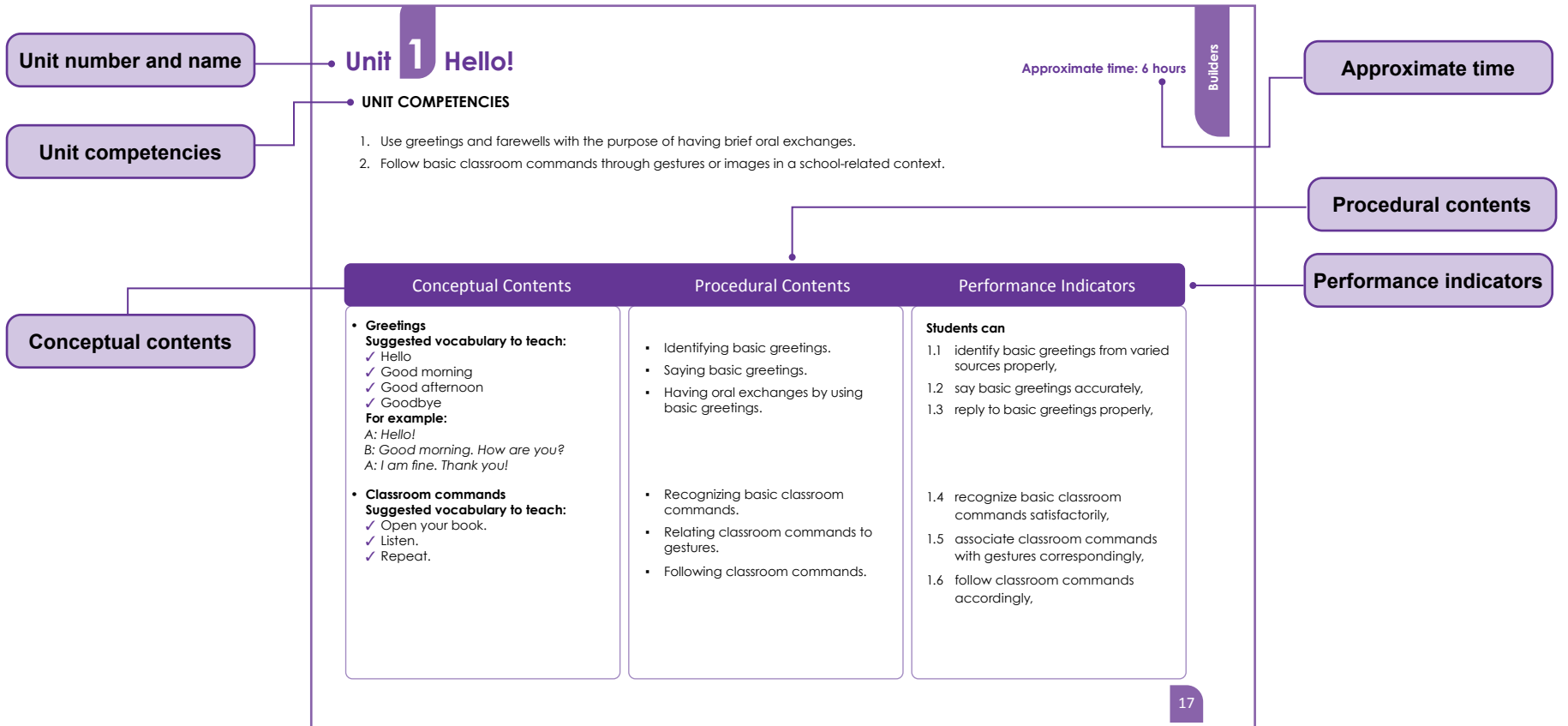
2.4.6 Vocabulary Bank

The components of understanding and expressing ideas are the words in our vocabulary. Children learn to employ more complex vocabulary as they are exposed to the foreign language. It has to be pointed out that children's vocabulary and concept development will depend on consistent, nourishing, and interactive learning experiences.

A vocabulary bank segmented by year (second and third) has been created to progressively increase the amount of words assigned to the next higher level. Therefore, it is recommended to assess and diagnose students' language proficiency in order to tailor the vocabulary exposure to their individual needs.

| Vocabulary Bank | |
|---|---|
| Builders A | Builders B |
| <p>Suggested vocabulary to teach:</p> <p>School Facilities</p> <ul style="list-style-type: none">✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms. <p>School Supplies</p> <ul style="list-style-type: none">✓ school bag/backpack, notebook, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick. | <p>Suggested vocabulary to teach:</p> <p>School Facilities</p> <ul style="list-style-type: none">✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms, parking lot, library, science lab, outdoor greenhouse, corridor, reception. <p>School Supplies</p> <ul style="list-style-type: none">✓ school bag/backpack, notebook, booklet, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick, stapler, highlighter, masking tape, clear tape, thumbtack, flashcards. |

Presentation and Description of the Didactic Unit Format



III. Methodology

3.1 Methodological Guidelines

To carry out an effective implementation of the Builders level, the English specialists from MINED have designed the methodological guides which correspond to each sublevel (Builders A and Builders B). The suggested activities within the didactic sequence can be adjusted by teachers taking into account the cognitive areas of development, ages, needs, and contexts of students; furthermore, the class population should be considered at the moment of lesson planning to carry out a more meaningful teaching-learning process.

It has to be kept in mind that students in primary education will develop some foundational competencies of the PreA1 level for young learners. This is an important reminder because, according to the CEFR, learners should have around 100 hours of instruction in the target language (H., 2020) to reach the expected level; that is why, the two different levels of complexity that respond to second and third graders' learning needs and cognitive abilities have been proposed. The approximate number of hours of instruction is presented in the upper right part of each unit and depending on the complexity of the contents, some units will be developed in 5 hours and others will be instructed in 6 hours. For this reason, each block of content has been designed to be carried out in a 45-minute class hour and each session will be developed following the English didactic sequence established by MINED: *I Activate, I Practice, and I Produce*.

The following methodological guidelines are intended to boost the teaching process and to facilitate students' learning. In addition, they respond to learners' age groups, cognitive skills, and learning styles.

1. Explore background knowledge on the topic to be taught.
2. Organize the available learning space, time, and resources to create an ideal environment which promotes the development and learning of students, where they will explore, discover, express themselves, and play naturally.
3. Activate prior knowledge and establish the purpose of the session.
4. Introduce the vocabulary bank and useful expressions at the beginning of the class by giving a preliminary view of the content.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.

7. Encourage students to communicate as early as possible in the teaching-learning process.
8. Preferably use the target language in your classes.
9. Promote interaction and teamwork among students.
10. Use authentic materials and input as much as possible.
11. Address students' cognitive needs as well as affective ones.
12. Create comfortable, confident, and likable teaching-learning experiences.
13. Do controlled and free language practice.
14. Integrate macro-skills and sub-skills in the teaching-learning process.
15. Increase interest and attention through engaging activities such as chants and games.
16. Conduct controlled and free practice activities for students to use verbal and gestural language.
17. Control the time allotted for each activity.
18. Encourage students to create autonomy in their own learning process.
19. Promote interaction among students.
20. Consider students' cognitive needs depending on their ages and specific conditions.
21. Create a teacher-student environment of trust.
22. Expose students to artistic activities where they are able to expand their creativity.

3.2 Evaluation

Assessment in the 21st century should be an innovative and interactive teaching-learning experience that benefits teachers in their teaching practice and students in their learning process. Teachers should learn how to plan, develop, and manage a student-centered assessment. Besides keeping the student engaged, assessments can inform either the instructional process is effective or not, learning gaps which may exist, and how the learner is progressing.

Each unit has a certain number of performance indicators that allow the evaluation of the competencies. These indicators have a correlative number that is related to the conceptual and procedural contents. At the end of each unit, students will complete a project focused on demonstrating their language skills using the content studied. Additionally, they will take a test to reflect and monitor their progress in learning the foreign language. It is suggested that teachers make the necessary curricular adjustments according to the specific learning needs of the group to have a fair evaluation for each student.

3.2.1 Competencies to be assessed

Language Competencies

Teachers should consider the following competencies as part of the evaluation of their students' foreign language learning process.

- a. **Listening comprehension:** the ability to understand oral messages.
- b. **Oral production:** the ability to communicate orally using the language.
- c. **Grammatical competency:** it is the ability to make use of vocabulary, pronunciation, writing, and word formation, among other characteristics.
- d. **Strategic competency:** it is constituted by the use of verbal and non-verbal communicative strategies according to the situation or context to which learners are exposed.
- e. **Written production:** the ability to write single words.
- f. **Reading comprehension:** the ability to recognize written texts.

3.2.2 Types of Evaluation

As teachers, it is necessary to be aware of our students' learning process. Therefore, different types of assessment should be used to make this procedure more objective and based on students' needs. (Assessment Types: Diagnostic, Formative, and Summative, n. d.)

a. Diagnostic Assessment

- It is used to identify and/or collect information about students' prior learning and the areas that need to be reinforced and consolidated.
- It is important to highlight that the use of a test is not mandatory since you may also carry out ludic and playful activities.

b. Formative Assessment

- It is carried out throughout the learning process.
- It helps to identify content that needs to be reinforced.
- It provides feedback on the learning process.
- It is based on individual student progress.
- It is not graded with a numerical range.

c. Summative Assessment

- It is commonly used at the end of the learning process of a content.
- It evaluates the learning process based on standards.
- It can make use of tests, projects, and homework, among other activities.
- It is graded with a numerical range.

To verify that students have achieved and developed the required competencies in each unit, teachers must include elements such as participation, systematization, and classroom performance in the evaluation process. This ensures the assessment is integrated and continuous. In addition, a suggested project and exam, which can be adapted to objectively evaluate students' progress, will be available in the Methodological Guides.

All types of evaluation procedures, diagnostic, formative, and summative, are of the utmost importance for verifying the progress of the students' learning process. Teachers are encouraged to make use of the suggested activities in the Methodological Guides when teaching the contents of this resource.



Builders

Level Competency

A Builders student will be able to use fixed expressions, properly pronounce learned vocabulary, and participate in brief oral exchanges. This enables Builders students to communicate in English about familiar and everyday topics, such as those related to their immediate personal environment and common routines.



UNIT COMPETENCIES

1. Use basic greetings and farewells to initiate and respond to brief, simple conversations with peers and teachers.
2. Follow basic classroom commands and instructions quickly and accurately by responding to verbal cues, gestures, or supportive images in a school environment.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|---|---|---|
| <ul style="list-style-type: none"> • Greetings Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ Hello! ✓ Good morning! ✓ Good afternoon! ✓ Goodbye! For example: A: <i>Hello!</i> B: <i>Good morning. How are you?</i> A: <i>I am fine. Thank you!</i> • Classroom commands Suggested vocabulary to teach: <ul style="list-style-type: none"> ✓ Open your book. ✓ Listen. ✓ Repeat. | <ul style="list-style-type: none"> ▪ Identifying basic greetings and farewells accurately from varied input and practicing correct pronunciation to initiate and respond to short oral exchanges effectively with peers and teachers. ▪ Recognizing basic classroom commands from oral input and associating them with corresponding gestures or visual cues to follow commands quickly and accurately by performing the required action. | <p>Students can</p> <ol style="list-style-type: none"> 1.1 recognize basic greetings and farewells from varied input and practice their correct pronunciation, using them appropriately to initiate and respond to short conversations with peers and teachers; 1.2 grasp basic classroom commands from oral input and relate them to corresponding gestures or images, demonstrating understanding by carrying out the required action promptly and accurately; |

- **Saying your name**

- For example:**

A: *What's your name?*

B: *I am Elisa.*

- **Project: Introducing myself**

- For example:**

Good morning. I am Francisco.

- Practicing receptive skills by recognizing when their names are being requested or called, so they can respond to the question "What's your name?" with their name clearly, and greet their peers in oral interactions.

- Introducing themselves by stating their names as part of a simple conversation, which also serves as a form of greeting their peers in oral interactions.

1.3 discern when their names are being requested accurately, and respond to the question "What's your name?" clearly so that they can greet their peers in oral interactions appropriately;

1.4 communicate their names coherently to introduce themselves within simple conversational exchanges, using the introduction appropriately as a form of greeting during oral interactions with peers.

Attitudinal competencies when communicating in English

- Shows respect for their peers' participation and ideas when having short social interactions.
- Encourages others to follow classroom instructions pleasantly and supports peers who need help.

Keywords

hello /hə'ləʊ/
hi /haɪ/
great /greɪt/
please /pli:z/

name /neɪm/
open /'əʊpən/
morning /'mɔ:(r)niŋ/
afternoon /,æftər'nun/

sit down /'sɪt 'daʊn/
fine /faɪn/
raise /reɪz/
stand up /'stænd ʌp/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:**Greetings:**

- ✓ Hello!
- ✓ Good morning!
- ✓ Good afternoon!
- ✓ Good evening!
- ✓ Good night!
- ✓ Goodbye!
- ✓ How are you today? I am fine. / I am
- ✓ OK.

Classroom commands

- ✓ Open your book.
- ✓ Listen.
- ✓ Repeat.
- ✓ Close your book.
- ✓ Stand up.
- ✓ Sit down.
- ✓ Raise your hand.

Saying your name

- ✓ What's your name?
My name is _____.

Builders B

Suggested vocabulary to teach:**Greetings:**

- ✓ Hello!
- ✓ Good morning!
- ✓ Good afternoon!
- ✓ Good evening!
- ✓ Good night!
- ✓ Bye!
- ✓ Goodbye!
- ✓ See you!
- ✓ How are you today? I am fine. / I am
- ✓ OK. / I am great.

Classroom commands

- ✓ Open your book.
- ✓ Listen.
- ✓ Repeat.
- ✓ Close your book.
- ✓ Stand up.
- ✓ Sit down.
- ✓ Raise your hand.
- ✓ Be quiet.
- ✓ Go/Come to the board.
- ✓ Match.

Saying your name

- ✓ What's your name?
I am _____. / My name is _____.

UNIT COMPETENCIES

1. Build school-related vocabulary and apply it effectively in a variety of oral and written activities to communicate in English.
2. Identify school-related vocabulary through visual representations to name places or items during brief conversations with peers.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|--|--|--|
| <ul style="list-style-type: none"> • School Facilities: Suggested vocabulary to teach: ✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms, parking lot. • School supplies: Suggested vocabulary to teach: ✓ schoolbag/backpack, notebook, booklet, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick. • What is it? What are they? For example: A: What is it? B: It is a pencil. A: What are they? B: They are pencils. | <ul style="list-style-type: none"> ▪ Identifying school facilities from varied sources, practicing accurate pronunciation and intonation by repeating the names of the facilities, and describing their own school by mentioning some of its facilities. ▪ Identifying school supplies from varied sources, relating them to their visual representation, and naming school-related items shown in pictures. ▪ Distinguishing singular nouns from plural nouns in a logical and fixed manner, and classifying school supplies as either singular or plural. | <p>Students can</p> <ol style="list-style-type: none"> 2.1 locate school facilities from varied sources accurately, practice clear pronunciation and intonation when naming them, and describe their own school coherently by mentioning some of its facilities; 2.2 spot school supplies from varied sources effectively, match them to their visual representation correctly, and clearly name school-related items shown in pictures; 2.3 separate singular nouns from plural nouns logically, while categorizing school supplies as either singular or plural correctly; |

- **Project: Our First Board Game**
For example:

This is our first board game. Here are the instructions:

1. Toss the dice. / Flip a coin.
2. Look at the picture.
3. Say its name.

- Forming simple questions and statements (e.g., *What is it? It is an eraser.*) to exchange information about school supplies.
- Making a list of different school-related words studied throughout the unit to include in board games, and explaining the basic rules to play the game using the vocabulary.

- 2.4 construct simple questions and statements to exchange information about school supplies fluently,
- 2.5 compile a list of different school-related words studied throughout the unit to include in board games neatly and explain the basic rules of the game using the target words coherently.

Attitudinal competencies when communicating in English

- Shows confidence when exchanging information with others.
- Participates actively in class by working cooperatively with peers.

Keywords

playground /'pleɪ.ɡraʊnd/
soccer field /'sɒkə(r)/'fi:ld/
pencil /'pens(ə)l/

scissors /'sɪzə(r)z/
glue /glu:/
school /sku:l/

library /'laɪbrəri/
science lab /'saɪəns/ /læb/
school bag /sku:l/ /bæg/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

School Facilities

- ✓ principal's office, garden, library, playground, soccer field, basketball court, classroom, computer room, restrooms.

School Supplies

- ✓ schoolbag/backpack, notebook, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick.

Builders B

Suggested vocabulary to teach:

School Facilities

- ✓ principal's office, garden, playground, soccer field, basketball court, classroom, computer room, restrooms, parking lot, library, science lab, outdoor greenhouse, corridor, reception.

School Supplies

- ✓ schoolbag/backpack, notebook, booklet, pencil case, pencil, pen, sharpener, markers, colored pencils, eraser, scissors, glue, glue stick, stapler, highlighter, masking tape, clear tape, thumbtack, flashcards.

UNIT COMPETENCIES

1. Use cardinal numbers to count a set of objects and state their quantity.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|--|---|---|
| <ul style="list-style-type: none"> • Numbers (Part I) Suggested numbers to teach: <ul style="list-style-type: none"> ✓ 0 zero ✓ 1 one ✓ 2 two ✓ 3 three ✓ 4 four ✓ 5 five For example: A: What number is it? B: It's five. • Numbers (Part II) Suggested numbers to teach: <ul style="list-style-type: none"> ✓ 6 six ✓ 7 seven ✓ 8 eight ✓ 9 nine ✓ 10 ten For example: A: What number is it? B: It's six. • Project: Counting items For example: 1 clip 2 clips... | <ul style="list-style-type: none"> ▪ Identifying numbers from visual aids in both numeral and word form. ▪ Practicing the formation and pronunciation of numbers by reproducing and dictating them to peers. ▪ Taking notes of numbers through dictations whether they are numerals or word forms. | <p>Students can</p> <ol style="list-style-type: none"> 3.1 recognize numbers from visual aids accurately in both numeral and word form, 3.2 rehearse the formation and pronunciation of numbers by reproducing and dictating them to peers clearly, 3.3 write notes of numbers through dictations correctly, whether they are numerals or word forms. |

Attitudinal competencies when communicating in English

- Receives feedback positively and uses it as an opportunity to learn and improve.
- Supports classmates who experience difficulties with the language in a respectful and collaborative manner.

Keywords

what /wɒt/
two /tuː/
five /faɪv/
eight /eɪt/

number /'nʌmbə(r)/
three /θriː/
six /sɪks/
nine /naɪn/

one /wʌn/
four /fɔːr/
seven /'sev (ə)n/
ten /ten/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Numbers (Part I)

- ✓ zero, one, two, three, four, five, six, seven, eight, nine, ten.

Numbers (Part II)

- ✓ eleven, twelve, thirteen, fourteen, fifteen.

Builders B

Suggested vocabulary to teach:

Numbers (Part I)

- ✓ zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

Numbers (Part II)

- ✓ thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Unit 4 Colors Around Me

Approximate time: 6 hours

UNIT COMPETENCIES

1. Identify and state the names of colors accurately to describe real-world objects during brief oral interactions.
2. Make predictions and record observations accurately when participating in color-mixing experiments.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|---|---|--|
| <ul style="list-style-type: none">• Colors (Part I) Suggested colors to teach: ✓ red, yellow, blue, pink, green, light blue.• Color identification For example: A: <i>What color is it?</i> B: <i>It's purple.</i>• Colors (Part II) Suggested colors to teach: ✓ purple, orange, brown, black, white, gray, dark green.• Project: Mixing colors For example: <i>Hello, class!</i> This is my project. Yellow and blue make green. Yellow and red make orange. | <ul style="list-style-type: none">▪ Recognizing basic colors from varied sources, naming common colors with accurate pronunciation, and matching colors to their written forms in order to label them appropriately.▪ Mentioning the colors of real-world objects and exchanging information about colors using the fixed question: "<i>What color is it?</i>"▪ Describing the process of mixing colors and exchanging the names of the new colors that have come up as a result of mixing. | <p>Students can</p> <ol style="list-style-type: none">4.1 discern basic colors from varied sources accurately, name common colors with clear pronunciation; subsequently, connect colors with their written form and tag colors accordingly;4.2 report the colors of real-world objects coherently and converse about colors using the fixed question: "<i>What color is it?</i>";4.3 narrate the process of mixing colors and share the names of the new colors that have come up as a result of mixing effectively. |

Attitudinal competencies when communicating in English

- Shows enthusiasm and a positive attitude when participating in classroom activities.
- Demonstrates respect for others by waiting patiently for his/her turn to participate.

Keywords

color /'kʌlə(r)/
red /red/
yellow /'jeləʊ/
blue /bluː/

pink /pɪŋk/
green /griːn/
purple /'pɜː(r)p(ə)l/
orange /'ɒrɪndʒ/

white /waɪt/
gray /greɪ/
black /blæk/
brown /braʊn/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:**Colors (Part I)**

- ✓ red, yellow, blue, pink, green, light blue.

Color identification

- ✓ What color is it? It's light blue.

Colors (Part II)

- ✓ purple, orange, brown, black, white, gray, dark green.

Builders B

Suggested vocabulary to teach:**Colors (Part I)**

- ✓ red, yellow, blue, pink, green, light blue, light green, dark green.

Color identification

- ✓ What color is it? It's gold.
- ✓ What color are they? They're silver.

Colors (Part II)

- ✓ purple, orange, brown, black, white, gray, silver, gold.

UNIT COMPETENCIES

1. Name each family member and provide their relationships in a family tree, photo, or illustration to introduce their family members coherently.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|---|--|---|
| <ul style="list-style-type: none"> • Nuclear family members Suggested vocabulary to teach: ✓ mother/mom, father/dad, brother, sister. For example: A: <i>Who is this?</i> B: <i>She is my mom. / He is my dad.</i> • Extended family members Suggested vocabulary to teach: ✓ grandmother/grandma, grandfather/grandpa, uncle, aunt, cousin. For example: A: <i>Who is this?</i> B: <i>She is my grandma. / He is my grandpa.</i> • Project: My family tree For example: <i>My mom is Yolanda. My dad is Vicente. My sister is Cathy. This is me.</i> | <ul style="list-style-type: none"> ▪ Identifying nuclear family members from visual representations, spelling their names, and demonstrating understanding of family relationships by answering the fixed question: "Who is this?" ▪ Recognizing extended family members from varied sources, reproducing their names accurately, and associating each term with its corresponding image. ▪ Inquiring about extended family members by using fixed questions. ▪ Gathering photos or illustrations of nuclear family members and organizing them into a clear family tree; labeling each member to describe them accurately by stating their name and relationship within the family. | <p>Students can</p> <ol style="list-style-type: none"> 5.1 locate nuclear family members from visual representations accurately, spell their names, and show understanding of family relationships by responding to the fixed question: "Who is this?" clearly; 5.2 spot extended family members from varied sources accurately, pronounce their names clearly, link each term with its corresponding image, and ask about extended family members using fixed questions correctly; 5.3 collect photos or illustrations of nuclear family members, arrange them neatly into a clear family tree, and label each member to present them coherently by naming them and stating their relationship within the family tree. |

Attitudinal competencies when communicating in English

- Listens attentively to classmates while exchanging information about their family trees.
- Demonstrates respect when listening to others share details about their family members.

Keywords

mom /mɑ:m/
 sister /'sɪstə(r)/
 uncle /'ʌŋ.k(ə)l/

dad /dæd/
 grandpa /'græn(d) ,pɑ:z/
 aunt /ɑ:nt/

brother /'brʌðə(r)/
 grandma /'græn(d) ,mɑ:z/
 cousin /'kʌz(ə)n/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Nuclear family

- ✓ mom/mother, dad/father, brother, sister.
- ✓ Who is this? She is my mother. / He is my father.

Extended family

- ✓ grandma/grandmother, grandpa/grandfather, aunt, uncle, cousin.
- ✓ Who is this? She is my grandmother. / He is my grandfather.

Builders B

Suggested vocabulary to teach:

Nuclear family

- ✓ mom/mother, dad/father, parents, brother, sister.
- ✓ Who is this? She is my sister. / He is my brother.

Extended family

- ✓ grandma/grandmother, grandpa/grandfather, grandparents, aunt, uncle, cousin.
- ✓ Who are they? They are my grandparents.

UNIT COMPETENCIES

1. Identify and name various pets by associating them with their visual representation in order to mention their favorite pets during brief oral interactions with peers.

| Conceptual Contents | Procedural Contents | Performance Indicators |
|---|--|--|
| <ul style="list-style-type: none"> • Pets Suggested pets to teach: ✓ dog, cat, rabbit, tortoise, fish, hamster, guinea pig, mouse, rat. • Identifying pets For example: A: <i>What is it?</i> B: <i>It's a rabbit.</i> • Expressing my preferences about pets For example: A: <i>What is your favorite pet?</i> B: <i>It's the dog.</i> • Project: My Pet Booklet <i>"My Pet Booklet"</i> <i>It is a dog. It is a cat. It is a rabbit. It is a tortoise. My favorite pet is the dog.</i> | <ul style="list-style-type: none"> ▪ Identifying common pets from varied sources and accurately pronouncing pet-related vocabulary through guided practice. ▪ Telling what pet it is by answering the fixed question "What is it?" ▪ Expressing their favorite pet and exchanging related information during short oral interactions. ▪ Applying pet-related vocabulary by creating and describing an illustrated booklet. | <p>Students can</p> <ol style="list-style-type: none"> 6.1 spot common pets from varied sources and pronounce related vocabulary clearly during guided oral activities, 6.2 tell what pet it is by responding accurately to the fixed question "What is it?" using the correct pet vocabulary, 6.3 express and exchange information about their favorite pets by naming them accurately and participating in short, simple interactions; 6.4 apply pet-related vocabulary accurately by creating and describing an illustrated booklet that includes labeled images and brief descriptions. |

Attitudinal competencies when communicating in English

- Expresses care and respect toward pets by showing positive attitudes and demonstrating awareness of responsible pet treatment.
- Exhibits politeness while listening to peers by waiting for his/her turn and responding respectfully.

Keywords

dog /dɒg/
cat /kæt/
mouse /maʊs/ mice /maɪs/

hamster /'hæmstər/
rabbit /'ræbɪt/
tortoise /'tɔːtɪs/

snake /sneɪk/
fish /fɪʃ/
guinea pig /'ɡɪni piːg/

Vocabulary Bank

Builders A

Suggested vocabulary to teach:

Pets

- ✓ dog, cat, rabbit, tortoise, fish, hamster, guinea pig, mouse, rat.

Identifying pets

- ✓ What is it? It's a tortoise.

Favorite pets

- ✓ What is your favorite pet? It's the hamster.

Builders B

Suggested vocabulary to teach:

Pets

- ✓ dog, cat, rabbit, tortoise, fish, hamster, guinea pig, mouse, rat, snake, green iguana, leopard gecko.

Identifying pets

- ✓ What is it? It's a snake.
- ✓ What are they? They are mice.

Favorite pets

- ✓ What is your favorite pet? It's the green iguana.

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