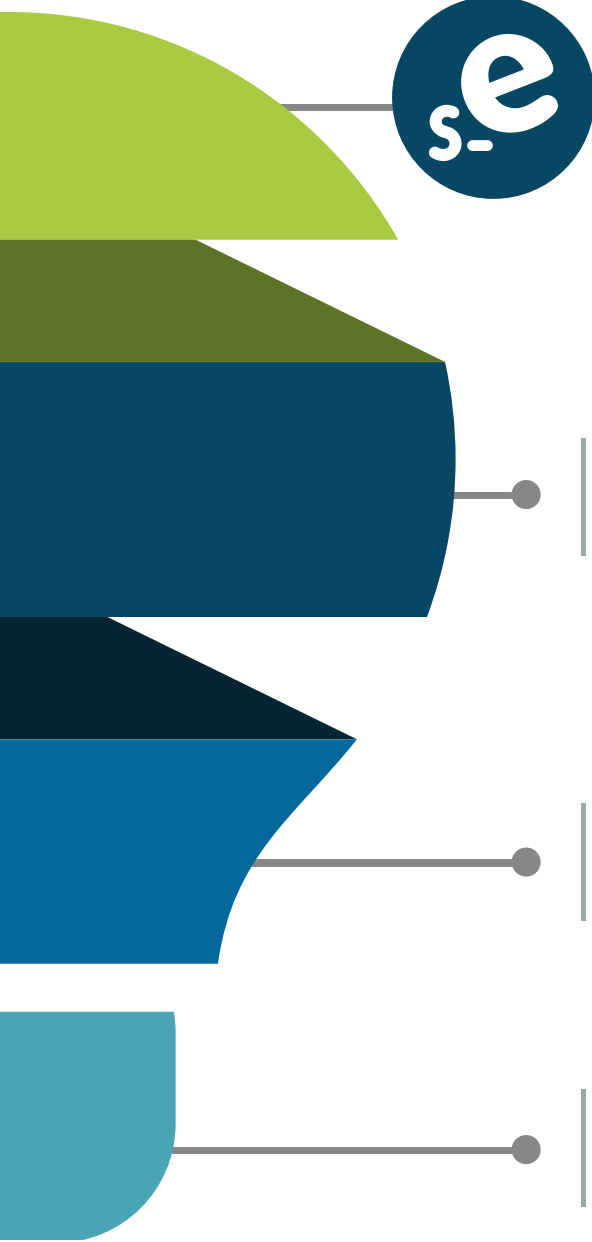




Batch 1



Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 1: This is me Week 1.1

Objective	Vocabulary	Learning Experiences
Identify and point body parts	Head: hair, face, mouth, nose, eyes, ears, forehead, cheek, chin, brows	Video: This Is Me Tale: Elle's Imagination Intellectus: Emotional Development Writing: What is a sentence? Drawing: Puppy TPR: Our Body Materials: Mirror, colors, scissors, glue, notebook.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 2: My home Week 1.2

Objective	Vocabulary	Learning Experiences
Identify and point rooms in the house.	bathroom, bedroom, kitchen, living room, dining room, wall, floor, door, window, attic	Video: My Toy House Tale: A Day with Diego Intellectus: Language and Communication Writing: What is a sentence? Drawing: Hamster TPR: Greetings Materials: Wood sticks, masking tape, scissors, colors.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 3: Hello Week 1.3

Objective	Vocabulary	Learning Experiences
Saying hello and goodbye.	Words for greeting: hello, hi, day, good morning, good afternoon, good evening, night. Words for farewell: Good-bye, see you	Video: Paola's Turtle First Day at the Sea Tale: My Files Intellectus: Logical Thinking Writing: Capital Letters Drawing: Pigeon TPR: My Home Design Materials: Flash cards. Printable sheet, scissors, colors, and glue.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 4: My room Week 1.4

Objective	Vocabulary	Learning Experiences
Identify items in the room.	Room furniture: bed, lamp, curtain, mat, nightstand, mirror, poster, drawer, teddy bear, pillow	Video: Welcome to My World Tale: Andrea's Sunflower Intellectus: Spatial Awareness Writing: A sentence is a group of words that expresses a complete thought. Drawing: Kitten TPR: My Bedroom Materials: printables, colors, scissors, and glue.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 5: My dog is family Week 1.5

Objective	Vocabulary	Learning Experiences
Contrast family members	Family words: grandfather, grandmother, father, mother, son, daughter, cousin, brother, sister, pet	Video: Who Is My Family? Tale: My Cousins and I Intellectus: Logical Thinking Writing: What's the best way to end a sentence? Drawing: Golden Fish TPR: My Family Materials: Printables, wood sticks, scissors, tape.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 6: Cats Week 1.6

Objective	Vocabulary	Learning Experiences
Identify action verbs related to Learning Experiences done at school	Verbs: jump, run, eat, read, write, color, play, sleep, alk, drink	Video: Mamma Cat Tale: A Day at School Intellectus: Emotional Development Writing: Kinds of sentences Drawing: Rabbit TPR: Actions Materials: Printables, cardboard, glue, scissors, colors, and contact paper.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 7: Balloons Week 1.7

Objective	Vocabulary	Learning Experiences
Contrast colors.	Colors: red, yellow, white, pink, purple, orange, green, black, blue, cyan	Video: The Colors in the Sky Tale: Let's Play Marbles! Intellectus: Emotional Development Writing: Kinds of sentences Drawing: Sheep TPR: Colors Materials: Projector connected to your tablet, printables, watercolor, brush, plastic robes, plastic glass, cloth.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 8: My favorite shirt Week 1.8

Objective	Vocabulary	Learning Experiences
Identify own clothes	Clothes: dress, hat, jacket, jeans, shirt, shorts, socks, trousers; boots, shoes	Video: Mom! Where Is My Shirt? Tale: My Pet Turtle Intellectus: Reading Skills Writing: What is a paragraph? Drawing: Butterfly TPR: Getting Dressed Materials: printables, colors, scissors, summer and winter weather flashcards.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 9: Ready for school Week 1.9

Objective	Vocabulary	Learning Experiences
Identify and contrast school objects	School objects: bag, board, book, crayon, desk, eraser, pencil, paper, ruler, poster	Video: The Puppy Got My Backpack! Tale: A Common Day Intellectus: Creativity Writing: kinds of sentences in a paragraph Drawing: Chicken TPR: My Classroom Materials: Teacher's own school bag and objects from the vocabulary, printables, colors, scissors, masking tape, pencil and eraser

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 10: My lunch Week 1.10

Objective	Vocabulary	Learning Experiences
Describe my daily lunch.	Fruit: apple, banana, grapes, orange, pear, pineapple, mango, watermelon, lemon, coconut	Video: Dad to the Rescue Tale: The Kitchen and Its Colors Intellectus: Creativity Writing: What is a topic sentence? Drawing: Pig TPR: My Favorite Food Materials: Printables, colors, scissors, glue, and masking tape.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 11: Rabbits Week 1.11

Objective	Vocabulary	Learning Experiences
Say where things are at a given time.	Prepositions of place: in, on, at, under, next to, behind, between, in front of, next to	Video: Who Is the Bunny? Tale: My Pet Turtle's Adventure Intellectus: Language and Communication Writing: Topic sentence Drawing: Goat TPR: Prepositions Materials: Printables, colors, one ball and one box or container that fits the ball per each group of five ss

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 12: Playtime Week 1.12

Objective	Vocabulary	Learning Experiences
Express likes.	Fun: ball, board game, computer, doll, drawing, friend, kite, music, paint, toy	Video: My Online Schedule Tale: The Paper Plane Intellectus: Spatial Awareness Writing: Opening sentences Drawing: Penguin TPR: My Hobbies Materials: Printables, pencil, eraser, colors, scissors, cardboard, and glue.

Self English | 1st Grade

Self English Primaria Baja

Batch 1

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.

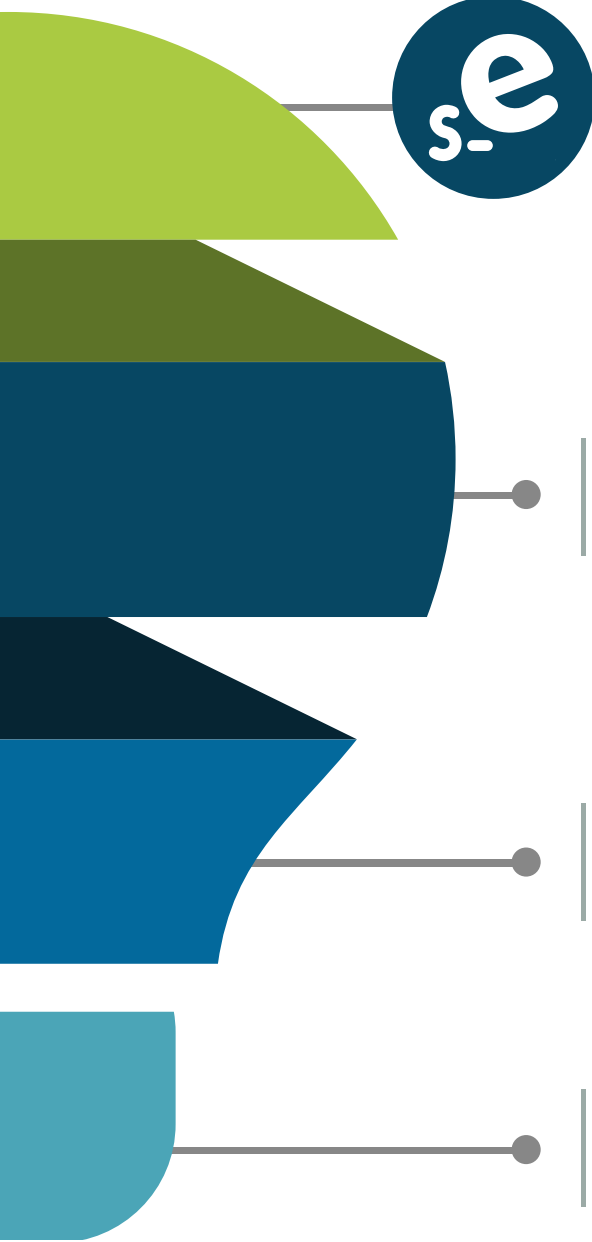


Unit 13: Outdoor fun Week 1.13

Objective	Vocabulary	Learning Experiences
Identify sports	Sports: baseball, baseball cap, bat, basketball, fishing, hockey, skateboarding, soccer, tennis, tennis racket	Video: Mr. P Meets Mr. G Tale: My Bicycle Intellectus: Emotional Development Writing: Important tips to remember when writing Drawing: Panda TPR: Outdoor Sports Materials: Printables, colors, eraser, scissors, masking tape or magnets to paste on the board
First Evaluation Period & Feedback		



Batch 2



Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 2: My friend's family Week 2.1

Objective	Vocabulary	Learning Experiences
Say words for people outside the family.	Title: Mr., Mrs., Miss. Adj: nice, funny, happy, silly. Nouns: glasses, watch, phone	Video: Emoticons Tale: The World of Letters Intellectus: Logical Thinking Writing: Identifying topic sentences Drawing: Beaver TPR: My Family's Friends and Neighbors Materials: Printables, colors, scissors, and glue

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 2: Dad's fish tank Week 2.2

Objective	Vocabulary	Learning Experiences
Describe someone else's pets.	Fish, tail, water, boat, hobby, shell. Adj: clean, dirty. Verbs: swim, look at	Video: Dad's Fish Tank Tale: The Accident Intellectus: Logical Thinking Writing: Choosing relevant information Drawing: Snake TPR: Pets Materials: Printables, colors.

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 3: A visit to the zoo Week 2.3

Objective	Vocabulary	Learning Experiences
Identify common animals.	Bear, donkey, elephant, horse, giraffe, monkey, lion, tiger, zebra, hippo	Video: Virtual Zoo Tale: Vacation on a Farm Intellectus: Logical Thinking Writing: Informational writing Drawing: TPR: My Zoo Materials: Printables, colors, scissors, and glue.

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 4: A circus show Week 2.4

Objective	Vocabulary	Learning Experiences
Say words related to having fun.	Hooray! Wow! fantastic. Nouns: ice cream, candy, chocolate, mouse, mice. Verbs: clap, watch	Video: My First Comic Tale: A Visit to the Museum Intellectus: Language and Communication Writing: Comic or Comic book Drawing: Fox TPR: Circus Mobile Materials: Flattened wood sticks, colored yarns (blue, yellow, red, green), cardboard, glue, scissors, and colors

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 5: Visiting grandpa Week 2.5

Objective	Vocabulary	Learning Experiences
Review furniture words.	Apartment, armchair, sofa, cupboard, hall; dinner, meat, potato, rice, television	Video: The Greatest Baseball Player Tale: Diego's Trip Intellectus: Reading Skills Writing: What is a biography? Drawing: Lion TPR: Living Room Model Materials: Printables, glue, tape, colors, and scissors

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 6: Grandpa's attic Week 2.6

Objective	Vocabulary	Learning Experiences
Identify unfamiliar objects.	Adjectives: old, new, scary. Vocabulary: box, clock, bookcase, monster, radio, robot, photo	Video: Grandpa Memory Lane Tale: My Adventure at Summer Camp Intellectus: Reading Skills Writing: Adjectives Drawing: Elephant TPR: My Own Attic Materials: Printables and colors.

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 7: Celebrating Week 2.7

Objective	Vocabulary	Learning Experiences
Mention items related to parties	People, boy, girl, children, song, cake, birthday. Verbs: give, go, sing	Video: Happy Birthday! Tale: Winning a Contest Intellectus: Creativity Writing: Verbs Drawing: Sea Turtle TPR: Planning a Party! Materials: Balloons, blowers, paper streamers, party hats, cardboard, colors, scissors, masking tape, carton plates, food and water.

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 8: Breakfast outdoors Week 2.8		
Objective	Vocabulary	Learning Experiences
Identify food.	Garden, breakfast, bee, bird, bread, egg, sausage, flower, juice, milk	Video: A Special Breakfast Tale: Foods for Birds Intellectus: Reading Skills Writing: Action verbs Drawing: Shark TPR: Chef for a Day Materials: Printables, colors, scissors, glue, cardboard

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 9: At dad's work Week 2.9		
Objective	Vocabulary	Learning Experiences
Describe an adult's workplace	Chair, computer, Cool!, desk, keyboard, mouse, rug, tablet	Video: Dad's Office Tale: Dad's Office Intellectus: Logical Thinking Writing: Subject-verb agreement rule Drawing: Killer Whale TPR: Jobs Materials: Printable and colors.

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 10: Our music class Week 2.10

Objective	Vocabulary	Learning Experiences
Identify school activities	Teacher, class, guitar, lesson, music, piano. Verbs: learn, listen, play, dance	Video: Making Music Tale: My Music Collection Intellectus: Spatial Awareness Writing: Subjects and verbs Drawing: Dolphin TPR: My Favorite Subject Materials: Printable, colors, scissors, two small balls of clay and a toothpick per student.

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 11: A bedtime story Week 2.11		
Objective	Vocabulary	Learning Experiences
Recycle words found in stories	Bed, book, story, bookshop, page, Oh dear!, end, frog (in the story). Verbs: close (your eyes), go (to sleep) (to bed)	<p>Video: Grandma Babysits Chris</p> <p>Tale: Reading Is an Adventure</p> <p>Intellectus: Language and Communication</p> <p>Writing: What is a short story?</p> <p>Drawing: Octopus</p> <p>TPR: I Love to Paint</p> <p>Materials: Aquarelle paint, brush, water, plastic glass, cloth, wood sticks to make a frame.</p>

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 12: On the school bus Week 2.12

Objective	Vocabulary	Learning Experiences
Identify transportation means.	Bike, bus, car, train, helicopter, truck, motorbike, plane. Adverb: many. Verb: count (red cars)	<p>Video: Roadtrip Tale: The Sound of Airplanes Intellectus: Spatial Awareness Writing: Which are the elements of a short story? Drawing: Vaquita</p> <p>TPR: Transportation Means Materials: Old magazines to look for transportation means images, scissors, glue, printable, one cardboard piece per team</p>

Self English | 1st Grade

Self English Primaria Baja

Batch 2

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.

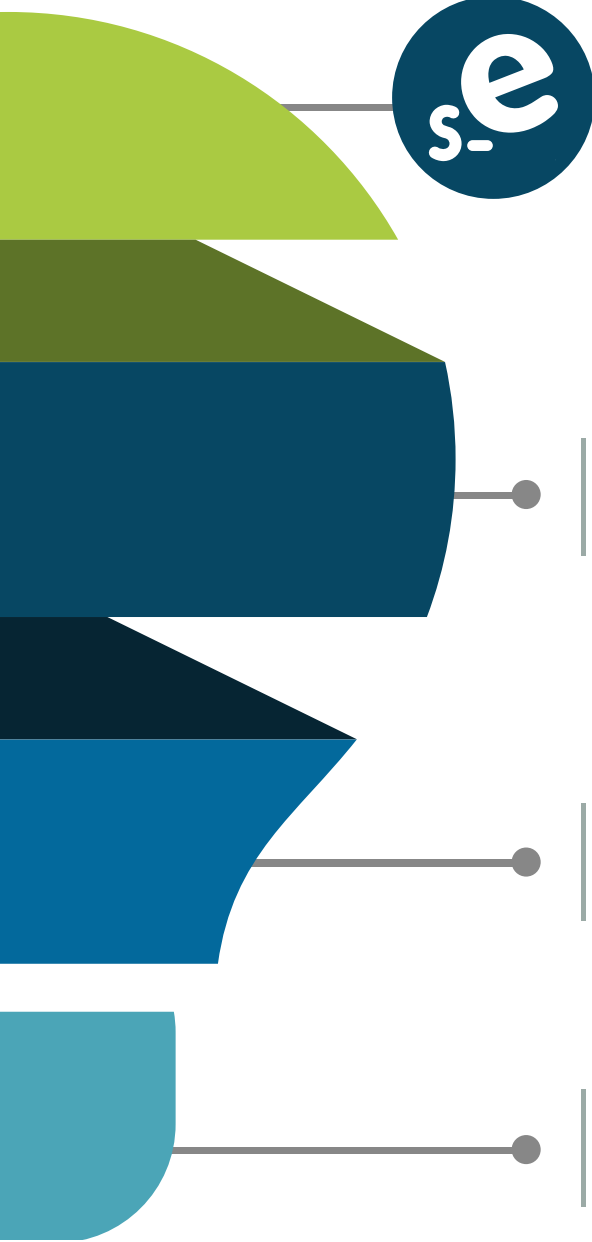


Unit 13: Charades in class Week 2.13

Objective	Vocabulary	Learning Experiences
Describe activities around schoolwork	Teacher, game. Verbs: wave, fly, drive, draw, open, close, pick up, point	Video: Charades Tale: Andrea's Homework Intellectus: Spatial Awareness Writing: Important tips to remember when writing Drawing: Tree TPR: Let's Guess! Materials: Printables, colors, scissors, board, eraser, and markers
Second Evaluation Period & Feedback		



Batch 3



Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 1: Going out Week 3.1

Objective	Vocabulary	Learning Experiences
Describe outdoor activities	Store, street, park, playground, zoo, bookstore, the movies, library, theater, mall	Video: Grandma's Grand Tour Tale: Diego and the Theater Intellectus: Emotional Development Writing: Informal letter Drawing: Pine TPR: My Own Town Materials: Cardboard, glue, scissors, colors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 2: My computer Week 3.2

Objective	Vocabulary	Learning Experiences
Contrast school activities	Letters (alphabet), numbers, word, keyboard, games, sentence. Adj: correct, fun. Verb: spell, understand	Video: Grandpa's Computer Tale: Computer Class Intellectus: Emotional Development Writing: What is a rule? Drawing: Palm TPR: A Computer Lab Materials: Printable, colors, scissors, cardboard, glue

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 3: Homework Week 3.3

Objective	Vocabulary	Learning Experiences
Describe school items.	Teacher, class, classmate, classroom, homework, please, thanks, thank you, well done!	Video: Sign Language Tale: A Difficult Homework Intellectus: Reading Skills Writing: Writing instructions Drawing: Cactus TPR: At School Materials: Printable and scissors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 4: Things I do at home Week 3.4

Objective	Vocabulary	Learning Experiences
Identify household chores	Verbs: make (my bed), clean, pick up (my room), do (homework), brush (my teeth/my hair), throw (the trash), be (nice), smile, love (my family/my pet), ride (my bike)	Video: My New App Tale: My Home Intellectus: Emotional Development Writing: A Process essay Drawing: Tulip TPR: My Chore Wizard Materials: Printable, pencil, colors, and scissors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 5: Mom's yoga class Week 3.5

Objective	Vocabulary	Learning Experiences
Express simple movements	Body, foot/feet, leg, handbag, mat, hand, arm. Verbs: stand, enjoy	Video: Two Girls Doing Tai Chi Tale: Dance Intellectus: Spatial Awareness Writing: Expository essay Drawing: Alcatraz TPR: Yoga Fan Materials: Printables, glue, scissors, pen

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 6: The toy store Week 3.6

Objective	Vocabulary	Learning Experiences
Describe what you see at the toy store.	Store, toy, this, that, puzzle, robot, doll, video-game, plush. Verb: like	Video: A Garage Sale With Many Toys Tale: Children's Day in Puebla Intellectus: Creativity Writing: Persuasive writing Drawing: Rose TPR: Toy Shopping Materials: Printable, pencil, colors, eraser, ruler

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 7: Shopping on the internet Week 3.7

Objective	Vocabulary	Learning Experiences
Identify technology words.	Verbs: come, want, see, look, get	Video: Mother and Grandmother Smiling Next to a Computer Tale: I Found This Information Intellectus: Emotional Development Writing: What is an ad? Drawing: Poinsettia TPR: New Web Page Materials: One cardboard per team, scissors, glue, colors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 8: Chatting with friends Week 3.8

Objective	Vocabulary	Learning Experiences
Associate technology words.	Raining, snowing, windy, sunny, cloudy, foggy, hot, cold, warm, rainbow	Video: Ms. Tatiana Tale: Life in the Jungle Intellectus: Emotional Development Writing: Weather report Drawing: Waterfall TPR: Weatherman / Weather Lady Materials: Printables and colors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 9: Look out the window Week 3.9

Objective	Vocabulary	Learning Experiences
Identify weather words.	Raining, snowing, windy, sunny, cloudy, foggy, hot, cold, warm, rainbow	Video: Ms. Tatiana Tale: Life in the Jungle Intellectus: Emotional Development Writing: Weather report Drawing: Waterfall TPR: Weatherman / Weather Lady Materials: Printables and colors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 10: Spring Week 3.10

Objective	Vocabulary	Learning Experiences
Identify spring words.	Sun, bee, flower, butterfly, rainbow, bunny, Easter, rain, umbrella, raincoat	Video: Spring Bunnies Tale: A Day in Ale's Life Intellectus: Logical Thinking Writing: Summary Drawing: Spring TPR: The Meadow Materials: Colors, scissors, wood sticks, glue

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 11: Summer Week 3.11

Objective	Vocabulary	Learning Experiences
Identify summer words.	Beach, sand, sea, swimsuit, sandals, sunflower, swimming pool, vacation, lemonade	Video: Summer Tale: Summer Game Intellectus: Spatial Awareness Writing: Descriptive Essays Drawing: Summer TPR: Summer Fun Materials: Printable

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 12: Fall Week 3.12

Objective	Vocabulary	Learning Experiences
Identify fall words.	Wind, leaves, Halloween, pumpkin, pie, web, spider, scarecrow, scary. Verb: fall	Video: Fall Bunnies Tale: Fall Intellectus: Reading Skills Writing: Punctuation Drawing: Autumn TPR: Fall Season Materials: Colors and scissors

Self English | 1st Grade

Self English Primaria Baja

Batch 3

Objective:

By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

Language Level:

Word level expressions, greetings and farewells.



Unit 13: Winter Week 3.13

Objective	Vocabulary	Learning Experiences
Identify winter celebrations	Ice, frozen, fireplace, presents, scarf, snow, Christmas, blanket, polar bear, snowman	Video: Winter Bunnies Tale: Seasons Intellectus: Language and Communication Writing: Important tips to remember when writing Drawing: Winter TPR: Winter Celebrations Materials: Printables, colors, color glitter, wooden sticks to make a frame.
Third Evaluation Period & Feedback		



Self English | 5º de primaria
Self English Primaria alta



Batch 1



Unit 1

My new friend Morty!



Self English | 5° de primaria

Self English Primaria alta

Learning objectives

- Introducing yourself.
- Describing your weekly activities.
- Talking about activities you don't do.
- Asking questions to get to know something better.

Language

- Verb to be: am, is, are to say name origin and nationality.
- Simple Present (+): I play soccer every morning.
- Simple Present (-): I don't take a shower at night.
- Simple Present (?): Does it have a name?

Vocabulary

- Nationalities in Latin America: Venezuelan, Brazilian, Bolivian, Argentinian, Chilean, Peruvian, Colombian, Mexican, American
- Hobbies and interests: read, play tennis, swim, walk the dog, take a French class, knit a scarf, dance hip-hop, bake cookies, listen to music
- Routines: make my bed, do the laundry, feed the dog, water the plants, do exercise, watch TV, take out the trash, clean my room
- Pets: cat, dog, ferret, turtle, fish, pig, rabbit, hedgehog

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: This is me!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Verb to be	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Simple Present (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Simple Present (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Simple Present (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Meet my friends	1 hour	1 hour	1 hour
Writing workshop: What is a sentence?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Regular verbs in Past	20 minutes	Self-Study	Self-Study
Pronunciation practice: Long /oo/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip

Unit 2

Grandma's childhood



Self English | 5º de primaria
Self English Primaria alta

Learning objectives

- Talking about Grandmas childhood.
- Contrasting Granny's childhood with ours.
- Interviewing my elder neighbors.
- Reporting differences among generations

Language

- Simple Past irregular verbs (+): She broke her leg when she was 5.
- Simple Past irregular verbs (-): She didn't have a TV set.
- Simple Past - open (?): What did you do for fun when you were a child?
- Review. Past of be (was and were): Her parents were very strict. Parents weren't easy going as they are now

Vocabulary

- Kids games: hide and seek, treasure hunt, tag, merry-go-round, hopscotch, dodge ball
- Technology: texting, chatting, internet, blogging, gadget
- Board games: chess, monopoly, connect 4, candy land, Lego, Jenga
- Traditional clothing: poncho, burqa, cushma, kimono, throbe, jilbab, saris, dhoti

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Then and now	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Simple Past irregular verbs (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Simple Past irregular verbs (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Simple Past - open (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: (was and were)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: My grandma's idea of fun	1 hour	1 hour	1 hour
Writing workshop: Kinds of Sentences	20 minutes	Self-Study	Self-Study
Spelling practice: Compound words	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Diphthongs	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

-Comparing specific fashions: 50s & 60s.
 -Describing events and lifestyles from when our grandparents were young.
 -Discussing significant changes in fashion.
 -Evolution of hairstyles.

Language

-Used to. Past to describe customs: My grandma used to wear platforms.
 -Used to. Past VS Simple Past: Grandpa used to wear his hair long. They went to The Beatles concert in 1965.
 -Be used to: My grandma wasn't used to wearing miniskirts.
 -Get used to: My grandparents can't get used to seeing my brother's hairstyle

Vocabulary

-Clothing for teens: miniskirts, baggy pants, tank tops, crop tops, sweat pants, suit, prom dress, v-neck / t-shirt, strapless dress, vest
 -Fabrics: lace trims, leather, wool, cotton, silk, denim, lycra, jute, velvet, corduroy
 -Cloth color and patterns: dots, stripes, checked, animal pattern, camouflage, neon, solid, flowery
 -Hairstyles: spiky hair, shaved, bob cut, bowl cut, burr, cornrows, dreadlocks, French braids, bun, ponytail

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Fashion brochure	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Used to 1	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Used to 2	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Used to 3	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Get used to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: My grandparents' pictures	1 hour	1 hour	1 hour
Writing workshop: What's the best way to end a sentence?	20 minutes	Self-Study	Self-Study
Spelling practice: Irregular Verbs	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Consonants blends /st/ /sk/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Telling funny anecdotes that happened when Mom was at work.
- Describing how an accident happened.
- Talking about simultaneous activities.
- Asking about activities in progress in the past

Language

- Past Continuous (+ / -): I was making a milkshake. I wasn't paying attention.
- Past Continuous VS Simple Past: I was sweeping when I broke my nail.
- When and While + Past Continuous: While I was washing the dishes, I cut my finger.
- Past continuous (?): Were you mopping? Was she studying?

Vocabulary

- Household chores: mopping, dusting, cleaning, scrubbing, gardening, doing the laundry, ironing, sweeping
- Injuries: cut a finger, hit my knee, slip on the floor, sprain my ankle, fall, burn my hand, get poisoned
- Dangers at home: fall, break my arm, hit, injure my head, bruise, fever, shivers, dizzy
- Verb + ing: eating, studying, mopping, cleaning, dusting, cutting, listening, hanging, sweeping, doing the dishes

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Safety rules	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Past Continuous (+ / -)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Past Continuous VS Simple Past	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: When and While + Past Continuous	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Past continuous (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: A terrible accident	1 hour	1 hour	1 hour
Writing workshop: When do we use Capital Letters?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The use of /ck/	20 minutes	Self-Study	Self-Study
Pronunciation practice: Prefixes	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about doing chores at school.
- Talking about how I got started.
- Encouraging students to help.
- Describing benefits of helping at school.

Language

- Adverbs of manner: easily, nervously, carefully, quickly. I quickly decided to help.
- Sequence linkers: at first, next, then, after that, finally. First, I thought I didn't want to help; then, I saw my friends there and I took the next step.
- Reflexive pronouns: We need to do everything by ourselves. I know we can.
- Can/ Can't opportunity: You can get extra credits in math

Vocabulary

- Activities at school: help the teacher, talk to students, help with bulletin board, recycle, lost and found objects, order the library, make copies, organize events for students
- Feelings & emotions: disappointed, embarrassed, afraid, sad, happy, excited, angry, surprised, bored, nervous
- Personalities: loving, curious, warm, wise, enthusiastic, genuine, shy, outgoing
- Places at school: cafeteria, office, bike rack, yard, tennis court, auditorium, lab room, library

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Being helpful	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Adverbs of manner	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Sequence linkers	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Reflexive pronouns	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Can/ Can't opportunity	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Take the initiative and help others	1 hour	1 hour	1 hour
Writing workshop: What is the sequence of events?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Verbs in Simple Present (3rd person)	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Blending consonants / ch/ /th/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about school's annual book.
- Describing new school guidelines.
- Talking about personnel roles.
- Asking about students' obligations

Language

- Numbers one hundred -one million: There were one thousand students in school last year.
- Have to / Don't have to (I, you, we, they): You have to wear a uniform this school year.
- Has been to describe a status or situation: He's been the principal for ten years.
- Questions Do + have to: Do they have to do homework? Does she have to stay after school?

Vocabulary

- Annual book words: yearbook, pictures, community, programs, events, proms, school committee, newspaper editor
- Rules at school: skip classes, follow rules, sit down, wear uniforms, ID, keep the classroom tidy, arrive early, no running in the hallway
- Personnel jobs: accountant, officer, secretary, janitor, principal, counselor, bus driver, teacher, coach
- Activities at school: write an essay, write homework down, pay attention, attend class, help the teacher, plan a project, read a book, paint in art class

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: My obligations	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Numbers one hundred -one million	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Have to / Don't have to (I, you, we, they)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Has been to describe a status or situation	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Questions Do + have to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Rules are important	1 hour	1 hour	1 hour
Writing workshop: What is a paragraph?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Suffixes	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Contractions	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about eating healthy.
- Going with Grandpa to get blood tests.
- Talking with the doctor about Grandpa's results.
- Getting the family on a diet

Language

- Had to (I, we, you, they): We had to eat healthy to have energy.
- Had to (she, he, it): He had to get blood tests.
- Have / Has (?): Has he taken his medicine?
- Must (strong advice): The family must go on a diet

Vocabulary

- Food & exercise: drink water, eat veggies, practice yoga, walk for 30 minutes, laugh with friends, eat 5 times a day, rest, take a deep breath
- Testing instruments at hospital: syringe, band aids, medical mask, stretcher, crutches, wheelchair, oxygen mask, stethoscope, ambulance, prescription
- Habits & routines: walk, sleep early, eat fruits, relax, practice yoga, water the plants, meditate
- Advising words: trust, guide, fix, do, believe, want, hope, wish

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: The salad bar	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Had to (I, we, you, they)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Had to (she, he, it):	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Have / Has (?):	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Must (strong advice)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: The internal fight to stay healthy	1 hour	1 hour	1 hour
Writing workshop: What is a topic sentence?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Words ending in -ing	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Long vowel patterns / oa/ /oe/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Exchanging ideas for the lay out of the party.
- Taking out bad ideas for the party.
- Asking about the guest list.
- Talking about the setting of the party

Language

- Going to (+): We are going to set up 8 food stands.
- Going to (-): We aren't going to hire a DJ.
- Going to (?): Is the silly neighbor going to be invited?
- Prepositions of place: over, in the middle, along, away from, beneath. The dancing area will be in the middle of the yard

Vocabulary

- Games and food: sweets, tossing game, balloons, sea food, music, presents, cake, confetti
- Party favors: surpassing, wigs, rainbow masks
- Family titles: great grandfather, godmother, cousin, uncle, aunt, grandparents, parents, son, daughter, siblings
- Tasks at a party: plan, serve, play music, design invitations, decorate, be the host, organize, cook

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: The perfect gift	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Going to (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Going to (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Going to (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Prepositions of place	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Surprise party!	1 hour	1 hour	1 hour
Writing workshop: Identifying Topic Sentences	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Double consonant	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: The schwa sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip
First Evaluation Period & Feedback			



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Batch 2





Learning objectives

- Talking about the schedule for the tour.
- Planning the next tour.
- Describing places to visit (cold/ warm).
- Planning our week to stay on schedule

Language

- Telling the time. Minutes + Hour: It's quarter to twelve and we need to be there at twelve thirty.
- Sophisticated ways of telling the time: We'll leave at half past eight on the next tour.
- Suggestion with Let's: Let's go to Egypt, it's a warm place.
- Review. The time: I get up at 6:30 am. I go out at 7:30 am

Vocabulary

- Tour activities: sightseeing, shopping, register at the hotel, visit historic buildings, eat at local restaurants, rent a car, planning a tour
- Adverbs of frequency: always, usually, often, sometimes, occasionally, seldom, hardly ever, never
- Landscapes around the world: pyramids, mountains, lakes, beaches, deserts, rivers, geysers, monuments
- Routines: wake up early, brush your teeth, comb your hair, fold your clothes, dust your room, walk the dog, exercise, do homework

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Busy schedule	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Telling the time	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Sophisticated ways of telling the time	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Suggestion with Let's	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Review. The time	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I'm late!	1 hour	1 hour	1 hour
Writing workshop: Informational Writing - What is it?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Hyphens	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Diphthong sounds	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about species in the forest.
- Talking about extinct species.
- Predicting extinct species in future (forest).
- Talking about the first extinct animal

Language

- Ordinal numbers. Evolution eras: First is the Cenozoic, second is the Mesozoic and the third one is Paleozoic. The tenth most dangerous species in the forest is the giant centipede.
- Much / Many: There is much pollution today. Many species are in danger.
- Will / May / Might for predictions: Will more species become extinct? Many species might become extinct very soon.
- Adjectives and adverbs: Dinosaurs were literally erased from the planet

Vocabulary

- Forest animals: skunk, moose, hare, owl, boar, racoon, wolf, hedgehog, beaver, lynx
- Extinct forest animals: pachylemur, laughing owl, golden toad, black rhinoceros, Zanzibar leopard, tecopa pupfish, javan tiger, burrowing boa
- Animal groups: felines, birds, reptiles, insects, mammals, mollusks, fish
- Big numbers: tens, hundreds, thousands, millions, billions, zillion

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Save the whales!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Ordinal numbers.	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Much / Many	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Will / May / Might for predictions	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Adjectives and adverbs	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Help polar bears!	1 hour	1 hour	1 hour
Writing workshop: Comic or Comic Book	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The /ks/ sound	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: /ow/ /ou/ sounds	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Listening to Mom’s advice.
- Talking about feelings when I’m under pressure.
- Describing my new commitments.
- Asking Mom what she expects from me

Language

- Conditionals (cause and consequence): If you don’t study, you fail the test.
- Adverbs of manner: I feel badly when the teacher gives us many instructions at the time.
- Adverbs of time: I’ll do my homework daily.
- Adverbs of frequency: Do I need to read frequently?

Vocabulary

- School obligations: study, attend, do homework, pay attention, take supplies, participate in class, respect your classmates, raise your hand
- Feelings: anxiously, angrily, weakly, happily, awkwardly, carelessly, shyly, cheerfully
- General obligations: be on time, do homework, clean my room, read, wash the dishes, take out the trash, walk the dog, study
- Places at school: principal’s office, classroom, playground, library, restroom, copy room, auditorium, nurse’s office

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Count to ten!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Conditionals (cause and consequence)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Adverbs of manner	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Adverbs of time	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Adverbs of frequency:	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I got bad grades!	1 hour	1 hour	1 hour
Writing workshop: What is an autobiography?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The “k” use	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Fricatives	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Describing the facilities of the toy museum.
- Telling what something was made of and describing its use.
- Describing a visit to the museum. What they let us do.
- Expressing what I like to do and what I love doing

Language

- Made to / Used to: A large room is used to store over 500 small trains. One big display room was made to exhibit the collection.
- Made of / Used for + gerund: These dolls were made of wood. They were used for playing.
- Causatives. Let / Make / Have: They made us walk within a limit. They didn't let us touch anything.
- Verb + infinitive and verb + gerund: I love playing with my dolls, he loves to play with his cars.

Vocabulary

- Textures: plastic, wood, plush, ceramic, steel, clay, paper, rubber
- Words with "l": lonely, lawful, liberty, lucky, leader, loyal, lovely, lively
- Toys: electronics, doll, ball, wooden train, remote car, building blocks, stuffed toy, electronic and riding toy
- At a museum: behave, hands to yourself, listen, don't run, don't yell, don't eat, stay in line, don't climb

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Old toys rule!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Made to / Used to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Made of / Used for + gerund	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Causatives	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Verb + infinitive and verb + gerund	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Toys are incredible!	1 hour	1 hour	1 hour
Writing workshop: Adjectives	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The use of "aw" in the middle and at the end of the words	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Affricatives	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking all about cowboys.
- Describing cowboys' outfits.
- Talking about cowboys' weapons
- Telling what cowboys did.

Language

- Possessives with apostrophes: John's father. Mike's horse is red.
- Plural nouns: shirt-shirts, boot- boots, hat -hats. Cowboys hats are made of felt, fur, and straw.
- Singular nouns: jail/ sheriff/ handcuff/revolver, knife. A jail is where you place bad guys.
- Passive voice: Horses were ridden by cowboys every day.

Vocabulary

- Weather in the west: hot, dry, cold, night, herd, cactus, chaps, saddle, spurs, lasso
- Cowboy outfits: slacks, shirts, boots, hat, chaps, handkerchief, gun folder, spurs
- Places from the west: bar, desert, jail, hotel, rodeo, saloon, sheriff's office, log cabin
- Cowboys activities: ride, drink, steal, rob, fight, cattle animals, run away, stand off

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Howdy!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Possessives with apostrophes	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Plural nouns	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Singular nouns	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Passive voice	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: A cowboy!	1 hour	1 hour	1 hour
Writing workshop: Verbs	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The suffix -ally	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Strong syllables	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking with the teacher about safety rules.
- Telling a list of dangerous situations.
- Asking the person in charge.
- Talking about new safety rules in class

Language

- Should recommendation: You should walk next your classmate.
- Shouldn't: You shouldn't take off the helmet.
- Should (?) (asking for advice): Should we take our own gloves?
- Simple Present: We wear lab coats at all moment. I use glasses

Vocabulary

- Safety rules: keep, carry, ask, stand up, run, sit, behave, wear
- Accidents: fall, slip, cut, intoxication, burn, scratch, poisoning, electrocuted
- Safety materials: goggles, boots, mask, helmet, gloves, harness, knee pads, safety vest
- Lab material: dropper, test tube, beaker, spatula, mortar and pestle, pipette, forceps, tongs

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Don't forget the camera!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Should recommendation	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Shouldn't	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Should (?) (asking for advice)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Simple Present	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Listen to the teacher!	1 hour	1 hour	1 hour
Writing workshop: Subject-verb agreement	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: All at the beginning of the word	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Weak syllables	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Asking for permission.
- Asking about the costumes.
- Asking who the presenter can be.
- Talking about the festival 's music

Language

- Could (permission): Could I go to the festival?
- Could (request): Could I make my own costume?
- Could (possibility): Could my friend be the presenter?
- Couldn't: We couldn't play cumbias

Vocabulary

- Festival objects: scenery, music, costumes, spotlights, invitations, microphone, instruments, singer, audience, dancers
- Outfits: jewelry, V-neck, suit, tie, leather jacket, blazer, leggings, cargo pants
- Objects at a festival: microphone, speakers, stage, guitar, lights, backstage, drums, make up
- Music genres: jazz, country, pop, rock, rap, electronic, reggae, classical

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Let's prepare the festival	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Could (permission)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Could (request)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Could (possibility)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Couldn't	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Let's have fun!	1 hour	1 hour	1 hour
Writing workshop: What is a short story?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Plurals with "f" ending	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Clusters	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



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Batch 3





Learning objectives

- Asking when to get started to paint.
- Asking for help.
- Asking for help to cover specific tasks.
- Talking about the new improvements

Language

- Do you mind + verb simple form (?): Do you mind if I bring the paintbrushes?
- Do you mind + verb -ing: Do you mind getting me a glass of water?
- Would you mind (?): Would you mind covering the furniture?
- Present Continuous: The house is looking great now

Vocabulary

- paint, paintbrush, ladder, paint tray, roller frame, metal paint scraper, sandpaper, spackle
- Actions verbs: mix, stir, pour, paint, clean, carry, ask, pick up
- couch, dining table, rocking chair, carpet, lamp, living room, chimney, coffee table
- dust, clean, messy, disorganized, orderly, mop, vacuum, sweep

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Get the paint!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Do you mind + verb simple form (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Do you mind + verb -ing	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Would you mind (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Present Continuous	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: How much to buy?	1 hour	1 hour	1 hour
Writing workshop: What are the elements of a short story?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: "i" before "e"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Short /o/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip
Second Evaluation Period & Feedback			



Learning objectives

- Telling expected achievements to the class.
- Telling actions that are prohibited.
- Asking the teacher her expectations.
- Talking about the consequences

Language

- Will (+) offers and promises: You will paint like Dalí.
- Will (-): You won't leave the classroom without cleaning up.
- Will (?): Will we be able to use oil technique?
- Will (+) for predictions: You will be as famous as you want to be.

Vocabulary

- Class rules: clean work area, rinse paint brushes, respect other areas
- Painting techniques: graffiti, muralism, acrylic, perspective, gouache, oil, airbrushing and splatter, dripping
- vision, motivation, optimism, attitude, satisfaction, successful, inspiration, worthy
- quality, mission, focus, talent, inspiration, strategy, career, strength

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Colors everywhere!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Will (+) offers and promises	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Will (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Will (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Will (+) for predictions	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I want to paint!	1 hour	1 hour	1 hour
Writing workshop: Writing an informal letter	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The use of "au"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Syllable patterns /cat/ /pat/ /bat/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about the bad situation with classmates.
- Talking about how to solve the problem.
- Discussing things that won't be done.
- Making commitments with classmates

Language

- Present Continuous (+): She always is saying funny things about me.
- Can / Should: I think we should all talk about it. We can get along if we all try.
- Will (-): I won't say anything I shouldn't. We won't fight anymore.
- Will (promise): I will be nicer to my classmates, and will remind classmates to do it too

Vocabulary

- Nasty words: loser, hurt, selfish, dumb, bother, pain in the neck, cry baby, wimp
- promise, kind, caring, truth, brave, loyal, friendly, generous
- Consequences: grounded, detention, social work, scolded, consequence, discipline, punished, talk back
- Think before talking: self-control, ignore, ask for help, think positive, commitment, goals, achievement, outstanding

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Doing the correct thing	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Present Continuous (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Can / Should	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Will (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Will (promise)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I fought with my friends!	1 hour	1 hour	1 hour
Writing workshop: Writing instructions	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Plurals that end with vowel and "y"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Short vowel /e/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about students' expectations in life.
- Talking about moms & principals advise.
- Chatting with friends.
- Making smart decisions for my future

Language

- If clauses Present + future possibility: If I study, I'll get a scholarship.
- Have to. Imperative advise: You have to focus more in class.
- Relative clauses: whose, which, where, that. I can't stand that kind of advice; I feel terrible.
- Going to: I'm going to take extra classes

Vocabulary

- Growing up: responsible, committed, hard working, friendly, organized, caring, reliable, outgoing
- Cheering words: good job, great, excellent, way to go, champion, winner, best, terrific
- Gerunds: deciding, looking, starting, drawing, concentrating, studying, writing, checking

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: My future	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: If clauses Present + future possibility	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Have to. Imperative advice	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Relative clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Going to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I want to be a vet!	1 hour	1 hour	1 hour
Writing workshop: A process essay	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Words that end with "f", "l", "s"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Long vowel /e/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

-Talking about electric transportation in town.
-Describing benefits of electric transportation.
-Comparing transportation.
-Talking about citizen obligations to help environment

Language

-What if (possible situations): What if we had flying cars?
-Would / Wouldn't: We would get faster to work.
-Comparative with adjectives: Trains are slower than the new subway.
-Have to / Don't have to: We have to think in non oil transportation to...

Vocabulary

-Future transportation: jetpack, monorails, electric cars, electric motorcycles, bullet train, urban transport pods, floating skateboard, cable car
-Future time: in a year, in a decade, tomorrow, next week, next month, in an hour, the day after tomorrow, someday
-Old transportation: train, carriage, horses, cars, donkeys, boat, airplane, penny-farthing
-Rules and safety measures: save, try, re-use, litter, do, give, keep, avoid

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: The evolution of public transportation	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: What if (possible situations)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Would / Wouldn't	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Comparative with adjectives	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Have to / Don't have to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: A flying car!	1 hour	1 hour	1 hour
Writing workshop: An expository essay	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The use of the chron- prefix	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Short vowel /u/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Describing talents in the family.
- Describing personalities.
- Expressing what I took from my parents.
- Talking about values.

Language

- Adverbs with -ly: slowly, quietly, softly, beautifully. He moved slowly inside the room.
- Prefixes: un- and im-. He is impatient when it comes to waiting in line.
- Suffixes: -less and -full: I'm as bashful as my Dad.
- Prefixes: dis- and ir-. We can't stand disrespectful persons

Vocabulary

- Word family with friend: friendly, friend, friendship, pen friend, family, familiar, unfamiliar, familiarity
- Words to describe personality starting with "p": polite, patient, punctual, persistent, perfectionist, pacifist, paternal, pleasant
- Words to describe personality using suffixes: responsibility, honesty, tolerance, sincerity, empathy, patience, loyalty, generosity
- Extended family: great grandmother, uncle, cousin, nephew, godmother, father in law, aunt, niece

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: The talent show	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Adverbs with -ly:	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Prefixes	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Suffixes	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Prefixes	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I look like Grandpa!	1 hour	1 hour	1 hour
Writing workshop: A persuasive writing	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: The silent /e/	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Long vowel /u/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about the places that have been visited by friends.
- Talking about the places we haven't visited yet.
- Asking on the site for suggestions.
- Talking about new apps to use to chat

Language

- Present Perfect (+): I have already been to the Taj Mahal.
- Present Perfect (-): I haven't been to the Eiffel Tower yet.
- Present Perfect (?): yet / already. Have / Has. Have you visited ...?
- Should / Shouldn't: You shouldn't use the new app, it's not working

Vocabulary

- Famous places: Statue of Liberty, Eiffel Tower, Taj Mahal, Big Ben, Berlin Wall, Machu Picchu, Teotihuacan Pyramids and China Wall
- Famous museums and buildings: The Soumaya Museum, Louvre Museum, Frida Kahlo's Museum, Sistine Chapel, MoMA, Van Gogh Museum, The Hermitage Museum, The Louis Vuitton Foundation
- Topics kids talk about: braces, hair body, puberty, voice change, love, siblings, friends
- Animals around the world: lobster, walrus, killer whale, jellyfish, eel, seahorse, polar bear, wolf, kangaroo, xoloescuinle dog

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: It's a small world!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Present Perfect (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Present Perfect (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Present Perfect (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Should / Shouldn't	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: My friends on the other side of the world!	1 hour	1 hour	1 hour
Writing workshop: What is an ad?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Adverbs	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Short vowel /a/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Expressing my best moments in life.
- Expressing sad feelings.
- Asking how you felt when something terrible happened.
- Describing experiences in the past

Language

- Past Perfect (+): I had been studying for 6 years in my school and I loved it.
- Past Perfect (-): We hadn't felt as sad until that day.
- Past Perfect (?): Had she felt happy?
- Present Perfect: Have you felt this sad before?

Vocabulary

- Memories: won a medal, failed a test, making friends, participated in the Spelling Bee contest, learning a new language, dancing in the talent show, celebrating my birthday, meet the best teacher
- broke the vase, stained the carpet, lost my money, spilled the soda, ate lots of candy, hit the piñata, picked up the trash, saw a magician show
- Abstract nouns: love, fear, honesty, beauty, hope, intelligence, faith, courage
- at a festival, at school, in the classroom, in the playground, in the auditorium, at the entrance, in the principal's office, in the nurse's office

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Capturing happy moments	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Past Perfect (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Past Perfect (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Past Perfect (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Present Perfect	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: My school is the best!	1 hour	1 hour	1 hour
Writing workshop: Writing a poem	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: "y" to "i" rule	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Long vowel /a/ sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about personal experiences.
- Talking about my experiences in parties.
- Asking about their plans for the surprise party.
- Asking about our ideas for the birthday party

Language

- Present Perfect ever (+): I have been to many parties.
- Present Perfect (-): I have never been in a surprise party.
- Present Perfect (?): Have you ever planned a surprise party?
- Would you rather?: Would you rather eat pizza or tacos?

Vocabulary

- won the lottery, lost money, got mugged, received an unexpected gift, traveled with my family, rescued a pet, won a contest at school, lost a relative
- Memories: broke the vase, stained the carpet, broke a cup, spilled the sauce, pinched a balloon, lost my sweater, got a splinter, tripped with an object
- Objects: hats, hula-hoop, chocolate coins, camera, piano, paper cups, confetti, whistle
- Preferences: read a book, swim, walk the dog, water the plants, dust the furniture, take the trash out, dry the dishes, sweep the porch

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Everyone loves surprises!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Present Perfect ever (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Present Perfect (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Present Perfect (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Would you rather?	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Let's do it!	1 hour	1 hour	1 hour
Writing workshop: What is a summary?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Verbs that end with "e"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Short vowel /i / sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about goals accomplished.
- Expressing activities you are unable to do.
- Asking friends about their accomplishments.
- Newcomers for next school year

Language

- Present Perfect Continuous (+): I have been working a lot and I received an award.
- Present Perfect (-): I haven't been practicing for the Spelling Bee contest lately.
- Present Perfect Continuous (?): Have you been studying?
- Predictions: I will win the Spelling contest

Vocabulary

- Goals: get a degree, be a taekwondo black belt coach, win a competition, learn a new language, travel around the world, skydive, read a book a month
- School activities: train, study, do homework, tidy classroom, help classmates, erase blackboard, play in recess, eat lunch
- Verbs in past participle: fly-flew, grow-grown, know-known, throw-thrown, buy-bought, bring-brought, catch-caught, think-taught, choose-chosen, forget-forgotten, get-gotten, speak-spoken
- Future activities: be in the soccer team, be a cheerleader, be in the school council, be in the national team, be in the basketball team, be a blackbelt in taekwondo, be in the dean's list, be in the Spelling Bee final

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Let's go!	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Present Perfect Continuous (+)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Present Perfect (-)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Present Perfect Continuous (?)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Predictions	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I already miss you!	1 hour	1 hour	1 hour
Writing workshop: Why is punctuation important?	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Suffix	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Long vowel /i / sound	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip
Third Evaluation Period & Feedback			



Self English Secundaria



Batch 1



Unit 1

The summer is over



Self English Secundaria

Learning objectives

- Taking about new obligations.
- Building social skills.
- Describing teachers.
- Introducing yourself by stating your feelings

Language

- Have to for obligations: I have to do homework. I have to take notes.
- Verb to verb: We plan to come back. Try to be open about your feelings. Remember not to ask personal questions.
- Preposition + gerund: Teachers are good at explaining things. They get you interested in learning.
- Adjective + infinitive: I am happy to see you. It's good to know new people. We are glad to receive you

Vocabulary

- Adjectives to show emotions: awesome, amazing, horrible, disgusting, exhausted, anxious, confused, speechless, depressed, elegant
- Adjectives to give advice on conduct: essential, important, dangerous, unwise, interested, harsh, embarrassing, kind, thoughtful, considerate
- Past participle adjectives: bored, interested, attracted, informed, scared, worried, pleased, excited, qualified, prepared
- Feelings: nervous, amazed, troubled, overwhelmed, disappointed, satisfied, tempted, disoriented, confident, optimistic

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: I feel good...	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Have to for obligations	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Verb to verb	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Adjective subordinate clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Subordinate clause review	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Mother Earth	1 hour	1 hour	1 hour
Writing workshop: Simple sentences	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: "r" or "rr" when adding -ing, -ed and some suffixes to verbs: part 2	20 minutes	Self-Study	Self-Study
Pronunciation practice: Elision of /t/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Express motivations to protect the environment.
- Giving advice to others on how to do small things to contribute to protect wildlife.
- Organizing people to act against global warming.
- Expressing thoughts about what the future of the planet might be.

Language

- Noun subordinate clauses: What we saw at the river got us really worried.
- Adverb subordinate clauses: Unless you really need it, don't ask for a plastic bag!
- Adjective subordinate clauses: I love campaigns which promote environment friendly behavior.
- Subordinate clause review: Although there are protocols for it, the pharmaceutical industry shouldn't experiment with animals.

Vocabulary

- Geology: plateau, cliff, mountain, volcano, cave, river, debris, iceberg, rock, crystal
- Energy sources: wind, solar, geothermal, hydroelectric, coal, nuclear, tidal, wave
- Actions related to pollution: burning yard waste, using fertilizers, throw away plastic bags, ocean liter, driving, spraying insecticides, washing near lakes, ponds or rivers, radioactive pollution, noise pollution, heat pollution
- Types of waste: liquid, solid, hazardous, flammable, corrosive, chemical, litter, sewage, food

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Save the planet campaign	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Noun subordinate clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Adverb subordinate clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Adjective subordinate clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Subordinate clause review	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Mother Earth	1 hour	1 hour	1 hour
Writing workshop: Compound sentences	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: "l" or "ll" when adding -ing, -ed and some suffixes	20 minutes	Self-Study	Self-Study
Pronunciation practice: Minimal pairs /b/ and /p/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

-Explaining why you do things, describing consequences.
 -Living in a healthier world.
 -Avoiding excess.
 -Talking about the world before the Industrial Revolution.

Language

-Linkers for cause and effect: I don't buy bottled water because I think PET is a waste. I think PET is a waste, so I don't ever buy bottled water.
 -Linkers for addition and contrast: Although many organizations are campaigning against the use of straws, many people still use them.
 -So and such to mean "very": We waste such amount of PET. The city is so polluted.
 -Third conditional: If the factory hadn't dumped so much waste, this river would still have fish.

Vocabulary

-Recycling materials: styrofoam, carton, synthetic fabric, plastic, home pesticides, glass, paper, steel, aluminum
 -Ecosystems: desert, forest, rainforest, tundra, savanna, mountains, polar ice, stillwater, river and stream, coral reefs
 -Environment: preserve, take care of, recycle, reduce, reuse, emissions, pollution, chemicals, production, plants
 -Production vocabulary: factory, production, management, stock, supplier, customer, sales, primary product, final product

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Recycling awareness	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Linkers for cause and effect	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Linkers for addition and contrast	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: So and such to mean "very"	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Third conditional	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: What can I recycle?	1 hour	1 hour	1 hour
Writing workshop: Independent and dependent clauses	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Verbs + gerund; verbs + infinitive; verbs + clauses with "that"	20 minutes	Self-Study	Self-Study
Pronunciation practice: Minimal pairs /s/ and /ʃ/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip

Unit 4

An interview to a superstar



Self English Secundaria

Learning objectives

- Talking about what someone else said.
- Expressing other people's comments or actions.
- Talking about conditions, problems, summaries.
- Talking about unexpected situations

Language

- Reported speech past: He said that being a public figure was not easy.
- Reporting verbs review: She told me she didn't expect it (say, ask, answer, confirm, think, reply).
- Reporting verbs with if clauses: He asked me if I wanted to try.
- Make / Do: She says she does a lot of research on the topics. The producer admitted to have made a big mistake.

Vocabulary

- Film production industry: director, assistant director, producer, audition, stage manager, public figure, role model, casting director, costume designer, makeup artist
- Movie set vocabulary: rehearsal, lines, set, camera man, script, action, megaphone
- Weather conditions and actions: rainy, safe, cold, dangerous, in advance, protect, preview, locate, assure, inform
- Adjectives: drop off, out of the blue, surprising, accident, unattended, unexpected

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Storytelling	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Reported speech past	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Reporting verbs review	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Reporting verbs with if clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Make / Do	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Superstar	1 hour	1 hour	1 hour
Writing workshop: subordinating conjunctions for dependent "time" clauses	20 minutes	Self-Study	Self-Study
Spelling practice: Consonant + "y" and vowel + "y" endings	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Homophones 1	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip
First Evaluation Period & Feedback			



Self English Secundaria



Batch 2





Learning objectives

- Describing how a message can be distorted after being passed on many times.
- Talking about misunderstandings.
- Giving tips to improve communication.
- Describing the needs of good communication

Language

- Would and used to: News would be passed on orally. They used to seal the letters with wax.
- Adverbs: My friend speaks really fast. Transcripts were done carefully.
- Adverbial phrases: Talk to your family every day. Spend time together at the weekend. Think twice before you say it.
- Make / let / be allowed to: Let me tell you something. Everyone should be allowed to express themselves.

Vocabulary

- Communication devices: television, radio, newspaper and telegraph.
- Adjectives: encrypted, effective, coded language, body language
- Time expressions: today, tomorrow, the day before, the day before yesterday, last decade, a century ago, the following week, next friday
- Family activities: have dinner, go for a walk, watch TV, travel, play a game, bake a cake, go to the beach, ride a bike
- Abstract nouns: love, anger, faith, communication, joy, integrity, beauty, fear, honesty

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Get the message through	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Would and used to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Adverbs	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Adverbial phrases	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Make / let / be allowed to	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Good communication	1 hour	1 hour	1 hour
Writing workshop: Complex sentences	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Dropping letters when adding a suffix	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Homophones 2	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about the big celebration in Peru and Ecuador.
- Describing the biggest festival in the world.
- Talking about the things you see at festivals.
- Expressing the festivals I would like to visit.

Language

- Mixed second and third conditional: If I had been in the festival, I would have danced with local people.
- Comparatives and superlatives: The biggest festival in the world is the one in Rio de Janeiro.
- Prefixes re- and pre-: You see unusual people. You have to get prepaid tickets for food.
- Connecting words for emphasis: Indeed, clearly, especially. You clearly want to go to the Chinese New Year celebration.

Vocabulary

- Nouns: ceremonies, feather hat, dances, traditional clothing, music, costume, food, ticket
- Kinds of festivals: music festival, food festival, pet festival, air balloon festival, ice snow festival, lantern festival, car festival, film festivals
- Typical food: corn, rice, salmon, curry, tea, turkey, ostrich egg, maple syrup
- Objects in a festival: masks, fireworks, flowers, trumpets, balloons, chariots, banners, lights

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: A magazine article on Inti Raymi	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Mixed second and third conditional	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Comparatives and superlatives	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Prefixes re- and pre-	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Connecting words for emphasis	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Festivals	1 hour	1 hour	1 hour
Writing workshop: "How To" paragraphs	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Word endings -able/-ible, -ant/-ance, -ent/-ence	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Pronunciation of "the"	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Self English Secundaria

Learning objectives

- Talking about the incredible way our brain works.
- Describing brain specific functions.
- Interviewing a neuroscientist.
- Talking about brain functions.

Language

- Could / Was able, to express ability: I could walk when I was a year old. I was able to walk when I turned one year old.
- Subordinators of possibility (whether, unless): The brain will function correctly unless its damaged.
- Imbedded questions: Would you tell me what I need to become a neuroscientist? Do you think it is possible to take this subject on line?
- Modals for deduction in past (must have, may have, might have, could have): Brain functions must have developed a lot faster over the last few years

Vocabulary

- Brain parts: cerebellum, brain stem, temporal lobe, frontal lobe, parietal lobe, occipital lobe, hypothalamus, hippocampus
- Sensory nouns: balance, vision, sensation, hearing, hunger, motor skill, reasoning, breathing
- Autonomic Nervous system: heartbeat, blinking, swallowing mechanism, body temperature, digestion, circulatory system, nervous system, skin regeneration
- Brain chemistry: neurons, neurotransmitters, dopamine, serotonine, endorphins, neuroplasticity, regeneration, dendrites

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Games for the brain	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Could / Was able, to express ability	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Subordinators of possibility (whether, unless)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: : Would you tell me what I need to become a neuroscientist? Do you	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Modals for deduction in past	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Our brain	1 hour	1 hour	1 hour
Writing workshop: "How To" paragraphs: topic, supporting, and concluding sentences	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: Silent letters	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Linking with /y/ and /w/ vowel sounds	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Describing the abilities and experiences.
- Talking about the experience of a volunteer.
- Describing a fire station.
- Describing a firefighting crew.

Language

- Present perfect with ever and never/ Past Simple: I have helped people in difficult situations. I prepared myself for this job.
- Present perfect continuous with for and since: I have been preparing myself to become a paramedic since I was 17 years old. I have been a volunteer for 3 years.
- Existential there: There are hangers to place the jackets near the exit. There is a wide entrance at the emergency room.
- One and ones: My neighbor, the tall one, is a fireman. Our leaders wear those jackets, the blue ones

Vocabulary

- Equipment in an ambulance: cervical collar, stretcher, bandages, thermometer, gloves, stethoscope, oxygen, adhesive tape
- Action verbs: fix, rescue, give, put, transport, pick up, carry, help
- Objects and places in a fire station: helmet, hose, fire hydrant, fire station, fire alarm, fire extinguisher, axe, rope
- Adjectives to describe physical appearance and personality: tall, short, thin, strong, courageous, agile, wise, chubby

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: At the hospital	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Present perfect with ever and never/ Past Simple	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Present perfect continuous with for and since	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Existential there	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: One and ones	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: An important job	1 hour	1 hour	1 hour
Writing workshop: "How To" paragraphs: time-order and listing-order transition signals	30 to 60 minutes	30 minutes in class work	30 minutes in class work
	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: British and American spelling/ words ending in "re"	20 minutes	Self-Study	Self-Study
Pronunciation practice: Linking consonant to vowel	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip

Second Evaluation Period & Feedback



Self English Secundaria



Batch 3





Self English Secundaria

Learning objectives

- Preparing for intercollegiate sports.
- Training for the Summer circuit.
- Describing team pals.
- Talking about important aspects of the training session

Language

- Dummy it: It seems that this team will win.
- Modal verbs review: We should reserve the court in advance for our training. It might rain tomorrow.
- Reciprocal pronouns each other and one another: True friends support each other.
- Linking verbs: be, seem, look, feel, get, hope, help. Those shoes seem inadequate for that kind of court

Vocabulary

- Situations: complicated, easy, challenging, usual, traditional, normal, flexible, strict
- Disciplines: archery, baseball, American football, basketball, bowling, swimming, running, gymnastics, soccer, wrestling
- Athletic characteristics: strong, adaptable, quick, positive leader, defense, resourceful, patient, self-controlled
- Training terms and objects: coach, game strategy, warm up, session, extra time, foul, repetitions, touchdown

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Cheerleaders	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Dummy it	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Modal verbs review	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Reciprocal pronouns each other and one another	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Linking verbs	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: I'm feeling down!	1 hour	1 hour	1 hour
Writing workshop: Listing to get ideas & outlining	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: British and American spelling/ words ending in "our"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Linking vowel to consonant	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Talking about space and new spatial technology.
- Comparing countries.
- Imagining a space trip.
- Describing actions of governments

Language

- Phrasal verbs review (bring up, blow up, hand in, hold up, find out): Next Friday is our due date to hand in the space report. Scientists found out water traces on the surface of the planet.
- Use of both, either, and neither: Both, the USA and Russia invested a lot of money on their research program.
- Second conditional review: If there were trips to the space, I would visit Andromeda, our neighbor galaxy.
- You and they for general: They have restricted access to some areas. They still continue to search for life traces in other planets

Vocabulary

- Spatial technology: module, telescope, GPS, machine, light years, supplies, transmissions, locators
- Science achievements: discovery, technology, modern, investigation, spatial trips, engineers, volunteers, consulting services
- Space elements: planet, orbit, satellite, galaxy, star, astronaut, station, tour
- Actions and adjectives for space science: research, investigation, confidential, protocol, spacecraft, alien, astronomical, lunar

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Time travel	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Phrasal verbs review	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Use of both, either, and neither	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Second conditional review	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: You and they for general	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: The universe	1 hour	1 hour	1 hour
Writing workshop: Capitalization	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: British and American spelling/ words ending in "ize" or "ise"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Stressing content words	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Addressing people you don't know.
- Getting to know other customs.
- Talking about facts.
- Remembering our trip

Language

- Indirect questions for a politer manner: Would you please tell me what time it is? Would you know what time the train leaves?
- Verbs + that clauses: I think that people is more disciplined in this country. I feel that it was very good to come.
- Participle clauses: Having completed his training, my brother was ready for the tournament. After having been enrolled, my brother was in for the tournament.
- Didn't need to / needn't have: We didn't need to use the towels because we didn't swim. We needn't bring towels because the hotel provides them

Vocabulary

- School and town places: coffee shop, gym, dormitory, ATM, principal's office, nurse's office, library, cafeteria
- Verbs for thinking processes: think, believe, decide, know. Verbs for feelings: be sorry, be happy. Verbs for saying: argue, agree
- Sport related nouns: routine, permission, rehearsal, consequence, schedule, tournament, injuries and goal.
- Objects and places: training shoes, equipment, court, field, towels, lockers, shower rooms, cafeteria

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Representing a country	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Indirect questions for a politer manner	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Verbs + that clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Participle clauses	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Didn't need to / needn't have	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Different cultures	1 hour	1 hour	1 hour
Writing workshop: Punctuation marks	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: British and American spelling/ words ending in "yse"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Overlapping consonant sounds: nasal /d/, /n/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip



Learning objectives

- Describing the behavior and beliefs in the ancient world.
- Getting to understand others.
- Talking about ancient cultures and their impact in today's world.
- Comparing ethic codes between cultures.

Language

- Passive reporting structures: It is said that Aztecs are well known for being strong warriors. The Aztec empire is considered one of the most powerful empires in history.
- Clauses of purpose (to / in order to / so as to): Human sacrifice was offered in order to soothe the gods. Prisoners were kept alive so as to offer them in sacrifice.
- Result clauses with so / such (that): Egyptians used to embalm dead bodies in such a way that humanity is still amazed today. Bodies were treated so they would not decay.
- Possessives for reciprocal pronouns: Roman soldiers would watch over each other's back in battle. Roman citizens would acknowledge one another's rights.

Vocabulary

- Ancient cultures: Mayans, Aztecs, Egyptians, Romans, Incas, Persians, Greek, Chinese
- Ancient culture terminology: beliefs, death, power, rituals, war, prisoners, tribute, ceremonies
- Preserving places and actions: museum, protection, research, discovery, techniques, concept, habit, conservative
- Nouns: warriors, honored, mountain, shields, archer, ocean, cottage, wealth

Learning objectives

Section	Full immersion 12-15 weekly hours	Blended 1 6-11 Weekly hours	Blended no projects 3-5 Weekly hours
Introduction to project: Videogames of Empires	30 minutes	30 minutes one project every 3 units.	Skip
Lesson A: Passive reporting structures	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson B: Clauses of purpose (to / in order to / so as to)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson C: Result clauses with so / such (that)	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Lesson D: Possessives for reciprocal pronouns	2 hours ESL + 30 minutes follow up on project	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3	90 minutes In class Steps 4-10 + 30 minutes Self-study Steps 1-3
Video practice: Great Empires	1 hour	1 hour	1 hour
Writing workshop: Writing an assignment	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Spelling practice: British and American spelling/ words ending in "v" + "l"	30 to 60 minutes	30 minutes in class work	30 minutes in class work
Pronunciation practice: Overlapping consonant sounds: Lateral aspiration /d/, /l/	20 minutes	Self-Study	Self-Study
Exam Prep	2 to 2.5 hours	Self-Study	Self-Study
Present your project	1 to 2 hours	1 to 2 hours in class one project every 3 units.	Skip

Third Evaluation Period & Feedback