

DIRECCIÓN GENERAL DE EDUCACIÓN
DIRECCIÓN NACIONAL DE CURRÍCULO Y TECNOLOGÍA EDUCATIVA
DIRECCIÓN NACIONAL DE EDUCACIÓN MEDIA ACADÉMICA

**CURRÍCULO OFICIAL ADAPTADO Y PRIORIZADO AL
CONTEXTO EN SITUACIÓN DE EMERGENCIA**



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PRESENTACIÓN

La priorización del currículo para la Educación, responde a la necesidad del Sistema Educativo de articular, y armonizar estrategias, ante la nueva realidad que en materia educativa nos marca la Pandemia Mundial, desatada por el Covid-19.

Esta propuesta de priorización curricular, como parte del Plan de Acción de la Estrategia de Meduca, tiene su fundamento en la Constitución de la República de Panamá, capítulo 5, y en los fines y principios establecidos en la Ley 47 de 1946, Orgánica de Educación, que forma parte de las bases legales del currículo nacional.

Así, en aras de hacerle frente al cumplimiento de la Estrategia Nacional de Educación 2020/2021, y cumplir con éxito los múltiples desafíos que, en materia de ciencia y tecnología, tiene el sistema educativo panameño, presentamos a todos los actores, responsables de la ejecución de esta propuesta de planificación curricular priorizada.

Esta planificación, es un proceso progresivo y flexible, que debe adaptarse a la situación actual que vive el país. **Con base al currículo priorizado en situación de emergencia, los docentes podrán elaborar guías didácticas y módulos para reforzar el aprendizaje de sus estudiantes.**

El currículo priorizado será vigente hasta el período escolar 2021, se aplicará para todos los estudiantes del sistema educativo panameño. Se espera **retornar al currículo vigente para el período escolar 2022**; sin embargo, la disposición del tiempo y el abordaje de los contenidos será crucial en el logro de aprendizajes significativos. La aplicación, el razonamiento, la contextualización de los objetivos, de manera sencilla, precisa y clara es fundamental.

JUSTIFICACIÓN

El currículo priorizado, es una planificación para dar continuidad al proceso educativo. Se fundamenta principalmente en el derecho del estudiante para: conservar la salud individual y colectiva, adquirir el pleno desarrollo humano sostenible, poner en práctica las habilidades sociales, científicas, tecnológicas, de emprendimiento y en fortalecer la conciencia social y ciudadana.

Presentamos el currículo en situación de emergencia, priorizando los objetivos de aprendizaje y contenidos, de acuerdo al diagnóstico, visto desde un enfoque por derecho, otorgando relevancia a la relación con las competencias e indicadores, realizando los ajustes necesarios a la situación actual.

Para cada competencia sugerida en el diagnóstico, se presentan indicadores que permiten el nivel de logro de estas y señalan los tipos de evaluaciones que permiten alcanzarlas.

El currículo priorizado, adaptado a la situación de emergencia, se presenta como una guía para saber ¿qué enseñar?, ¿qué aprender?, ¿cuándo hacerlo?, ¿cómo evaluar los aprendizajes?, utilizando todos los recursos que se tiene a disposición, priorizando competencias, adaptando y manejando tiempos y metodologías acorde al contexto de la emergencia y a la realidad geográfica y necesidades específicas de la población estudiantil y sus familias, ejerciendo el derecho a una educación para todos en todo momento.

La vida ha cambiado para todos, hay un nuevo contexto, nuevas necesidades, nuevos retos, intereses y demandas de aprendizaje, a los cuales se debe responder. ¿Podemos enseñar de la misma forma que lo hacíamos antes de la emergencia?

PROCESO METODOLÓGICO PARA LA INTERVENCIÓN DEL CURRÍCULO EN SITUACIÓN DE EMERGENCIA

Para la intervención del currículo en situación de emergencia se establecieron cinco (5) pasos. Los mismos se orientan en los derechos fundamentales declarados en la Convención sobre los derechos del niño en situación de emergencia. Se aplicaron desde la etapa de preescolar hasta la etapa de educación media, priorizando las necesidades de aprendizaje por derecho, de acuerdo al nivel de impacto de la afectación, según el diagnóstico realizado.

Para cada etapa se priorizaron las competencias involucradas en los aprendizajes, así como sus capacidades que se deben desarrollar con la intervención y sus respectivos indicadores.

Los derechos de los niños se establecen universalmente. Se realizó un diagnóstico para cada etapa del sistema educativo, se establecieron los derechos fundamentales que deben priorizarse ante una emergencia (Derecho a la vida, a la salud, a educación, a la familia...). Posteriormente, se consideraron las necesidades de aprendizaje vinculados a los derechos de los niños por etapa, se describió el nivel de la afectación y la vulnerabilidad de los niños en tiempo de emergencia.

Estas necesidades de aprendizaje, deben adquirirse a corto, mediano y largo plazo y durante toda la escolaridad de los estudiantes.

Del análisis del diagnóstico situacional, se han detectado las competencias básicas, genéricas y algunas específicas, que se desarrollan durante toda la escolaridad y que responden a los fines de la educación nacional y a los **objetivos de la educación panameña**.

**COLABORADORES ESPECIALISTAS
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ETAPA: MEDIA ACADÉMICA

ESSENTIAL CONTENT ENGLISH TENTH GRADE

SUBJECT	AREA	LEARNING OBJECTIVES	CONTENTS	ACHIEVEMENT INDICATORS
ENGLISH	AREA 1: PERSONAL GROWING AND SUCCESS	<p>To use different ways of greetings.</p> <p>To use pronouns and simple present correctly.</p>	<p>WEEKS 1-2</p> <p>GREETINGS</p> <ul style="list-style-type: none"> ✓ Hello / Hi ✓ Good Morning (Before 12 o'clock) ✓ Good Afternoon (After 12 o'clock) ✓ Good Evening ✓ What's Up? <p>Structure: Simple present</p> <p>She says good morning when she gets to school. I greet my friends every day.</p>	<p>Uses different ways of greetings at the appropriate time and situation.</p> <p>Writes sentences using simple present.</p> <p>Greets someone using proper grammar structure.</p>

		<p>To introduce yourself and others demonstrating confidence.</p> <p>To greet a friend or classmate.</p>	<p>WEEKS 3-4</p> <p>INTRODUCING HIS/HERSELF AND OTHERS</p> <ul style="list-style-type: none"> ✓ My name is ... ✓ I am ... ✓ My friends call me ... ✓ You can call me... ✓ She is my friend... ✓ Nice to meet you... ✓ It is a pleasure to meet you... <p>Structures: Pronouns Simple present</p> <p>His friend calls him John. It is a pleasure to meet you Milly.</p>	<p>Creates formal texts to introduce himself/herself using appropriate grammar and vocabulary.</p> <p>Greets and introduces himself/herself with classmates and the teacher.</p> <p>Introduces himself or herself to a classmate with the appropriate grammar structure.</p>
		<p>To share personal information.</p> <p>To show respect for other's personal information.</p>	<p>WEEKS 5-6-7</p> <p>PERSONAL INFORMATION</p> <ul style="list-style-type: none"> ✓ What is your name? ✓ Do you have a nickname? ✓ What is your id number? ✓ Where are you from? ✓ What is your address? ✓ How old are you? ✓ When is your birthday? 	<p>Provides personal information in text format. (Complete a personal information form.)</p> <p>Asks and answers questions about personal information.</p> <p>Writes a dialogue using the proper grammar structure.</p>

			<p>✓ What is your favorite hobby?</p> <p>Structures:</p> <p>W- Question Yes/no question</p> <p>Where are you from? Do you have a nickname?</p>	
		<p>To apply basic expressions of social interaction in daily life.</p> <p>To distinguish the difference between formal and informal expressions.</p>	<p>WEEKS 8-9-10</p> <p>LEAVE-TAKING INFORMAL AND FORMAL SITUATIONS</p> <ul style="list-style-type: none"> ✓ Good-bye! ✓ Bye-bye! / Bye! ✓ So long! ✓ See you. ✓ See you soon. / I'll see you soon. ✓ See you around. / I'll see you around. ✓ Have a nice day. ✓ Have a good day. ✓ Good night. <p>Structures: Prepositions (time and place)</p>	<p>Expresses formal greetings and leave taking correctly in a written form.</p> <p>Responds greetings and leave taking.</p> <p>Makes a dialogue using formal expressions of greetings and leave taking properly.</p>

			<p>Articles The church is next to the market. A red car is in from of the house.</p>	
	<p>AREA 2: SCIENCE AND TECHNOLOG Y</p>	<p>To recognize the importance of ecology in our country.</p> <p>To value the diversity of ecosystems in Panama.</p>	<p>WEEKS 11-12</p> <p>ECOLOGY</p> <ul style="list-style-type: none"> ✓ endangered species ✓ ecosystem diversity ✓ conservation ✓ species diversity ✓ pollutant ✓ renewable resource ✓ deforestation ✓ biodiversity ✓ extinction ✓ global warning ✓ drought ✓ decompose <p><u>Structures:</u> Adjectives Modals (could, must, etc.) The deforestation is catastrophic.</p> <p>We must conserve our environment.</p>	<p>Scans papers and online articles for specific information on environmental issues.</p> <p>Writes about the diversity of ecosystems in Panama and possible ideas to conserve it.</p> <p>Gathers information about the pollutants that affect the biodiversity in their community and analyses how to solve it.</p>

		<p>To identify vocabulary words related to environmental issues.</p> <p>To design messages that promote taking care of our natural resources.</p>	<p>WEEKS 13-14-15</p> <p>NATURAL RESOURCES</p> <ul style="list-style-type: none"> ✓ water ✓ plants ✓ air ✓ fossil fuels ✓ soil ✓ sunlight ✓ sand ✓ sun ✓ moon ✓ energy <p><u>Structures:</u></p> <p>Modals: can, could, have to, must, may, might.</p> <p>If clauses</p> <p>The sunlight must help plants grow.</p> <p>If it rains, the plants will grow faster.</p> <p>They could protect the trees.</p>	<p>Identifies vocabulary words related to ecology in different sources.</p> <p>Circles words related to natural resources.</p> <p>Creates a poster about natural resources to send a message about the importance of taking care of it.</p>

		<p>To point out important causes of environmental problems and to provide some solutions.</p> <p>To design promotional recycling projects to reduce pollution in your community.</p>	<p>WEEKS 16-17</p> <p>SOLUTIONS FOR ENVIRONMENTAL PROBLEMS</p> <ul style="list-style-type: none"> ✓ Clean the rivers and beaches. ✓ Do not cut the trees. ✓ Recycle garbage. ✓ Avoid the use of aerosol. ✓ Do not kill endangered animals. ✓ Eliminate smoke from industries. ✓ Avoid sound pollution. ✓ Collect hazardous waste ✓ Collect solid garbage ✓ Reduce ✓ Reuse ✓ Recycle <p>Structure: Modals: could, have to, must, may, and might. We must clean the rivers. We have to avoid the use of aerosol.</p>	<p>Makes oral support of his/her project about presumable solutions to reduce pollution.</p> <p>Applies the given grammatical structures in written and oral practices.</p> <p>Designs a poster about an adopted conservation policy to promote awareness of this problem in the school community.</p>
		<p>To write a short research and make</p>	<p>WEEKS 18 -19 - 20</p> <p>CAUSES, EFFECTS AND PREVENTION OF ENVIRONMENTAL POLLUTION</p>	

		<p>an oral support about causes and effect and prevention of environmental pollution.</p> <p>To compare written messages with peers to promote environmental awareness.</p>	<p>Structures: If Clauses Conjunctions: but, and, or. Connecting ideas with because. Compound sentences If you avoid aerosols, you will have clean air. We have to clean the rivers and beaches. Students are happy because they are cleaning the beaches.</p>	<p>Applies grammatical structures in writing short composition or paragraph.</p> <p>Discusses ideas, opinions, and proposes solutions to solve environmental problems.</p> <p>Takes care of the environment by writing and posting awareness messages to their contacts.</p>
		<p>To acquire and to use in context vocabulary related to nutrition and healthy habits.</p> <p>To describe good healthy habits to improve life quality.</p>	<p>WEEKS 21- 22 - 23</p> <p>NUTRITION AND HEALTHY HABITS</p> <p>Preparing and explaining different healthy habits</p> <ul style="list-style-type: none"> ✓ drink water ✓ do exercise ✓ have a check – up ✓ play outside ✓ get enough sleep ✓ have fizzy drinks ✓ eat healthy snacks ✓ do not eat junk food ✓ go to bed early 	<p>Designs a series of written steps to promote healthy eating and exercise habits.</p> <p>Describes eating and exercising habits with the appropriate use of the vocabulary words and grammar.</p> <p>Creates a balanced diet plan and an exercise routine to keep a healthy body.</p>

			<p>✓ Stay hydrated</p> <p>Structures: Countable nouns Uncountable nouns How much / how many Quantifiers A lot, few, a few, many, less How many hours do you sleep every day? I drink a lot of water.</p>	
		<p>To reinforce the importance of good nutrition and healthy habits for improving life quality.</p> <p>To design a nutritional plan by promoting good health in his / her school.</p>	<p>WEEKS 24 - 25</p> <p>THE IMPACT OF A GOOD HEALTH</p> <p>Health Problems</p> <ul style="list-style-type: none"> ✓ obesity ✓ high blood pressure ✓ high cholesterol ✓ heart disease and stroke ✓ type-2 diabetes ✓ osteoporosis ✓ cancer ✓ depression ✓ eating disorders ✓ nutrients ✓ proteins ✓ sugars ✓ vitamins ✓ carbohydrates ✓ fats 	<p>Writes messages using the new vocabulary words related to health problems; applies proper grammar features.</p> <p>Keeps a food diary with specific information about its daily diet to avoid health disorders.</p> <p>Makes a survey about the most common chronic diseases associated to unhealthy habits within its relatives</p>

			<p>Structures: Modals Would How much / how many Quantifiers: A lot, few, a few, many, less. That would be the best way. There are many people who like to eat junk food.</p>	
	<p>AREA 3: CULTURE, VALUES AND SOCIETY</p>	<p>To describe regional holidays, festivals, and celebrations.</p> <p>To elaborates a brochure based on holidays and festivities applying the grammar in context.</p>	<p>WEEKS 26 - 27 - 28 HOLIDAYS, FESTIVALS AND CELEBRATIONS</p> <ul style="list-style-type: none"> ✓ Christmas: candy cane, bell, bauble, bow, gift, lights, gingerbread, fireplace, and chimney. ✓ Independence Day: democracy, patriotic, flag, soldiers, government, parade. ✓ Birthday: gift, gift wrap or wrapping paper, goodie bags, greeting card, guest, cake, cupcakes <p>Structures: Noun and Adjective Clauses Punctuation. The house, that is near the river, is for Christmas party. Jessy who always celebrates Christmas, is at the hospital now.</p>	<p>Skims different booklets, newspapers or ads related to Panamanian festivities.</p> <p>Describes the ways of celebrating holidays and traditions in Panama.</p> <p>Elaborates a brochure based on festivities in Panama.</p>

		<p>To point out the importance of Panamanian cultural heritage.</p> <p>To value the traditions of different regions of Panama, applying the grammar structures given.</p>	<p>WEEKS 29 - 30 - 31</p> <p>PANAMANIAN CULTURAL HERITAGE</p> <ul style="list-style-type: none"> ✓ handcraft ✓ folkloric music ✓ traditions ✓ traditional food ✓ pollera ✓ montuno ✓ chiquita ✓ vaquita ✓ sancho ✓ carnival ✓ patriotic parade ✓ arroz con pollo ✓ rice with sweet beans ✓ tamborito ✓ el punto <p><u>Structures:</u> Punctuation rules: Capitalization Like/ prefer I prefer to go Chitre for carnivals.</p>	<p>Provides basic information on Panama's main festivities, folkloric music, food, and handicrafts from classmates.</p> <p>Collects information on hometown crafts.</p> <p>Writes a short paragraph about regional habits, traditions, and food using the appropriate grammar.</p>

	AREA 2: SCIENCE AND TECHNOLOG Y	<p>To name and speak about housing chores they like or dislike.</p> <p>To apply verb noun collocations correctly.</p>	WEEKS 32 - 33 - 34 HOUSING CHORES SCIENCE AND TECHNOLOGY <ul style="list-style-type: none"> ✓ clean the house ✓ make the bed ✓ cut the grass ✓ feed the pets ✓ do the dishes ✓ do the laundry ✓ cook dinner ✓ paint the house ✓ mop the floor ✓ rake the leaves. <p>Structures: Verbs Present perfect I have cleaned the house twice.</p>	<p>Provides information about house chores they usually like or dislike.</p> <p>Writes about the house chores he or she usually do.</p> <p>Collaborates and helps their family in some household tasks.</p>
		<p>To build vocabulary related to education.</p>	WEEKS 35 - 36 - 37 EDUCATION Science and Technology <ul style="list-style-type: none"> ✓ high school ✓ freshman ✓ state school ✓ technical college 	<p>Uses the vocabulary words in sentences using the appropriate grammar.</p> <p>Creates a web or mind map with words related to education and its definitions.</p>

		<p>To design a picture dictionary using the new words and its definitions.</p>	<ul style="list-style-type: none"> ✓ thesis ✓ masters degree ✓ doctorate / PhD ✓ dissertation ✓ written exam ✓ skip class <p>Structure: Since / for I haven't skipped class since I was in elementary school. They took a written exam for their master's degree.</p>	<p>Elaborates a picture dictionary related to the vocabulary words and writes sentences applying the grammar given.</p>
	<p>AREA 1: PERSONAL GROWING AND SUCCESS</p>	<p>To associate time expressions and verbs with different daily activities.</p> <p>To apply correctly the grammar structures in a short paragraph.</p>	<p>WEEKS 38 - 39 - 40</p> <p>THE CALENDAR, SEASONS OF THE YEAR, WEATHER</p> <ul style="list-style-type: none"> ✓ Month of the year: December, January, October, March, and so on. ✓ Seasons in Panama: dry season and rainy season ✓ Others: winter, autumn or fall, spring, summer. ✓ Weather: hot, sunny, windy, and cold. <p>Structures: Simple Past, Past Continuous, Time Expressions Cardinal Numbers I went to Panama yesterday. I was working in my garden, but it started raining.</p>	<p>Lists daily and monthly activities using a calendar.</p> <p>Asks for and gives information about personal daily activities and routines.</p> <p>Writes a short paragraph expressing frequency of leisure time activities with correct grammar and syntax.</p>

