

SILABO

1 INFORMACIÓN GENERAL SOBRE LA ASIGNATURA						
CÓDIGO ASIGNATURA	1084-07-01-02		ASIGNATURA	English Level 2	CARRERA(S)	Para-académica
PERIODO ACADÉMICO	S1 2018 April - August		NIVEL	Para-académica	MODALIDAD	Presencial
UNIDAD DE ORGANIZACIÓN CURRICULAR	Formación Básica		ORGANIZACIÓN DEL APRENDIZAJE	2	TOTAL DE CRÉDITOS	7
DISTRIBUCIÓN DEL APRENDIZAJE (HORAS SEMANALES)	TEORÍA	6	LABORATORIO / PRACTICA	0	APRENDIZAJE AUTÓNOMO	12
TUTORÍAS (HORAS SEMANALES)	PRESENCIALES	1	VIRTUALES	-	TOTAL DE HORAS (SEMESTRE)	288
PRE-REQUISITOS						
ASIGNATURA		CÓDIGO		ASIGNATURA		CÓDIGO
English Level 1		1084-07-01-01				
2 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA						
DESCRIPCIÓN			CONTEXTUALIZACIÓN DENTRO DEL PLAN DE ESTUDIOS			
<p>English level 2 is a multi-skills course that will effectively move adult and young-adult learners of English from lower-beginner A1 to the upper-beginner A2. The course builds on the foundations established in the first level for accurate and fluent communication, extending grammatical, lexical, and functional skills. It provides grammar explanations and practice with vocabulary, grammar, speaking, listening, and reading. It promotes accuracy and fluency when communicating about contemporary, real-world topics in a natural, conversational language (Richards, Hull, & Proctor, 2013). Through the reading and writing activities used in this level, students will learn different skills like identifying main ideas and supporting details, analyzing sources, making inferences, analyzing an argument, synthesizing information, inferring meaning from context, gathering ideas, planning, drafting, and editing. This course is designed to guide learners through the challenges of writing their first complex academic paragraphs. In addition, it offers in-depth practice in essential critical thinking skills. Students are expected to reflect on and analyze information rather than simply remember it. This ability to think critically also contributes to language acquisition by requiring deep processing of the language. Having to consider an idea in relation to other ideas and then articulate a response or an opinion about it, involves making complex associations in the brain. This thought process in turn leads to better comprehension and retention of the target language. In conclusion, this class presents Content-Based Instruction, allowing students to learn English through Science real-world content, providing context for real language acquisition (Blass & Vargo, 2014).</p>			<p>English is now considered the predominant language of international studies. That is why Education Departments all around the world are working hard to improve English language learning in their universities. Especially in those where the focus of study is Science, a specific type of English instruction called Content-Based Instruction has been widely implemented. According to Crandall and Tucker (1990), Content-Based Instruction is “an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, science) within the context of teaching a second or foreign language” (p. 187). Throughout this level, students will learn English through Scientific contents; that will help students to understand the readings and lectures in English used by their teachers in their Science classes (Biology, Ecology, Geology, Technology, and others). University students need to see the benefits of learning a language and the connection it has with their future careers. Besides, this is considered the best approach to encourage students to learn and use English as a real means of communication inside and outside the English classroom (Lasagabaster & Sierra, 2009). Presenting English through real environmental issues and situations that students will face in their future careers is fundamental if they want to become future scientists and researchers. Therefore, in this class students will learn essential, high-frequency vocabulary, review important grammatical structures, and practice reading and writing skills that will allow them to succeed in academic settings.</p>			

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3 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA	
OBJETIVO GENERAL	OBJETIVOS ESPECÍFICOS
Expand and consolidate students' language skills (listening, speaking, reading & writing) in a variety of formal and informal contexts in conversational and academic settings.	1) Reading: Read informative articles of 4 to 8 short paragraphs. Make predictions before and while reading, identify the main idea and supporting details; identify order of events. 2) Writing: Write a paragraph (description, narrative and comparison) of 7-13 simple or compound sentences. Write sentences describing past experiences. 3) Listening: Understand the main points of clear input on familiar matters regularly encountered in work, school, leisure, etc. 4) Speaking: Ask and answer questions on familiar topics of personal interest. Give suggestions and advice. Describe past experiences or events and plans for the future. Briefly give reasons and explanations for opinions and plans. (CEFR A2).
COMPETENCIAS GENÉRICAS	COMPETENCIAS ESPECIFICAS
1) Communication skills in a second language. 2) Oral and written communication skills. 3) Abstraction ability, analysis, and synthesis. 4) Research skills.	1. Communication skills in a second language. a) Communicate effectively in English in diverse professional environments: educational, business, social or technological environments. b) Master the receptive and productive English language, both oral and written. c) Use oral and written English to communicate in real and diverse situations in a clear, personal and creative way, with increasing fluidity and correctness, and using appropriate strategies. d) Understand basic aspects of the sociocultural environment transmitted by the foreign language, which help students to better communicate, understand and interpret cultures different from their own. e) Receive, understand and transmit scientific production in English. 2. Oral and written communication skills. a) Understand and express ideas in oral and written contexts at an academic level. b) Master academic writing skills: Writing paragraphs, writing drafts, and revising drafts. c) Manage oral communication skills: Oral presentations and formal speeches, giving attention to intonation, attitude, eye-contact, voice, pronunciation. 3. Abstraction ability, analysis, and synthesis. a) Analyze, comment on, and explain texts from different registers, types and genres. b) Argue and express hypotheses and relationships in academic paragraphs. c) Scan and skim effectively and efficiently. d) Summarize, paraphrase, and synthesize information for reading and writing purposes. 4. Research skills. a) Identify problems and research topics, and evaluate their relevance. b) Access, organize, and interpret relevant bibliographic and documentary resources to understand and critically evaluate the information received. c) Manage databases efficiently and effectively. d) Use information from relevant and reliable databases for academic writing through quotations and bibliography.

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METODOLOGÍA DE ENSEÑANZA

<input type="checkbox"/>	Charlas magistrales	<input checked="" type="checkbox"/>	Proyecto de investigación	Class instruction will intend to keep all students actively engaged in the learning activities. Learning activities, materials, resources, and assessments will be adapted to the students' interests and needs. Varied instructional groups and diverse resources will be used, including technological resources in class. Questioning, debates, and discussions will be included to promote student participation and involvement. In addition, we will use strategies such as comparing, contrasting, and classifying, cooperative learning, and questioning. Similarly, we will use graphic organizers and provide opportunities for homework and practice. In EFL classes, non-linguistic representations are really effective because the use of images, sounds, and movements contributes to enhance learning. That is why we will use illustrations, photos, digital storytelling, videos and kinesthetic activities in class. In that way, it will be possible to support a diversity of learners since all learning modalities will be presented. It will also contribute to improve student engagement, achievement, and technology proficiency. Regarding evaluation, students will be assessed through performance-based assessment. In order to demonstrate their English knowledge and skills, students will write several complex paragraphs. For these assignments, they will have to read articles in English related to science, and then write short written compositions. In addition, they will have to interview native speakers using the knowledge learned throughout the class. In that way, they will perform tasks that are authentic and meaningful to them, and it will show what students really know and can do.
<input checked="" type="checkbox"/>	Debate	<input checked="" type="checkbox"/>	Redacción científica y técnica	
<input type="checkbox"/>	Diseño y prototipo	<input type="checkbox"/>	Salida de campo Académica	
<input checked="" type="checkbox"/>	Evaluación final	<input checked="" type="checkbox"/>	Talleres	
<input checked="" type="checkbox"/>	Evaluación parcial	<input checked="" type="checkbox"/>	Tareas	
<input checked="" type="checkbox"/>	Exposiciones	<input type="checkbox"/>	Trabajo de campo	
<input checked="" type="checkbox"/>	Investigación bibliográfica	<input checked="" type="checkbox"/>	Trabajo grupal	
<input checked="" type="checkbox"/>	Lectura científica	<input checked="" type="checkbox"/>	Trabajo individual	
<input type="checkbox"/>	Mesas de discusión	<input type="checkbox"/>	Visitas	
<input checked="" type="checkbox"/>	Participación	<input type="checkbox"/>	---	
<input type="checkbox"/>	Prácticas de laboratorio	<input type="checkbox"/>	---	
<input type="checkbox"/>	Proyecto de aula	<input type="checkbox"/>	---	

DOCENTE(S)

NOMBRE	TITULO	ROL	EMAIL	OFICINA	HORARIOS ATENCIÓN
Ligia Fernanda Espinosa Cevallos	MS. Curriculum & Instruction ESL	Professor-Researcher	ligia.espinosa@ikiam.edu.ec	Office C	Tuesday – Friday 9:00 – 12:00

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4 INFORMACIÓN ESPEÍFICA SOBRE LA ASIGNATURA

SISTEMA DE EVALUACIÓN				
PARCIAL	COMPONENTE	PORCENTAJE (%)	PUNTUACIÓN	INSTRUMENTO DE EVALUACIÓN
PRIMERA EVALUACIÓN (APRENDIZAJE COLABORATIVO)	APRENDIZAJE ASISTIDO POR EL PROFESOR	20%	10	MidTerm Exam
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	15%	10	Oral Presentations / Writing
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	5%	10	TEO (Team English Only)
TOTAL PRIMERA EVALUACIÓN PARCIAL		40%	10	
SEGUNDA EVALUACIÓN (APRENDIZAJE INDIVIDUAL)	APRENDIZAJE ASISTIDO POR EL PROFESOR	20%	10	Block Tests
	PRACTICA DE APLICACIÓN Y EXPERIMENTACIÓN	10%	10	Class Participation
	COMPONENTE DE APRENDIZAJE AUTÓNOMO	10%	10	Homework Assignments
TOTAL SEGUNDA EVALUACIÓN PARCIAL		40%	10	
EVALUACIÓN FINAL		20%	10	
TOTAL		100%	10	
FUENTES DE CONSULTA / REFERENCIA				
DETALLE	TIPO DE BIBLIOGRAFÍA	TIPO RECUSO	UBICACIÓN	
1. Blass, L., & Vargo, M. (2014). Pathways foundations: Reading, writing, and critical thinking. Boston, MA: Cengage Learning.	Basic	Book	IKIAM Library	
2. Richards, J., Hull, J., & Proctor, S. (2013). Interchange full contact level 1 (4th ed.). New York, NY: Cambrigde University Press.	Basic	Book	IKIAM Library	
3. Rollason, J. (2008). Gandhi (2nd ed.). Harlow: Pearson Education.	Basic	Book	IKIAM Library	
4. Azar, B., & Hagen, S. (2014). Basic English grammar (4th ed.). White Plains, NY: Pearson Education.	Complementary	Book	IKIAM English Department Library	
5. Blanchard, K., & Root, C. (2007). For your information: Reading and vocabulary skills. White Plains, NY: Pearson Education.	Complementary	Book	IKIAM English Department Library	
6. Heyer, S. (1997). More true stories: A high beginning reader. Austin, TX: Addison Wesley Longman.	Complementary	Book	IKIAM English Department Library	
7. Hogue, A. (2013). Longman academic writing series 2: Paragraphs (3rd ed.). Upper Saddle River, NJ: Pearson Education.	Complementary	Book	IKIAM English Department Library	
8. National Geographic Articles	Complementary	Articles	Online: http://www.nationalgeographic.org/news/	

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5 CONTENIDOS

#	FECHA	UNIDAD	# HORAS	TEMA	SESIÓN	RESULTADOS DE APRENDIZAJE	RECURSOS DIDÁCTICOS Y/O ACADÉMICOS	INSTRUMENTOS DE EVALUACIÓN	BIBLIOGRAFÍA
1	April 10th	BLOCK # 1: INTRODUCE YOURSELF INTERCHANGE UNITS 1 & 2 PATHWAYS UNIT 1	1.5	Introductions and greetings	1	Interchange: Speaking: Exchange personal information, say hello and goodbye.	Student's notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
2	April 11th		1.5	Countries and nationalities	2	Listening: Listen and identify names and countries.	Magazines Lists of vocabulary	Formative Assessment Listening comprehension worksheet.	2 4 5
3	April 12th		1.5	What do you do?	3	Speaking: Use language necessary to: introduce self, introduce someone else. Describe work and school. Describe daily schedules.	Cutouts Videos	Formative Assessment Speaking practice.	3 6
4	April 13th		1.5	Workplaces and school	4	Reading: Comprehension of a text, select specific information from text necessary to complete a table.	Audio files Power Point Slides	Formative assessment: Workbook Units 1 & 2	2 4 5
5	April 17th		1.5	Daily schedules	5	Writing: Write questions requesting personal information.	Talking Stick Sociocultural Comics	Summative Assessment: Block Test Units 1 & 2	2 3 4 6
6	April 18th		1.5	Our world.	6	Pathways: Reading: Predicting, understanding gist and main ideas.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
7	April 19th		1.5	The human planet.	7	Reading: Identifying key details.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8

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8	April 20th		1.5	How do we communicate?	8	Writing: Sentences about life today.	Newspapers Journal Articles	Summative assessment: Paragraph # 1: Communication habits. Oral presentation # 1: Profession.	1 7 8
9	April 24th	BLOCK # 2: LIKES AND ROUTINES	1.5	How much is it?	9	Interchange: Reading: Comprehend and articulate differences between different shopping websites.	Student´s notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
10	April 25th		1.5	Shopping and prices	10	Speaking: Talk about prices; give opinions; discuss preferences; make comparisons.	Magazines Lists of vocabulary	Formative Assessment Speaking practice.	2 4 5
11	April 26th		1.5	Clothing and personal items	11	Listening: Listen for and identify details relating to color and price of items.	Cutouts Videos	Formative Assessment Listening comprehension worksheet.	3 6
12	April 27th		1.5	Music, movies and TV programs	12	Listening: Listen to people talking about likes and dislikes identifying specific details.	Audio files Power Point Slides	Formative assessment: Workbook 3 & 4	2 4 5
13	May 1st		1.5	Invitations and excuses	13	Writing: Write an email to a friend.	Talking Stick Sociocultural Comics	Summative Assessment: Block Test Units 3 & 4	2 3 4 6
14	May 2nd		1.5	Risk Takers	14	Reading: Reading biographical profiles and understanding photo captions; Previewing and predicting.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
15	May 3rd		1.5	Living on the edge	15	Pathways: Reading: Understanding gist, synthesizing information from two readings.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
		INTERCHANGE UNITS 3 & 4 PATHWAYS UNIT 2							

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1 6	May 4th		1.5	Adventurers	16	Writing: Sentences about risk taking.	Newspapers Journal Articles	Summative assessment: Paragraph # 2: Risk Takers.	1 7 8
1 7	May 8th	BLOCK # 3: DESCRIBING PEOPLE INTERCHANGE UNITS 5 & 6 PATHWAYS UNIT 3	1.5	I come from a big family.	17	Interchange: Speaking: Talk about families; exchange information about the present; describe family life.	Student's notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
1 8	May 9th		1.5	Typical families	18	Listening: Listening to details about the family; identify family relationships.	Magazines Lists of vocabulary	Formative Assessment Listening comprehension worksheet.	2 4 5
1 9	May 10th		1.5	How often do you exercise?	19	Writing: Use knowledge of 3rd person 's' to write a biography of a classmate. Use present tense to write about favorite activities.	Cutouts Videos	Formative assessment: Workbook 5 & 6	3 6
2 0	May 11th		1.5	Sports and Fitness activities	20	Speaking: Complete fitness and health class survey to discuss using adverbs of frequency.	Audio files Power Point Slides	Formative Assessment Speaking practice.	2 4 5
2 1	May 15th		1.5	Routines	21	Reading: Read information and put it into chronological order to display awareness of sequencing. Read an article about three people; attribute facts to an individual.	Talking Stick Sociocultural Comics	Summative Assessment: Block Test Units 5 & 6	2 3 4 6
2 2	May 16th		1.5	On the move	22	Pathways: Reading: Understanding Infographics; Previewing and predicting.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
2 3	May 17th		1.5	Rise of the straphanger	23	Reading: Understanding gist and identifying key details, summarizing using a concept map.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
2 4	May 18th		1.5	Bike-sharing boom	24	Writing: Comparative sentences about transportation.	Newspapers Journal Articles	Summative assessment: Paragraph # 3: Transportation	1 7 8

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2 5	May 22nd	BLOCK # 4: DESCRIBING PLACES INTERCHANGE UNITS 7 & 8 PATHWAYS UNIT 4	1.5	We had a great time!	25	Interchange: Writing: Use past simple to write about a previous vacation.	Student's notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
2 6	May 23rd		1.5	Free time and weekend activities.	26	Speaking: Use past simple to talk about a past vacation.	Magazines Lists of vocabulary	Formative Assessment Speaking practice.	2 4 5
2 7	May 24th		1.5	What is your neighborhood like?	27	Reading: Comprehend information in a survey in order to complete it successfully.	Cutouts Videos	Formative assessment: Workbook 7 & 8	3 6
2 8	May 29th		1.5	Stores and places	28	Listening: Listen and identify correct information for two different speakers about two different places.	Audio files Power Point Slides	Formative Assessment Listening comprehension worksheet.	2 4 5
2 9	May 30th		1.5	Neighborhoods: houses and apartments	29	Reading: Read text and add missing sentences, identifying similar topics.	Talking Stick Sociocultural Comics	Summative Assessment: Mid-Term Exam	2 3 4 6
3 0	May 31st		1.5	Following a dream	30	Pathways: Reading: Reading a biographical narrative.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
3 1	June 1st		1.5	Reaching for the sky	31	Reading: Understanding main ideas and supporting ideas; making inferences.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
3 2	June 12th		1.5	Life in the ring	32	Writing: Using prompts to write a narrative of life events.	Newspapers Journal Articles	Summative assessment: Paragraph 4: My past, present, and future.	1 7 8

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3 3	June 13th	BLOCK # 5: DESCRIBING PAST EXPERIENCES INTERCHANGE UNITS 9 & 10 PATHWAYS UNIT 5	1.5	What does she look like?	33	Interchange: Reading: Understanding specific vocabulary in context. Identify information from a chart necessary to complete a table accurately.	Student's notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
3 4	June 14th		1.5	Appearance and dress	34	Listening: Apply knowledge of adjectives of descriptions used to describe and identify a person.	Magazines Lists of vocabulary	Formative Assessment Listening comprehension worksheet.	2 4 5
3 5	June 15th		1.5	Clothing styles	35	Writing: Use descriptive adjectives to write an email describing people; Use present perfect and past simple to write an email to an old friend.	Cutouts Videos	Formative Assessment Speaking practice.	3 6
3 6	June 19th		1.5	Past experiences	36	Listening: Listen for specific details necessary to complete a chart about past holiday experiences.	Audio files Power Point Slides	Formative Assessment Workbook 9 & 10	2 4 5
3 7	June 20th		1.5	Unusual activities	37	Speaking: Use present perfect question forms to ask questions relating to activities - 'Have you ever?'	Talking Stick Sociocultural Comics	Summative Assessment: Block Test Units 9 & 10	2 3 4 6
3 8	June 21st		1.5	The information age	38	Pathways: Reading: Scanning for details; guessing meaning from context.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
3 9	June 22nd		1.5	In search of Genghis Khan	39	Reading: Summarizing using a Venn diagram.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
4 0	June 26th		1.5	Is it real?	40	Writing: Write sentences about information technology.	Newspapers Journal Articles	Summative assessment: Paragraph 5: Fake story	1 7 8

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4 1	June 27 th	BLOCK # 6: DESCRIBING PROBLEMS INTERCHANGE UNITS 11 & 12 PATHWAYS UNIT 8	1.5	It's a very exciting place!	41	Interchange: Writing: Use adjectives to write about a place. Use modals to ask for advice.	Student 's notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
4 2	June 28 th		1.5	Cities, hometowns and countries.	42	Listening: Identify adjectives used to describe towns. Speaking: Discuss interesting places using descriptive adjectives.	Magazines Lists of vocabulary	Formative Assessment Listening comprehension worksheet. Speaking practice.	2 4 5
4 3	June 29 th		1.5	It really works!	43	Reading: Scan for specific information necessary to complete a chart; identify best way to describe a reading; identify location of specific information.	Cutouts Videos	Formative assessment: Workbook 11 & 12	3 6
4 4	July 3 rd		1.5	Health problems	44	Listening: Identify health problems arising in a pharmacy discussion.	Audio files Power Point Slides	Summative Assessment: Block Test Units 11 & 12	2 4 5
4 5	July 4 th		1.5	Medication and remedies	45	Speaking: Make suggestions based on health related issues; give advice about health.	Talking Stick Sociocultural Comics	Summative Assessment: Oral presentation # 2: City fair.	2 3 4 6
4 6	July 5 th		1.5	Alien worlds	62	Pathways: Reading: Understanding infographics; taking notes.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
4 7	July 6 th		1.5	Other worlds	63	Reading: Reading an article about new technology.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
4 8	July 10 th		1.5	Hidden depths	64	Writing - Sentences to express opinion.	Newspapers Journal Articles	Summative Assessment: Opinion Paragraph: Life	1 7 8

5 CONTENIDOS

49	July 11th	BLOCK # 7: MAKING COMPARISONS AND EXPRESSING OPINIONS INTERCHANGE UNITS 13 & 14 PATHWAYS UNIT 7	1.5	May I take your order?	49	Interchange: Reading: Understanding vocabulary from context; identify the source of a text.	Student's notebooks Flashcards	Formative assessment: Class participation (observation rubric).	2 4 5
50	July 12th		1.5	Ordering a meal	50	Speaking: Use modals 'would and will' to order in a restaurant; Use modal 'would' to recommend a place to visit. Listening: Use knowledge of food vocabulary to identify orders placed in a restaurant.	Magazines Lists of vocabulary	Formative Assessment Speaking practice.	2 4 5
51	July 13th		1.5	Food and restaurants	51	Writing: Write a restaurant review using food vocabulary; respond to reading by providing advice.	Cutouts Videos	Formative assessment: Workbook 13 & 14	3 6
52	July 17th		1.5	The biggest and the best!	52	Writing: Use descriptive adjectives to promote a holiday destination.	Audio files Power Point Slides	Summative Assessment: Block Test Units 13 & 14	2 4 5
53	July 18th		1.5	World geography	53	Listening: Identify places being described in a gameshow.	Talking Stick Sociocultural Comics	Formative Assessment Listening comprehension worksheet.	2 3 4 6
54	July 19th		1.5	Forgotten heroes	54	Pathways: Reading: Interpreting text and visuals.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
55	July 20th		1.5	The father of Engineering	55	Reading: Read and understand the structure of a biographical narrative.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
56	July 24th		1.5	The mother of Computing	56	Writing - Using past tense verbs to create a narrative; sentences to support an argument.	Newspapers Journal Articles	Summative Assessment: Paragraph 7: Inventions	1 7 8
57	July 25th	BLOCK # 8:	1.5	Invitations and excuses Leisure-time activities	57	Interchange: Listening: Listen for details; take a message from a phone recording. Identify and discuss changes in a person between past and present.	Student's notebooks Flashcards	Formative Assessment Listening comprehension worksheet.	2 4 5

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58	July 26th	FUTURE CHANGES INTERCHANGE UNITS 15 & 16 PATHWAYS UNIT 6	1.5	Telephone messages	58	Speaking: Role play leaving a message for someone.	Magazines Lists of vocabulary	Formative Assessment Speaking practice.	2 4 5
59	July 27th		1.5	A change for the better!	59	Reading: Complete a summary; make inferences about the author's opinion. Predict intended audience of text.	Cutouts Videos	Formative assessment: Class participation (observation rubric).	3 6
60	July 31st		1.5	Life changes	60	Speaking: Discuss plans for the future with a partner taking notes while you make those plans.	Audio files Power Point Slides	Summative Assessment: Final Video	2 4 5
61	August 1st		1.5	Plans and hopes for the future	61	Writing: Write notes to classmate using 'tell and ask' forms. Organize information to write about plans for a party.	Talking Stick Sociocultural Comics	Formative assessment: Workbook 15 & 16	2 3 4 6
63	August 2nd		1.5	Saving the wild	38	Pathways: Reading: Scanning for details; guessing meaning from context.	Graphic organizers Educational games	Formative assessment: Class participation (observation rubric).	1 5 7 8
63	August 3rd and 7th		1.5	Sea turtles feel the heat	39	Reading: Summarizing using a Venn diagram.	Educational webpages Song lyrics, poems	Formative assessment: Reading control	1 7 8
64	August 8th and 9th		1.5	Animals in the frame	40	Writing: Write sentences about information technology.	Newspapers Journal Articles	Summative Assessment: Final Research Paragraph Final Exam	1 7 8

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6 COMPONENTE DE INVESTIGACIÓN			
UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE		Block 8: Future Changes	
NOMBRE DEL PROYECTO DE INVESTIGACIÓN		Animals in Danger of Extinction: Problems and Solutions.	
CARÁCTER DEL PROYECTO	PROCESO DEL CONOCIMIENTO	DESCRIPCIÓN	PRODUCTO EVALUABLE
<input type="checkbox"/> Exploratorio <input checked="" type="checkbox"/> Descriptivo	Indagación	Once the student has chosen the area in which his study will focus: causes or solutions to the problem of endangered animals, and established his hypothesis, information collection will begin. To do this, students will have to collect bibliographic information from short articles presented on magazines, books, and other reliable sources with the aim of completing a one-paragraph literature review. Once this section is ready and the sample is chosen, the collection of quantitative or qualitative information will be given. If the research is qualitative, interviews, surveys and observations can be used. If the research is quantitative, students could use secondary data and technological measurement instruments, among others.	Throughout the unit, students will develop their research project step by step, and at the end, they will deliver the evaluable and observable product: a complex paragraph which includes bibliographic information as well as research findings, including a comparative chart that shows the results obtained through the different research tools used. The final product will be evaluated based on a checklist that will assess paragraph structure, clarity and coherence, grammar and spelling, cohesion, APA format, relevance of the information (literature review and research findings) to determine if the final product meets all the established requirements learned and developed throughout the semester.
	Exploración	Once the information has been collected, students should analyze and interpret the data, trying to find patterns from the information gathered. To make sense of the information, students will classify data into themes, depending on the aspect chosen (causes or solutions). For example, if the student chose causes for endangered species, the themes could be pollution, hunting, etc. For this purpose, students can use a simple chart to show the themes identified in the study and to compare the information obtained with the different research tools that were used. After that, students will make connections between the results found with the information of the literature review.	
	Organización	Once the students have obtained results and reached conclusions, they will present all the information in a final product that should contain the title, author's name, introduction (including: research question, hypothesis and justification), literature review, analysis and interpretation, conclusions, and bibliography. Since this subject focuses on the development of academic reading and writing skills, and the content at this level (level 2) focuses on the search for short bibliographical sources and the writing of short paragraphs, that is the level at which this project will be developed and evaluated.	
7 INNOVACIÓN TECNOLÓGICA Y TRANSFERENCIA DE CONOCIMIENTO			
UNIDAD Y TEMA DEL SILABO AL QUE CORRESPONDE		N/A	
DESCRIPCIÓN DEL PROBLEMA		N/A	
TIPO		SOLUCIÓN DEL PROBLEMA	
<input type="checkbox"/> Modelo <input type="checkbox"/> Estrategia	COMPONENTE	DESCRIPCIÓN	PRODUCTO EVALUABLE
	<input type="checkbox"/> Exploración y Evaluación	N/A	N/A
	<input type="checkbox"/> Perfeccionamiento		
	<input type="checkbox"/> Diseño		
<input type="checkbox"/> Implementación			

SILABO

8 INFORMACIÓN ESPECÍFICA SOBRE LA ASIGNATURA		
ELABORADO POR: (DOCENTE)	REVISADO POR:	APROBADO POR: (COORDINADOR ACADÉMICO)
NOMBRE: Lía Fernanda Espinosa Cevallos	NOMBRE: Daniel Jeremiah Beall	NOMBRE: Jonathan Liria
FECHA: 01/03/2018	FECHA:	FECHA: