



## CURRICULUM TEMPLATE

Level	Children (Level 2)	
International Benchmarks	CEFR A1 – A2 Levels	
General Proficiency Descriptors	<p><b>A1:</b> 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> <p><b>A2:</b> Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need..</p>	
Length	36 months Monday to Friday classes; 72 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	Junior level: Big English books 1 to 6 + MyEnglishLab	
Learning goals & Objectives	Based on the scope and sequence of Big English 1 – 6 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

<b>General learning outcome:</b>	At the end of level 2, learners speak and write English at an A2+ level, as a knowledgeable and autonomous individual, who can work with others and be efficient and reliable, enjoys using technology to communicate, is ready to be part of a lifelong learning process, has a global perspective of life, and is prepared to take International Certification Exams.
<b>Specific learning outcome:</b>	<p>Functions: Describing habits and routines, describing past experiences, describing people, describing places, describing things, obligation and necessity, requests, suggestions.</p> <p>Grammar: adjectives – comparative, – use of, than and definite article, adjectives – superlative – use of, definite article, adverbial phrases of time,</p>

place, and frequency – including word order, adverbs of frequency, articles – with countable and uncountable nouns, much/many, future time (will and going to), gerunds, going to, imperatives, modals – can/could, modals – have to, modals – should, past continuous, past simple, phrasal verbs – common, possessives – use of ‘s, s’, prepositional phrases (place, time and movement), prepositions of time: on/in/at, present continuous, present continuous for future, present perfect, questions, verb + ing/infinitive: like/want-would like, wh-questions in past, zero and 1st conditional.

Discourse Markers: Linkers: sequential – past time

Reading and literature:

Concepts of Print

Understands that all print materials in English follow similar patterns.

Understands that there is a one-to-one correspondence between the spoken and written word.

Phonemic Awareness

Hears and manipulates the sound structure of language at each of the word, syllable and phoneme (individual sound) levels.

Blends, segments and manipulates individual sounds.

Identifies long vowels.

Phonics & Word Analysis

Apply phonetic skills rather than rely on pictures and context as their primary strategies for decoding words - Applies sound symbol relationship to identify familiar words.

Fluency and high Frequency Words

Automatically recognize commonly used sight (high frequency Dolch or Fry) words 100

Recognize several printed words

Reading Strategies:

Before Reading

Make predictions from illustrations and story content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);

Use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;

During Reading

Ask questions when things do not make sense.

Create pictures from read-aloud and shared readings.

Identify parts of a text that seem important.

Make connections between text and self.

Make predictions about what may happen next.

After Reading

Answer literal and easy inferential questions about texts read aloud.

Retell information from a story, using proper sequence.

Identify the setting, theme, conflict, and important events of the plot in a story.

Identify the topic of a nonfiction text.

	<p>Make text-to-self connections. Identify the specific purposes of a text, e.g., to find information, to enjoy a story, to receive a message. Express opinions about texts and the reasons why, e.g., I liked ..., I did not like.</p> <p><b>Vocabulary</b> Use words to describe and name people, places, and things. Use words to describe location, size, color, shape and direction. Use words to describe actions. Learn new words through explicit instruction.</p> <p><b>Reading Comprehension</b> Demonstrate literal comprehension by asking and answering questions about narrative and informational text. Write or draw a response that demonstrates comprehension. Retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; Identify the author's purpose as stated in the text.</p> <p><b>Inquiry and Research</b> Ask appropriate questions to gain information. Use different sources of information according to grade level, Participate in creating a simple class report where the teacher is the scribe; and Recognize that authors, illustrators, and composers create informational sources.</p> <p><b>Oral Communication:</b> <b>Speaking</b> Share in conversations with others. Use oral language to extend learning. Ask appropriate questions Begin to use social conventions of language.</p> <p><b>Active Listening</b> Listens to, and demonstrates appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; Listen to other students, interact, and respond appropriately Understand and follow two step oral directions.</p> <p><b>Media literacy</b> Begin to interpret messages in simple advertisements Recognize print and non-print media</p> <p><b>Composition:</b> <b>Writing as a Process</b> Set a purpose and consider audience when writing Begin to use specific strategies including graphic organizers when planning. Draft focused ideas using simple sentences with appropriate grammar, usage, mechanics, and temporary spellings. Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience.</p>
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	<p>Attempt to proofread and edit writing using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.</p> <p><b>Writing as a Product</b> Writes for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), responding to literature, and poetry</p> <p><b>Word Processing</b> Produce manuscript writing that can be easily read <b>Spelling, Punctuation, Capitalization and Grammar Usage</b> Use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I. Use nouns and verbs appropriately, commas (in a series, and with dates), contractions, colons to denote time, and capitalization of proper nouns. Spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes).</p>
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