

**ESSENTIAL CONTENT
TWELFTH GRADE**

SUBJECT	ÁREA	LEARNING OBJECTIVES	CONTENT	ACHIEVEMENTS INDICATORS
ENGLISH	AREA 1: PERSONAL GROWTH AND SUCCESS	<p>To use the English language vocabulary and language in written way for academic and professional purposes.</p> <p>To recognize the importance of learning English to participate in academic and professional scenarios.</p>	<p style="text-align: center;">WEEKS 1-2-3 PROFESSIONS AND OCCUPATIONS</p> <ul style="list-style-type: none"> ✓ lawyer ✓ teacher ✓ nurse ✓ doctor ✓ scientists ✓ mechanic ✓ tour guide ✓ secretary ✓ accountant ✓ manager ✓ technician <p><u>Structures:</u> Verbal tense-review Modals: can/could to express ability Can you talk with the lawyer please? You could work as a teacher. A teacher can change people's life.</p>	<p>Identifies main job requirements and profiles by completing a chart with relevant reading material and job ads.</p> <p>Demonstrates the ability to write a report (10 sentences) about five common professions and occupations in Panama.</p> <p>Selects a profession or occupation and designs a colorful job advertisement with the information acquired on vocabulary, structures, and reading material.</p>

ENGLISH	AREA 1: PERSONAL GROWTH AND SUCCESS	<p>To show a clear understanding of the English language vocabulary and language in written way for academic and professional purposes.</p>	<p style="text-align: center;">WEEKS 4 - 5 PANAMA NEW JOB NEEDS</p> <ul style="list-style-type: none"> ✓ babysitter ✓ personal care assistant ✓ personal trainer ✓ personal coach ✓ nutritionist ✓ event planner ✓ home delivery driver ✓ professional home cleaner ✓ dog walker ✓ social media manager <p>Structures: Verb tenses review Connecting ideas with conjunctions and, but, or</p> <p>You could become a personal trainer and a personal coach.</p>	<p>Records five ideas in a graphic organizer showing the main requirements and profile to get a job in Panama.</p> <p>Writes a report (10 sentences) on a job advertisement analysis with specific information.</p> <p>Fills in a reflection chart to demonstrate the importance of having good English language skills to get a job.</p>
		<p>To demonstrate a clear understanding of the English language vocabulary and language in a written way for academic and professional purposes.</p> <p>To apply the basic steps on writing a</p>	<p style="text-align: center;">WEEKS 6 -7- 8 LOOKING FOR NEW JOB OPPORTUNITIES</p> <ul style="list-style-type: none"> ✓ steps ✓ resume ✓ layout ✓ objective ✓ professional profile ✓ experience ✓ education ✓ skills ✓ personal reference ✓ cover letter ✓ language level ✓ basic 	<p>Collects main ideas in a graphic organizer on a writing a resume by searching academic and professional sites on Internet.</p> <p>Relates the main parts to have a resume by ordering them in a logical and sequential way.</p> <p>Writes a personal resume following the steps with appropriate vocabulary, grammar, and punctuation.</p>

ENGLISH	AREA 1: PERSONAL GROWTH AND SUCCESS	resume.	<ul style="list-style-type: none"> ✓ intermediate ✓ advanced <p>Structure: Going to I am going to write a resume. The manager is going to read my profile. Are you going to send your resume?</p>	
	AREA 1: PERSONAL GROWTH	<p>To develop a good understanding of the English vocabulary and language form related to job interviews.</p> <p>To commit themselves to a professional excellence and personal growth on learning English with the purpose to participate in academic and professional development.</p>	<p>WEEKS 9 -10 JOBS/ INTERVIEWS QUESTIONS Professions and occupations</p> <ul style="list-style-type: none"> ✓ What can you tell me about yourself? ✓ Why should we hire you? ✓ Where do you see yourself in 5 years time? <p>Structures: Idiomatic expressions Wh- questions I've been out of work since December. Hope I find a new job soon! Why do you want to work for this company? What are your strengths and weaknesses?</p>	<p>Differentiates from a list of questions which are and are not significant for having a job interview.</p> <p>Selects from an array of options the most effective answers for job interview questions.</p> <p>Uses a checklist to reflect on his or her commitment on developing an action plan for acquiring a solid practice on answering job interview questions.</p>

<p>ENGLISH</p>	<p>AND SUCCESS</p>	<p>To determine the relevance of learning the English language for academic and professional purposes.</p> <p>To assess the importance of being prepared for a job interview.</p>	<p>WEEKS 11-12-13 PREPARING FOR A JOB INTERVIEW</p> <ul style="list-style-type: none"> ✓ dress code ✓ self-image ✓ body language ✓ demeanor ✓ meeting schedule ✓ self-introduction in professional situations ✓ professional language usage ✓ communication skills <p>Structures: Simple and compound nouns</p> <p>The way you dress for an interview says how precise, neat, and professional you really are.</p>	<p>Analyzes a video by using a graphic organizer to get main ideas on how dress code is important when having a job interview.</p> <p>Prepares a portfolio with drawings or images on the do and don't of dress code and body language when having a job interviews</p> <p>Describes the importance on being prepared for a job interview by providing reasoned, coherent, and substantiated responses to questions such as the following, posed in relation to specific cases:</p> <ul style="list-style-type: none"> ✓ Is dress code important when having a job interview? Why? Why not? ✓ How do you prepare yourself for a job interview? ✓ Why communication skills are essential when having a job interview?
<p>ENGLISH</p>	<p>AREA 2: SCIENCE AND TECHNOLOGY</p>	<p>To make written questions (advice/request) about technology for professional success.</p>	<p>WEEKS 14 -15 -16 USE OF TECHNOLOGY FOR PROFESSIONAL SUCCESS</p> <ul style="list-style-type: none"> ✓ Computers ✓ Internet 	<p>Writes a comparison paragraph (ten sentences length) about two online platforms with accuracy, unit and coherence.</p>

		To write simple and compound sentences expressing different functions (advice, request).	<ul style="list-style-type: none"> ✓ E mail ✓ Zoom Meetings ✓ Google Meet <p>Structures: Verb tenses review Modals: should, had better, could for giving advice, Would to request. Panama has a new education strategy due to the COVID 19. Would you like to work with me? You should study a lot to become an excellent worker.</p>	Writes a contrast Paragraph (ten sentence length) about a face-to-face meeting versus an online meeting. Makes a flyer about one online platform used to give classes.
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		<p>To use vocabulary and language related to telecommuting/teleworking.</p> <p>To read a short text and gives the main idea and the secondary ideas.</p>	<p style="text-align: center;">WEEKS 17 - 18</p> <p style="text-align: center;">USE OF TECHNOLOGY FOR PROFESSIONAL SUCCESS</p> <p style="text-align: center;">TECHNOLOGY FOR PROFESSIONAL SUCCESS IN TIMES OF PANDEMIC.</p> <p>Telecommute. Working from home</p> <ul style="list-style-type: none"> ✓ teleworker ✓ telecommuter ✓ freelance ✓ fire ✓ dismiss 	<p>Surveys about how telecommuting/teleworking has been developed in Panama since march 2020 using a chart.</p> <p>Writes a report about 5 facts about telecommuting in Panama.</p> <p>Elaborates a poster with a short description about telecommuting in Panama.</p>
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ENGLISH	AREA 2: SCIENCE AND TECHNOLOGY		<p>Structure: Active Voice Passive Voice The teleworker sends the email. (active voice) The email is sent by the teleworker. (passive voice)</p>	
ENGLISH	AREA 2: SCIENCE AND TECHNOLOGY	<p>To use vocabulary and language related to technology devices for communication.</p> <p>To distinguish facts from opinions.</p>	<p>WEEKS 19 - 20 - 21 USE OF TECHNOLOGY FOR PROFESSIONAL SUCCESS</p> <p>Technology devices for communication among families and friends during the COVID-19 lockdown</p> <ul style="list-style-type: none"> ✓ cellphones ✓ smartphones ✓ tablet ✓ iPad ✓ Padlet <p>Structures: Verbal Tenses Comparative adjectives: using the same, similar, different, like and alike.</p>	<p>Surveys about the technology devices used among his-her family members using a chart.</p> <p>Writes a summary (10 simple and compound sentences) about the smartphones history timeline.</p> <p>Write a short opinion paragraph (15 sentences) using adjectives denoting opinion.</p>

ENGLISH			<p>Your cellphone and mine are the same. They have the same characteristics. The Samsung A10 and the Samsung A20 are similar. They share some characteristics. Tablets are different from smartphones.</p>	
		<p>To use vocabulary and language related to technology platforms.</p> <p>Comparing and contrasting technology platforms.</p>	<p>WEEKS 22 - 23 - 24</p> <p>USE OF TECHNOLOGY FOR PROFESSIONAL SUCCESS</p> <p>Technology platforms, apps and their influence in education and in human life during the COVID-19 pandemic.</p> <ul style="list-style-type: none"> ✓ zoom ✓ moodle ✓ ms teams ✓ smartboard ✓ google meet ✓ whatsapp ✓ youtube ✓ instagram ✓ facebook <p>Structure:</p> <p>Modals</p> <p>You should search for information using internet. Could we use the smartboard? Would you like to have a</p>	<p>Writes a report (15 sentences) about three platforms commenting origin and features.</p> <p>Makes a comparison paragraph (ten sentence length) about Instagram and Facebook.</p> <p>Completes a Venn Diagram about Zoom and Microsoft Teams.</p>

			Zoom meeting with relatives and friends?	
	AREA 2: SCIENCE AND TECHNOLOGY	<p>To use vocabulary and language related to global warming effects and measures.</p> <p>To read a short text and gives the main idea and the secondary ideas.</p>	<p>WEEKS 25 - 26 GLOBAL WARMING EFFECTS AND MEASURES TO PROTECT THE PLANET</p> <p>Effects and measure to protect the planet during the COVID-19 outbreak</p> <ul style="list-style-type: none"> ✓ Pandemics ✓ Global warming ✓ Overpopulation ✓ Nuclear war ✓ Cyber wars ✓ GM food ✓ Artificial intelligence ✓ Terrorism <p><u>Structures:</u></p> <p>Verbal tenses Gerunds</p> <p>Global warming is the increase of average world temperatures.</p> <p>Camping is difficult because of constant climate change.</p>	<p>Writes an opinion paragraph (15 sentence long) about how people in Panama may help mitigate the effects of global warming.</p> <p>Elaborates a timeline based on some disasters happened in the last three years in Panama.</p> <p>Surveys about the effects of global warming on agriculture and writes reports three of them with examples.</p>

<p>ENGLISH</p>	<p>AREA 2: SCIENCE AND TECHNOLOGY</p>	<p>To interpret vocabulary and language related to environmental issues and solutions.</p> <p>To apply and promoting environmental awareness.in a written way.</p>	<p>WEEKS 27- 28 - 29 GLOBAL WARMING EFFECTS AND MEASURES TO PROTECT THE PLANET</p> <p>Natural disasters</p> <ul style="list-style-type: none"> ✓ rain ✓ flood ✓ water creek ✓ river ✓ earthquake drill ✓ first aid ✓ emergency number ✓ indoor safety <p><u>Structures:</u></p> <p>Form/function in order to + base verb</p> <p>We plant a lot of trees in order to have a better planet.</p> <p>They clean our rivers in order to save our environment.</p>	<p>Successfully identifies vocabulary related to global warming using a reading material to write a short report.</p> <p>Respectfully expresses opinions about global warming causes and effects using a fishbone graphic organizer.</p> <p>Designs a flyer about environmental issues with creativity and enthusiasm.</p>
		<p>To interpret related environmental issues and</p>	<p>WEEKS 30 - 31 GLOBAL WARMING</p>	<p>Surveys about environmental</p>

ENGLISH		<p>solutions.</p> <p>To write essays promoting environmental awareness.</p>	<p>EFFECTS AND MEASURES TO PROTECT THE PLANET</p> <p>Animals protection Animal conservation</p> <ul style="list-style-type: none"> ✓ smog ✓ skins eruptions ✓ breath ✓ ecosystem ✓ oil containment boom ✓ hazing ✓ crude <p><u>Structure:</u></p> <p>Expressing purpose with for using infinitives with too and enough</p> <p>It is too hot for the dog to go outside.</p>	<p>problems in his-her community and writes a short report.</p> <p>Writes a descriptive paragraph (15 sentences) about the effects of human actions on the environment.</p> <p>Elaborates a poster with an awareness message about ways of protecting the environment with creativity and enthusiasm.</p>
ENGLISH	<p>AREA 2:</p> <p>SCIENCE AND TECHNOLOGY</p>	<p>To produce language related to nutrition and health habits.</p> <p>To make suggestions about healthy eating</p>	<p>WEEKS 32 - 33 - 34</p> <p>GOOD HEALTHY EATING HABITS</p> <p>Recipes and measures</p> <ul style="list-style-type: none"> ✓ baking ✓ kitchen tools ✓ internet sources 	<p>Prepares a shopping list for preparing a healthy lunch.</p> <p>Writes a personal report about his-her healthy and unhealthy food habits.</p> <p>Elaborates a chart showing the process how to prepare a healthy recipe, the ingredients</p>

		<p>habits.</p>	<ul style="list-style-type: none"> ✓ measuring cup ✓ deep-fry vs fry ✓ portion ✓ poison ✓ left over <p><u>Structures:</u> Synonyms Quantifiers Imperatives</p> <p>A chef uses a measuring cup to bake a cake. A cooker uses portion of food to prepare a dish.</p>	<p>and the nutritional facts.</p>
<p>ENGLISH</p>	<p>AREA 2: SCIENCE AND TECHNOLOGY</p>	<p>To describe issues and giving suggestions to promote good healthy habits.</p> <p>To analyze the main and supplementary ideas about a reading related to nutrition.</p>	<p>WEEKS 35 – 36 - 37</p> <p>GOOD HEALTHY EATING HABITS AS A SOCIAL RESPONSIBILITY</p> <p>Food pyramid, nutrition.</p> <ul style="list-style-type: none"> ✓ healthy ✓ unhealthy ✓ nutritional facts ✓ fast food ✓ obesity ✓ affordable products ✓ health check up ✓ fresh products ✓ stomachache 	<p>Elaborates a pamphlet showing the importance of eating healthy food as a social responsibility.</p> <p>Writes a 10 sentences paragraph about the pro and cons of consuming junk food.</p> <p>Surveys about the importance of knowing the nutritional value of the daily consumed food and writes a short report.</p>

			<p><u>Structures:</u></p> <p>Using count and non-count nouns: several, a lot of, many/much, a few/a little</p> <p>I have many healthy friends.</p> <p>Candies have a lot of calories.</p>	
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	<p>AREA 2:</p> <p>SCIENCE AND TECHNOLOGY</p>	<p>To produce written language related to nutrition and healthy habits.</p> <p>To make written suggestions to avoid healthy problems.</p>	<p>WEEKS 38 – 39 - 40</p> <p>GOOD HEALTHY EATING HABITS AS A SOCIAL RESPONSIBILITY</p> <p>How to eat healthy during the indoors curfew?</p> <ul style="list-style-type: none"> ✓ boring ✓ eating out of hours ✓ diet ✓ shopping ✓ extra activities ✓ portioning food ✓ avoid fat <p><u>Structure:</u></p> <p>Using whose in adjective clause</p> <p>Those students whose names are on the list avoid fast food.</p>	<p>Writes a personal report about his-her experiences related to the effects of not eating healthy food.</p> <p>Draws a healthy food plate and writes a short description of the nutritional values of the portion.</p> <p>Makes a poster promoting healthy food habits with awareness phrases.</p>
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