



CURRICULUM TEMPLATE

Level	Kinder (Level 1)	
International Benchmarks	CEFR A1 Level	
General Proficiency Descriptors	<p>A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	
Length	24 months Monday to Friday classes; 48 months Saturday classes	
Frequencies	Daily frequency (Regular, 90-minute sessions daily – 18 days per month) (Saturday, 150-minute sessions daily – 4 days per month)	
Approach / Methodology / Techniques	Communicative, cross-cultural, integrated-skills, strategy-based and 21st century skills.	
Core Materials / Sub Levels	Kinder level: New Pockets 1 to 3 and Backpack starter	
Learning goals & Objectives	Based on the scope and sequence of New Pockets 1-3 and Backpack starter and the curriculum document - GSE goals and objectives for young learners.	
Evaluation	Learning Outcomes (ongoing assessment)	Speaking and Writing based on level learning objectives
	Standardized Examination	Mid-term exam and Final Exam
	Monthly progress report	Quizzes, classroom interaction and MyEnglishLab all based on level learning objectives and GSE tool kit.

Student Learning Outcome

General learning outcome:	<p>to develop eye-hand coordination and fine motor skills</p> <p>to help learners build success through a wide range of learning opportunities.</p> <p>to ensure learners become active participants in every lesson by activating their prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas, and opinions in English.</p>
Specific learning outcome:	<p>Reading and literature:</p> <p>Concepts of Print</p> <p>Understands that print is organized in a particular way and that it carries meaning.</p> <p>Recognizes that spoken words are represented in written language by specific sequences of letters.</p> <p>Phonemic Awareness</p> <p>Discriminates different sounds.</p>

	<p>Manipulates sounds in words. Recognizes and produces rhyming words.</p> <p>Reading Strategies</p> <p>Before Reading Use pre-reading strategies based on pictures to comprehend text.</p> <p>During Reading Uses during- reading strategies to draw meaning form pictures and text.</p> <p>After Reading Uses after-reading strategies to draw meaning form pictures and text.</p> <p>Inquiry and Research Becomes familiar with the story forms, and develops concepts of story structure and informational text structure. Generate simple questions and begin to use these questions to guide their search for answers. Identifies different sources of information.</p> <p>Oral communication:</p> <p>Speaking Express, develop and substantiate ideas and experiences.</p> <p>Active Listening React to stories, poems, and songs.</p> <p>Media literacy Understands that information can be obtained from different sources.</p> <p>Composition:</p> <p>Writing as a Process Generate ideas for writing by listening, talking, and drawing. Select topics from generated ideas and initiate draft (with teacher's help) Present final products in a variety of ways, e.g., the arts, dramatic play, technology</p> <p>Writing as a Product Draws, paints, builds and constructs to represent own ideas and produce different type of texts</p> <p>Word Processing Begins to explore writing through the use of a variety of materials. Use scribble, approximations of letters, or known letters to represent written language.</p>
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