



REPÚBLICA DE PANAMÁ  
— GOBIERNO NACIONAL —

MINISTERIO DE  
EDUCACIÓN

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**



PANAMÁ, 2020.

## **AUTORIDADES DEL MINISTERIO DE EDUCACIÓN**

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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 ASIGNATURA DE INGLÉS**

<b>Yarielis García</b>	<b>Supervisor Nacional de Inglés</b>
<b>Siria Rodríguez</b>	<b>Supervisor de Inglés- Región de Herrera</b>
<b>Daira Creighton</b>	<b>Coordinadora Académica de inglés- Región de Panamá Norte</b>
<b>Víctor Castellero</b>	<b>Coordinador Académico de Inglés- Región de Los Santos</b>
<b>Karla Fischbach</b>	<b>Especialista Técnico</b>

JUNIOR HIGH SCHOOL

ESSENTIAL CONTENT  
 ENGLISH  
 SEVENTH GRADE

SUBJECT	AREA	LEARNING OBJECTIVES	CONTENTS	ACHIEVEMENT INDICATORS
ENGLISH 7th GRADE	AREA 2: PEOPLE, EDUCATION, AND PLACES	<p>To use vocabulary related to countries and nationalities in context.</p> <p>To identify different communities with presence in our country.</p>	<p><b>WEEK #1</b> <b>Countries and Nationalities</b></p> <p><b>Some communities with presence in our country.</b></p> <ul style="list-style-type: none"> <li>✓ Chinese-China</li> <li>✓ Colombian-Colombia</li> <li>✓ Venezuelan-Venezuela</li> <li>✓ American- The United States</li> <li>✓ Brazilian-Brazil</li> <li>✓ Dominican-Dominican Republic</li> <li>✓ Israeli- Israel</li> <li>✓ Costa Rican-Costa Rica</li> <li>✓ Spanish-Spain</li> <li>✓ Indian: India</li> </ul> <p><b>Structures:</b>  <b>Verb to be/personal pronouns</b>            I am from Panama.            I am Panamanian</p>	<p>Associates the different countries and nationalities with their flags.</p> <p>Identifies countries and nationalities of people he/she knows.</p> <p>Makes short simple sentences about countries and nationalities correctly.</p>

<p><b>ENGLISH</b> <b>7th Grade</b></p>		<p>To show respect for the different ethnic groups of Panama.</p> <p>To discuss the characteristics of each ethnic group of Panama.</p>	<p style="text-align: center;"><b>WEEK #2</b></p> <p><b>Ethnic Groups in Panama</b></p> <p><b>Ethnic groups, and cultures of Panama:</b></p> <p><b>Major Native Groups:</b></p> <ul style="list-style-type: none"> <li>✓ Embera-Wounaan</li> <li>✓ Ngäbe - Bugle</li> <li>✓ Guna</li> </ul> <p><b>Minor native groups:</b></p> <ul style="list-style-type: none"> <li>✓ Bri bri</li> <li>✓ Naso – Teribes</li> </ul> <p><b>Other groups</b></p> <ul style="list-style-type: none"> <li>✓ Mestizos</li> <li>✓ Blacks</li> <li>✓ People from other ethnicities and nationalities born in our country</li> </ul> <p><b>Structure:</b> <b>Wh- questions</b></p> <ul style="list-style-type: none"> <li>- <b>What</b> are the <b>ethnic groups</b> of Panama?</li> <li>- <b>Where</b> do the <b>indigenous ethnic groups</b> live in Panama?</li> </ul>	<p>Classifies the ethnic groups of Panama in: Major native groups Minor native groups Other groups.</p> <p>Lists specific characteristics and cultural aspects about the different ethnic groups of Panama.</p> <p>Answers simple questions about the different ethnic groups of Panama.</p>
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<p><b>ENGLISH</b> <b>7th GRADE</b></p>		<p>To locate tourist places in the different provinces of Panama.</p> <p>To describe tourist places in Panama.</p>	<p><b>WEEK #3</b> <b>Tourist Attractions in Panama</b></p> <p><b>Some places to visit in Panama</b></p> <ul style="list-style-type: none"> <li>✓ Casco Viejo</li> <li>✓ Anton Valley</li> <li>✓ The Old City of Panama</li> <li>✓ The Panama Canal</li> <li>✓ Colon Island</li> <li>✓ Taboga</li> <li>✓ San Blas</li> <li>✓ Amador Causeway</li> <li>✓ Portobelo</li> <li>✓ Boquete</li> </ul> <p><b><u>Structure:</u></b></p> <p><b>Adjectives for places</b></p> <p>The Panama Canal is an <b>amazing</b> waterway.</p> <p>Portobelo is a <b>beautiful</b> and <b>historical</b> place.</p>	<p>Names places he/she knows.</p> <p>Identifies adjectives to describe places.</p> <p>Uses adjectives in sentences to describe tourist places in Panama.</p>
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<p><b>ENGLISH 7th GRADE</b></p>		<p>To describe the levels and sectors of our educational system.</p> <p>To define the role of people related to our educational system.</p>	<p><b>WEEK #4</b></p> <p><b>Educational System in Panama</b></p> <p><b>Levels of education</b></p> <ul style="list-style-type: none"> <li>✓ Preschool</li> <li>✓ elementary</li> <li>✓ junior high school</li> <li>✓ high school</li> <li>✓ colleague</li> <li>✓ university</li> </ul> <p><b>Public and private educational systems</b></p> <ul style="list-style-type: none"> <li>✓ similarities</li> <li>✓ differences</li> </ul> <p><b>People related to the educational system</b></p> <ul style="list-style-type: none"> <li>✓ Minister</li> <li>✓ Teacher</li> <li>✓ students</li> <li>✓ principals</li> <li>✓ supervisors</li> </ul> <p><b>Ordinal numbers</b></p> <p><b><u>Structure:</u></b></p> <p><b>Yes/No questions (To be)</b></p> <p><b>Are you in 7° grade?</b> Yes, I am</p>	<p>Differentiates the levels of education in Panama.</p> <p>Associates people with their roles in our educational system.</p> <p>Makes and answers yes/no questions about his/ her school.</p>
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<p><b>ENGLISH 7th GRADE</b></p>	<p><b>AREA 3: HEALTH NUTRITION AND FOOD.</b></p>	<p>To recognize the importance of having a balance diet.</p> <p>To classify meals according to the different nutritional groups.</p>	<p><b>WEEK # 5</b>  <b>Food Groups and their Contribution to a Balance Diet</b></p> <p><b>Definition of a Balance diet</b></p> <p><b>Vocabulary Food groups</b>          Dairy Products -- Calcium          Vegetables -- vitamins          minerals, fiber          Fruits -- vitamins          minerals          Grains -- fiber          Meats and poultry -- proteins</p> <p><b>Examples of meals of each food group.</b>  <b>Structures:</b></p> <p><b>I like /I don't like</b></p> <p><b>What do you like to eat for breakfast?</b></p> <p><b>I like to eat</b> chicken.  <b>I don't like</b> to eat veggies.</p>	<p>Categorizes meals according to the different nutritional groups.</p> <p>Expresses likes and dislikes in terms of food.</p> <p>Writes sentences about food he/she eats for breakfast, lunch, and dinner.</p>
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<p><b>ENGLISH 7th GRADE</b></p>		<p>To classify food in healthy and junk.</p> <p>To identify consequences of having bad nutrition.</p>	<p><b>WEEK # 6</b>  <b>Causes and Consequences of a Bad Nutrition</b></p> <p><b>Vocabulary</b>  <b>Healthy Food:</b> fruits, nuts and seeds, meat, fish, poultry, vegetables, water, whole grains  <b>Junk Food:</b> chips, cookies, fast food, sweets, pizza, soda</p> <p><b>Diseases caused by bad nutrition</b></p> <ul style="list-style-type: none"> <li>✓ heart disease</li> <li>✓ obesity</li> <li>✓ high blood pressure</li> <li>✓ stroke</li> <li>✓ osteoporosis</li> </ul> <p><b><u>Structures:</u></b></p> <p><b><u>Should/Shouldn't</u></b></p> <p>I <b>should not</b> drink soda.          I <b>should</b> eat broccoli and tomatoes.</p>	<p>Distinguishes healthy from junk food.</p> <p>Lists diseases caused by bad nutrition.</p> <p>Uses should to write advices about healthy and junk food.</p>
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<p><b>ENGLISH 7th GRADE</b></p>		<p>To discuss the benefits of practicing healthy habits.</p> <p>To recognize some habits to grow healthy.</p>	<p><b>WEEK # 7 Healthy Habits</b></p> <p><b>Benefits of practicing healthy habits.</b></p> <ul style="list-style-type: none"> <li>✓ Keeping physical and mental health</li> <li>✓ Keeping away from some diseases</li> <li>✓ Keeping fit</li> <li>✓ Having good performance at school or job</li> </ul> <p><b>Some healthy habits</b></p> <ul style="list-style-type: none"> <li>✓ Exercising regularly</li> <li>✓ Practicing sports</li> <li>✓ Eating on time</li> <li>✓ Visiting the doctor</li> <li>✓ Sleeping 8 hours a day</li> </ul> <p><b><u>Structures:</u></b></p> <p><b>Have/has to</b></p> <p>I <b>have to</b> keep fit.</p> <p>She <b>has to</b> do aerobics.</p>	<p>Names the benefits of practicing healthy habits.</p> <p>Lists healthy habits he/she practices and habits he/she needs to practice.</p> <p>Makes sentences with have to in order to indicate the healthy habits he/she needs to practice.</p>
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<p><b>ENGLISH</b> <b>7th GRADE</b></p>	<p><b>ÁREA 4:</b> <b>ECOLOGY AND</b> <b>CONSERVATION</b></p>	<p>To define the concepts of flora and fauna and their importance for mankind.</p> <p>To distinguish elements of our flora and fauna.</p>	<p><b>WEEK # 8</b> <b>Our Flora and Fauna</b></p> <p><b>Definition of flora and fauna and their importance as part of the ecosystem.</b></p> <p><b>Examples of the flora and fauna of our country</b></p> <p>Birds                      orchids mammals                      tropical plants                      trees reptiles amphibious fish</p> <p><b>Endemic species of flora and fauna</b></p> <p><b><u>Structures:</u></b> <b>There is /there are</b></p> <ul style="list-style-type: none"> <li>✓ <b>There is</b> a variety of species of animals in Panama.</li> <li>✓ <b>There are</b> many kinds of birds.</li> </ul>	<p>Identifies different types of flora and fauna in his/her community.</p> <p>Provides examples of flora and fauna of our country.</p> <p>Uses there is and there are to make sentences about the elements of flora and fauna of Panama.</p>
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<p><b>ENGLISH 7th GRADE</b></p>		<p>To classify natural resources in renewable and non-renewable.</p> <p>To discuss actions to preserve our natural resources.</p>	<p><b>WEEK # 9 Natural Resources</b></p> <p><b>Definition of natural resources</b></p> <p><b>Classification of natural resources according to their renewability</b></p> <ul style="list-style-type: none"> <li>✓ Renewable</li> <li>✓ Non-renewable</li> </ul> <p><b>Actions to preserve our natural resources</b></p> <ul style="list-style-type: none"> <li>✓ Reduce</li> <li>✓ Reuse</li> <li>✓ recycle</li> </ul> <p><b>National parks and protected areas</b></p> <p><b><u>Structures:</u></b></p> <p><b>Singular and plural nouns</b>  <b>Water</b> is an important <b>resource</b>.          There are amazing <b>parks</b> in Panama.          There are unique <b>species of birds</b> in our country.</p>	<p>Classifies natural resources in renewable and non-renewable.</p> <p>Provides ideas to promote preservation of our natural resources.</p> <p>Writes sentences about natural resources using singular and plural nouns.</p>
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<p><b>ENGLISH</b> <b>7th GRADE</b></p>	<p><b>AREA 5: HOLIDAYS AND TOURISM</b></p>	<p>To indicate holidays and important festivals celebrated in Panama.</p> <p>To explain how people spend their holidays.</p>	<p><b>WEEK #10</b> <b>Holidays</b></p> <p><b>Holidays Celebrated in Panama</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ Carnival</li> <li>✓ Holy week</li> <li>✓ Independence day</li> <li>✓ Mother’s day</li> <li>✓ Christmas</li> </ul> <p><b>Some important festivals in Panama</b></p> <ul style="list-style-type: none"> <li>✓ The thousand Polleras festival</li> <li>✓ Congo festival</li> <li>✓ Boquete international fair</li> </ul> <p><b>Activities people do during holidays</b></p> <ul style="list-style-type: none"> <li>✓ Going to the beach/river</li> <li>✓ Going to the countryside</li> </ul> <p><b>Structures:</b> <b>Verbs (simple present)</b> People <b>dance</b> typical dances.</p> <p>Panamanians <b>cook</b> tamales for Christmas dinner.</p>	<p>Associates the holidays with months of the year.</p> <p>Names important festivals celebrated in different provinces.</p> <p>Writes sentence using simple present forms of verbs to express activities he/she does during holidays.</p>
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<p><b>ENGLISH 7th GRADE</b></p>		<p>To categorize sports practiced in Panama.</p> <p>To answer questions about sports and recreational activities.</p>	<p><b>WEEK # 11 Sports</b></p> <p><b>Vocabulary</b></p> <p><b>Kinds of sports</b></p> <ul style="list-style-type: none"> <li>✓ adventure</li> <li>✓ aquatic</li> <li>✓ strength and agility</li> <li>✓ extreme</li> <li>✓ mountain</li> <li>✓ motorized</li> </ul> <p><b>Sports and recreational activities practiced in Panama</b></p> <ul style="list-style-type: none"> <li>✓ baseball      basketball</li> <li>✓ football      golf</li> <li>✓ fishing      boxing</li> <li>✓ diving and snorkeling</li> <li>✓ rafting and kayaking</li> <li>✓ surfing</li> </ul> <p><b><u>Structures:</u></b></p> <p><b>Yes/No questions</b></p> <p><b>Short answers (affirmative/negative)</b></p> <p><b>Do you practice any sport?</b> Yes, I do. I practice baseball.</p> <p><b>Do you practice any aquatic sport?</b> No, I don't.</p>	<p>Classifies sports in: adventure, aquatic, strength, extreme, mountain, and motorized.</p> <p>Writes a short paragraph about his/her favorite sport.</p> <p>Makes and answer simple present questions about sports.</p>
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<p><b>ENGLISH 7th GRADE</b></p>	<p><b>AREA 6 WEATHER, TIME AND MONETARY UNITS</b></p>	<p>To compare seasons in Panama with seasons in other parts of the world.</p> <p>To describe the weather during specific seasons.</p>	<p><b>WEEK # 12 Weather and Climate</b></p> <p><b>Seasons in Panama &amp; seasons in other parts of the world</b></p> <p>rainy season      summer dry season        winter autumn             spring</p> <p><b>Weather Words</b></p> <p>sunny                cloudy windy                stormy warm                 hot</p> <p><b>Activities to do during different seasons</b></p> <ul style="list-style-type: none"> <li>✓ Indoor activities</li> <li>✓ Outdoor activities</li> </ul> <p><b>Structure:</b> <b>Adjectives for weather</b></p> <p>The weather is <b>hot during the dry season.</b> We go to the beach on <b>sunny</b> days.</p>	<p>Compares seasons in Panama with seasons in other countries.</p> <p>Classifies activities in indoor and outdoor.</p> <p>Describes the weather in Panama using adjectives.</p>
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<p><b>ENGLISH</b> <b>7th GRADE</b></p>		<p>To answer questions about time.</p> <p>To list daily routines and leisure activities.</p>	<p><b>WEEK # 13</b> <b>Time and Numbers</b> <b>Cardinal Numbers</b></p> <p><b>Telling the time</b> Ways to tell the time</p> <p><b>2:20 - It's two twenty</b> <b>2:20 - It's twenty past two</b> <b>Daily routine and leisure activities</b></p> <ul style="list-style-type: none"> <li>✓ get up</li> <li>✓ brush my hair</li> <li>✓ study</li> <li>✓ get undressed</li> <li>✓ play soccer</li> <li>✓ exercise</li> <li>✓ take a nap</li> <li>✓ listen to music</li> <li>✓ read</li> <li>✓ check e-mail</li> </ul> <p><b>Structures:</b> <b>Frequency adverb</b> What time do you <b>usually</b> get up? I <b>usually</b> get up at 8:30.</p> <p><b>What time is it?</b> It's ten o'clock.</p>	<p>Names his daily routines and leisure activities.</p> <p>Makes a timeline based on his/her daily activities.</p> <p>Makes and answers questions about time.</p>
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<p><b>ENGLISH 7th GRADE</b></p>		<p>To distinguish currencies from different countries.</p> <p>To identify the different monetary units used in our country.</p>	<p><b>WEEK # 14</b>  <b>Monetary Units</b>  <b>Currencies in America</b>          Panama- Balboa          United States- Dollar          Canada- Canadian dollar          Mexican- Mexican peso          Colombia- Colombian peso          Costa Rica- Costa Rican colon          Brazil- Brazilian real          Chile- Chilean peso          Cuba- Cuban peso          Peru- Peruvian sol....</p> <p><b>Types of monetary units used in Panama</b></p> <ul style="list-style-type: none"> <li>✓ dollar</li> <li>✓ cent</li> <li>✓ nickel</li> <li>✓ quarter</li> <li>✓ dime</li> <li>✓ penny</li> </ul> <p><b>Structures</b>  <b>How much....?</b>  <b>How much</b> is it?          It is 20 dollars.          What is the currency used in Panama?          Our <b>currency</b> is the <b>Balboa</b>.</p>	<p>Provides examples of currencies used in different countries.</p> <p>Recognizes the different monetary units used in Panama.</p> <p>Uses number and monetary units to answer questions about prices.</p>
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<p><b>ENGLISH 7th GRADE</b></p>	<p><b>AREA 7 TRADITIONAL AND MODERN COMMUNICATION</b></p>	<p>To compare past and modern means of transportation.</p> <p>To identify means of transportation used in Panama.</p>	<p><b>WEEK # 15 Transportation</b></p> <p><b>Routes of transportation</b></p> <ul style="list-style-type: none"> <li>✓ Land</li> <li>✓ Water</li> <li>✓ Air</li> </ul> <p><b>Transportation in Panama and Worldwide</b></p> <ul style="list-style-type: none"> <li>✓ Past means of transportation</li> <li>✓ Modern means of transportation</li> </ul> <p><b>Transportation systems used in Panama</b></p> <ul style="list-style-type: none"> <li>✓ Bus</li> <li>✓ Taxi</li> <li>✓ Truck</li> <li>✓ Train</li> <li>✓ Airplane</li> <li>✓ Ship ...</li> </ul> <p><b>Structures:</b>  <b>Simple Present as future Used to</b>      The flight <b>arrives</b> at 7:00 o'clock.      People <b>used to</b> ride horses to move from one place to another.</p>	<p>Lists means of transportation.</p> <p>Provides examples of past and modern types of transportation.</p> <p>Makes sentences to express future plans.</p>
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**ESSENTIAL CONTENT**  
**ENGLISH**  
**EIGHTH GRADE**

SUBJECT	AREA	LEARNING OBJECTIVES	CONTENTS	ACHIEVEMENT INDICATORS
ENGLISH 8th GRADE	AREA 1: FAMILY, SCHOOL COMMUNITY, AND COUNTRY	<p>To identify and share family differences in the community and country in a written or oral way.</p>	<p><b>WEEK #1</b> <b>Types of Family Structure</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ nuclear</li> <li>✓ extended</li> <li>✓ single</li> <li>✓ childless</li> </ul> <p><b>Structures:</b></p> <p><b>Wh-Question</b></p> <ul style="list-style-type: none"> <li>✓ <b>What</b> kind of family do you have?</li> <li>✓ <b>I have</b> a nuclear family.</li> <li>✓ <b>She has</b> a childless family</li> </ul>	<p>Reads and pronounces sentences about family, people from the community, and country.</p> <p>Describes the type of family he or she has.</p> <p>Answers simple questions about types of family</p>
		<p>To show empathy and respect for parents and relatives.</p>	<p><b>WEEK # 2</b> <b>Family Values</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ empathy</li> <li>✓ respect</li> <li>✓ solidarity</li> </ul>	<p>Writes sentences describing the family values using possessive adjectives.</p>

		<p>To value the role of family and school in society.</p>	<ul style="list-style-type: none"> <li>✓ obedience</li> <li>✓ love</li> </ul> <p><b>Structures:</b> <b>Possessive Adjectives</b></p> <ul style="list-style-type: none"> <li>✓ She loves <b>her</b> family.</li> <li>✓ He respects <b>his</b> parents.</li> </ul>	<p>Identifies the importance of family role in our society.</p> <p>Uses the vocabulary to describe family values.</p>
		<p>To develop attitude of respect and commitment toward family members.</p> <p>To collaborate with family activities during the lockdown.</p>	<p style="text-align: center;"><b>WEEK # 3</b></p> <p style="text-align: center;"><b>Family activities during the COVID-19 lockdown</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ home chores</li> <li>✓ entertaining time</li> <li>✓ games</li> <li>✓ virtual or distance learning</li> </ul> <p><b>Structures:</b> <b>Simple present</b></p> <ul style="list-style-type: none"> <li>✓ We <b>make</b> the home chores.</li> <li>✓ Ruben <b>plays</b> the guitar.</li> <li>✓ Victor <b>walks</b> in the yard.</li> </ul>	<p>Lists family activities carried out during the lockdown.</p> <p>Writes a short paragraph about family activities during the lockdown using action verbs.</p> <p>Recognizes sanitary instructions in English about the lockdown.</p>

		<p>To show a positive attitude during the pandemic time.</p> <p>To identify stressful situations.</p>	<p><b>Week # 4</b>  <b>Family conflicts during the pandemic time</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ stress</li> <li>✓ anxiety</li> <li>✓ fears about coronavirus</li> <li>✓ economic worries</li> <li>✓ fatigue from caretaking</li> <li>✓ disagreements about the severity of the virus</li> <li>✓ uncertainties about what will happen next</li> <li>✓ juggling work</li> <li>✓ caretaking</li> </ul> <p><b>Structures:</b></p> <p><b>Adjectives</b>        I am <b>nervous</b> about COVID-19.        Laura is <b>scared</b> about coronavirus.</p>	<p>Writes about the importance of having good mental health in the pandemic time.</p> <p>Uses vocabulary to be aware of the current situation.</p> <p>Posts prevention tips at home about how to take care of your family during the pandemic.</p>
		<p>To describe people and places in the school.</p>	<p><b>Week # 5</b>  <b>People and Places in the School</b></p> <p><b>Vocabulary:</b>  <u>People</u></p> <ul style="list-style-type: none"> <li>✓ principal</li> <li>✓ students</li> </ul>	<p>Develops a written report about people and places in the school.</p>

	<b>AREA 2: PEOPLE</b>	<p>To appreciate the importance of people in the school.</p>	<ul style="list-style-type: none"> <li>✓ teacher</li> <li>✓ janitor</li> <li>✓ secretary</li> <li>✓ accountant</li> </ul> <p><u>School Places</u></p> <ul style="list-style-type: none"> <li>✓ principal's office</li> <li>✓ lab</li> <li>✓ gym</li> <li>✓ teachers' lounge</li> <li>✓ library</li> <li>✓ restroom</li> </ul> <p><b><u>Structures:</u></b></p> <p><b>Wh- questions</b></p> <ul style="list-style-type: none"> <li>✓ <b>Where</b> is the principal's office?</li> <li>✓ <b>Who</b> is the secretary?</li> </ul>	<p>Identifies people and places in the school and their functions.</p> <p>Answers simple questions about school places.</p>
		<p>To recognize the most important places in the community.</p> <p>To use vocabulary related to places in the community.</p>	<p style="text-align: center;"><b>WEEK # 6</b></p> <p style="text-align: center;"><b>Community and Country</b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>✓ neighborhood</li> <li>✓ city</li> <li>✓ countryside</li> <li>✓ presidency</li> <li>✓ school</li> <li>✓ bank</li> <li>✓ market</li> <li>✓ restaurant</li> <li>✓ church</li> <li>✓ hospital</li> <li>✓ police station</li> <li>✓ gas station</li> </ul>	<p>Identifies places with their characteristics.</p> <p>Writes sentences about activities people can do at different places in the community.</p> <p>Lists different places in the community.</p>

			<p><b>Structures:</b> <b>Prepositions</b></p> <ul style="list-style-type: none"> <li>✓ John studies <b>at</b> school.</li> <li>✓ Anna is <b>at</b> the hospital.</li> </ul>	
		<p>To classify economic activities in Panama.</p> <p>To describe each economic activity in Panama.</p>	<p><b>Week # 7</b> <b>People and their economic activities in Panama</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ exports</li> <li>✓ imports</li> <li>✓ finance</li> <li>✓ agronomy</li> <li>✓ tourism</li> <li>✓ banking</li> </ul> <p><b>Structures:</b> <b>Common Nouns</b></p> <ul style="list-style-type: none"> <li>✓ Our country exports <b>hundreds</b> of grains.</li> <li>✓ Tourism is <b>great</b> in Panama.</li> </ul>	<p>Names economic activities in Panama.</p> <p>Identifies specific economical activities according to the region.</p>
		<p>To recognize the different ethnicities in our country.</p>	<p><b>WEEK # 8</b> <b>Panamanian Ethnicities</b></p> <p><b>Vocabulary:</b> Caucasian:</p> <ul style="list-style-type: none"> <li>✓ Spanish</li> <li>✓ British</li> <li>✓ Germans</li> <li>✓ Italians</li> </ul>	<p>Identifies different ethnics groups in Panama.</p>

		<p>To classify different ethnic groups of Panama.</p>	<p>Indigenous:</p> <ul style="list-style-type: none"> <li>✓ Buglé</li> <li>✓ Kuna</li> <li>✓ Emberá</li> <li>✓ Wounaan</li> <li>✓ Teribe/Naso</li> </ul> <p>Asians:</p> <ul style="list-style-type: none"> <li>✓ Chinese</li> <li>✓ Japanese</li> </ul> <p>Afro-Panamanians</p> <p><b><u>Structures:</u></b></p> <p><b>To be</b></p> <p>Louis <b>is</b> from Spain.          Louis <b>is</b> Spanish.</p>	<p>Prepares a list of ethnic groups that he/she knows.</p> <p>Lists characteristics of each ethnic group.</p>
		<p>To identify different occupations in Panama.</p> <p>To discuss the characteristics of each occupation.</p>	<p style="text-align: center;"><b>WEEK # 9</b></p> <p style="text-align: center;"><b>Main Occupations of People in Panama</b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>✓ paramedic</li> <li>✓ doctor</li> <li>✓ nurse</li> <li>✓ electrician</li> <li>✓ firefighter</li> <li>✓ farmer</li> <li>✓ lawyer</li> <li>✓ housewife</li> <li>✓ bus driver</li> <li>✓ police officer</li> <li>✓ security guard</li> <li>✓ pharmacist</li> </ul>	<p>Describes an occupation using adjectives.</p> <p>Lists his/her favorite occupations.</p>

			<ul style="list-style-type: none"> <li>✓ delivery man</li> <li>✓ sanitary worker</li> <li>✓ cashier</li> <li>✓ sellers</li> </ul> <p><b>Structures:</b></p> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>✓ The doctor is <b>tall</b>.</li> <li>✓ The sanitary worker is <b>generous</b>.</li> <li>✓ The chef is <b>famous</b>.</li> </ul>	Recognizes adjectives in a given paragraph about occupations.
		<p>To analyze the importance of educational authorities.</p> <p>To describe the authorities' roles in our educational system.</p>	<p><b>WEEK # 10</b></p> <p><b>Educational System Authorities</b></p> <ul style="list-style-type: none"> <li>✓ National Authorities</li> <li>✓ Minister of Education</li> <li>✓ Academic Vice Minister of Education</li> <li>✓ Administrative Vice Minister of Education</li> <li>✓ Infrastructure Vice Minister of Education</li> <li>✓ Regional Authorities</li> <li>✓ Regional Director of Education</li> <li>✓ Teaching Technical Sub Director               <ul style="list-style-type: none"> <li>✓ Administrative Sub Director</li> </ul> </li> </ul> <p><b>Structures:</b></p> <p><b>Wh-Questions</b></p>	<p>Describes the roles of educational authorities in Panama.</p> <p>Establishes the hierarchical order of educational authorities.</p> <p>Makes a list of five educational authorities he/she knows.</p>

	<b>AREA 3: EDUCATION</b>		✓ <b>Why</b> are educational authorities important?	
		To discuss the different levels of education in the public and private sectors.  To compare the characteristics of public and private education.	<b>WEEK # 11</b> <b>Educational System in Panama</b> ✓ <b>educational levels</b> ✓ preschool ✓ primary ✓ secondary ✓ university ✓ <b>educational teaching</b> ✓ public ✓ private  <u><b>Structures:</b></u>  <b>How much / How Many</b>  ✓ <b>How much</b> time do we have to finish the test?  ✓ <b>How many</b> schools are in Panama?	Differentiates characteristics of public and private schools.  Writes questions and answers using how much and how many with the vocabulary learned.  Writes a paragraph about his/her educational experience.
		To identify the different high schools' studies options.	<b>WEEK # 12</b> <b>Secondary Educational System</b>  <b>Academic Education</b> ✓ Science	Writes a short paragraph about the importance of education.

		<p>To value the importance of education in the different high schools' degrees.</p>	<ul style="list-style-type: none"> <li>✓ Humanities</li> <li>✓ Business</li> </ul> <p><b>Professional and Technical Education</b></p> <ul style="list-style-type: none"> <li>✓ electricity</li> <li>✓ construction</li> <li>✓ welding</li> <li>✓ agricultural</li> <li>✓ autotronic</li> <li>✓ mechanics</li> </ul> <p><b>Structures:</b>  <b>Regular verbs</b></p> <ul style="list-style-type: none"> <li>✓ The student <b>decides</b> to study autotronic.</li> <li>✓ Mary <b>likes</b> to study business.</li> </ul>	<p>Lists the most important characteristics of each high school degree.</p> <p>Writes about the importance of education in people's life.</p>
	<p><b>AREA 5:</b>   <b>ECOLOGY AND CONSERVATION</b></p>	<p>To describe air, water, soil and noise pollutants and ways to diminish their effects.</p> <p>To show interest to protect and maintain</p>	<p><b>WEEK # 13</b>  <b>Pollution</b></p> <p><b><u>Air Pollution</u></b></p> <ul style="list-style-type: none"> <li>✓ Burning fossil fuels</li> <li>✓ Exhaust gases from industries and factories</li> </ul>	<p>Formulates ways to avoid air, water, soil, and noise pollution.</p> <p>States ways to prevent pollution.</p>

		<p>free pollutants environment.</p>	<p><b><u>Water Pollution</u></b></p> <ul style="list-style-type: none"> <li>✓ Human and animal wastes</li> <li>✓ Dumping solid wastes in water bodies</li> </ul> <p><b><u>Soil Pollution</u></b></p> <ul style="list-style-type: none"> <li>✓ Oil Spills</li> <li>✓ Acid rain which is caused by air pollution</li> </ul> <p><b><u>Noise Pollution</u></b></p> <ul style="list-style-type: none"> <li>✓ Transportation noises from vehicles, airplanes, etc.</li> <li>✓ Construction noises</li> </ul> <p><b><u>Structures</u></b></p> <p><b>This</b> lake is polluted.</p> <ul style="list-style-type: none"> <li>✓ <b>That</b> river has oil spills.</li> </ul>	<p>Gives examples of types of pollution.</p>
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	<p><b>AREA 6: RECREATION, TOURISM</b></p>	<p>To recognize the importance of famous athletes in Panama.</p> <p>To identify the most popular sports in Panama.</p>	<p><b>WEEK # 14 Sports in Panama</b></p> <ul style="list-style-type: none"> <li>✓ popular sports (regional and international)</li> <li>✓ popular athletes</li> <li>✓ importance and benefits</li> <li>✓ health,</li> <li>✓ economy</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ soccer</li> <li>✓ baseball</li> <li>✓ surf</li> <li>✓ swimming</li> <li>✓ tennis</li> <li>✓ volleyball</li> <li>✓ basketball</li> <li>✓ karate</li> <li>✓ boxing.</li> </ul> <p><b>Structures</b></p> <ul style="list-style-type: none"> <li>✓ comparatives/superlatives.</li> </ul>	<p>Lists the most popular athletes and sports in Panama.</p> <p>Describes the importance and benefits of practicing sports.</p> <p>Enumerates different sports in the community to promote healthy habits.</p>
	<p><b>AREA 10: TECHNOLOGY AND ENERGY</b></p>	<p>To describe technological device</p>	<p><b>WEEK # 15 Technology</b></p> <ul style="list-style-type: none"> <li>✓ Laptop</li> <li>✓ Cellphone</li> <li>✓ Smart TV</li> <li>✓ Air Pods (headphones)</li> <li>✓ iPad (tablet)</li> <li>✓ Printer</li> <li>✓ Scanner</li> </ul>	<p>Describes technological devices he/she uses at home</p> <p>Underlines verbs from a reading.</p>

		To recognize different technological devices.	<ul style="list-style-type: none"><li>✓ Flash drive</li><li>✓ Alarm</li><li>✓ Blender</li></ul> <p><b><u>Structures:</u></b> <b>Simple Present</b></p> <ul style="list-style-type: none"><li>✓ Mario <b>listens</b> to music with his Air Pods.</li><li>✓ Celine <b>calls</b> her mother with her cellphone.</li></ul>	
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**ESSENTIAL CONTENT**  
**ENGLISH**  
**NINTH GRADE**

SUBJECT	AREA	LEARNING OBJECTIVES	CONTENTS	ACHIEVEMENT INDICATORS
ENGLISH 9th GRADE	<b>ÁREA 1:</b>  <b>FAMILY, SCHOOL,            COMMUNITY,            COUNTRY</b>	<p>To recognize vocabulary related to Covid- 19.</p> <p>To identify aspects related to Covid- 19 to strengthen the family knowledge about the virus.</p>	<p style="text-align: center;"><b>WEEK # 1</b></p> <p><b>Society Building Strong During Covid times</b>      <b>Families</b></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>✓ experiences</li> <li>✓ shapes</li> <li>✓ pregnant</li> <li>✓ same blood</li> <li>✓ ages</li> <li>✓ commitment</li> <li>✓ course</li> <li>✓ willing</li> <li>✓ bonds</li> <li>✓ quantity</li> </ul> <p><b><u>Structures:</u></b></p> <p><b>Subject pronoun</b>  <b>Simple present tense</b>  <b>He protects</b> against Covid-19.</p>	<p>Writes sentences using the new vocabulary and the grammar structures, correctly.</p> <p>Describes aspects that Panamanian family are facing during Covid -19 times.</p> <p>Writes a short paragraph about Covid- 19 times in Panama.</p>

		<p>To analyze the role of the family during Covid times.</p> <p>To use grammar in context.</p>	<p><b>WEEK # 2</b></p> <p><b>The Role of the Family in School and Community.</b></p> <p><b>Family in Covid times at home</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ physical distancing</li> <li>✓ self-isolation</li> <li>✓ positive attention</li> <li>✓ eye contact</li> <li>✓ smiling</li> <li>✓ praising</li> <li>✓ wellbeing</li> <li>✓ gratitude</li> </ul> <p><b><u>Structures;</u></b></p> <p><b>WH questions</b></p> <p><b>Present progressive</b></p> <p><b>How</b> can physical distancing help during COVID-19 pandemic?</p> <p>We <b>are keeping</b> physical distancing because of Covid-19</p>	<p>Successfully identifies words related to Covid 19 in Panama.</p> <p>Describes tips for families during Covid - 19.</p> <p>Writes sentences and answer questions about Covid-19 using the given structure.</p>
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		<p>To establish family`s and school`s roles within a community.</p> <p>To share the role that family and school have in the society.</p>	<p><b>WEEK # 3</b>  <b>The Role of the Family in School and Community</b>  <b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ keeping the social rules</li> <li>✓ keeping the sanitary rules</li> <li>✓ keeping the law</li> <li>✓ child welfare</li> <li>✓ food security</li> </ul> <p><b><u>Structures:</u></b></p> <p><b>Possessive adjectives</b>  <b>Possessive pronouns</b></p> <p><b>My</b> family keeps the new social-distancing rules, what about <b>yours</b>?</p>	<p>Answers questions about the role of the family in school and community.</p> <p>Summarizes family`s and school`s roles within a community in a written form.</p> <p>Makes comparisons between the role that the family and the school have in the society.</p>
		<p>To value the impact that family and school have in students` life.</p> <p>To express their own ideas about moral values in pandemic times.</p>	<p><b>WEEK # 4</b>  <b>Moral Values in Pandemic Times.</b>  <b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ prioritizing</li> <li>✓ clarity</li> <li>✓ generosity</li> <li>✓ affection</li> <li>✓ apologizing</li> <li>✓ helping others</li> </ul>	<p>Identifies the impact of Pandemic times using the new vocabulary.</p> <p>Writes the values students need to practice during pandemic times.</p>

			<ul style="list-style-type: none"> <li>✓ discussion of real-life examples.</li> </ul> <p><b><u>Structures:</u></b></p> <p>Simple present</p> <p>He always <b>shows</b> his <b>generosity</b>.</p>	
	<b>ÁREA 2: PEOPLE</b>	<p>To predict the positive elements among relatives, classmates, friends and other people.</p> <p>To analyze the values practiced at home and at school.</p>	<p style="text-align: center;"><b>WEEK # 5</b></p> <p><b>People in Society Values students need to practice for having a good relationship.</b></p> <ul style="list-style-type: none"> <li>✓ at home</li> <li>✓ at school</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ responsibility</li> <li>✓ tolerance</li> <li>✓ sincerity</li> <li>✓ teamwork</li> <li>✓ trust</li> <li>✓ kindness</li> <li>✓ motivation</li> <li>✓ time management</li> </ul>	<p>Identifies positive elements of relationships at home and at school.</p> <p>Writes values students need to practice for having good relationships.</p> <p>Uses adequate vocabulary and grammar structures for writing a simple paragraph, and messages.</p>

			<p><b><u>Structures:</u></b></p> <p>Wh questions  <b>Who</b> has responsibility here?</p> <p>Frequency adverbs.          I <b>always</b> trust my friends.</p>	
		<p>To analyze the importance of good relationships among relatives, classmates, and friends.</p> <p>To analyze the types of marriages through readings.</p>	<p><b>WEEK # 6</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>✓ among relatives, classmates and friends.</li> <li>✓ marriage</li> </ul> <p><b>Vocabulary:</b>          Types of marriage (civil, legal, religious) empathetic, supportive, respectful, caring, wedding ceremony</p> <p><b><u>Structures:</u></b>  <b>Simple present</b>          They <b>are</b> in a wedding ceremony.  <b>Present continuous.</b>  <b>Are</b> you <b>living</b> with both parents?</p>	<p>Correctly, writes sentences and questions using the grammar structures given.</p> <p>Describes aspects of good relationships.</p> <p>Uses the new vocabulary for writing a short paragraph.</p>

	<p><b>ÁREA 3: RIGHTS AND RESPONSIBILITIES</b></p>	<p>To analyze social and individual responsibilities related to human rights.</p> <p>To identify discriminative actions.</p>	<p><b>WEEK # 7</b></p> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>✓ individual and social rights</li> <li>for children</li> <li>for women</li> <li>✓ discrimination</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ human right</li> <li>✓ democracy</li> <li>✓ discrimination</li> <li>✓ declaration</li> <li>✓ illiteracy (adults)</li> <li>✓ duties</li> <li>✓ norms</li> </ul> <p><b>Structures:</b></p> <p><b>Plural nouns</b></p> <p>My <b>duties</b> are unlimited.</p> <p>There are <b>norms</b> to be followed.</p>	<p>Identifies the differences between a right and a responsibility.</p> <p>Classifies rights and responsibilities.</p> <p>Writes about discrimination that our society is facing.</p>
		<p>To appreciate rights and responsibilities people have to practice in our society.</p> <p>To show respect to others.</p>	<p><b>WEEK # 8</b></p> <p><b>Rights and Duties of a Citizen</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ rights</li> <li>✓ deserve</li> <li>✓ fair</li> <li>✓ responsibilities</li> </ul>	<p>Describes different types of responsibilities people must practice as citizens.</p> <p>Answers personal questions.</p>

			<ul style="list-style-type: none"> <li>✓ get an education</li> <li>✓ freedom of speech</li> </ul> <p><b>Structures:</b></p> <p><b>Wh- questions</b></p> <p><b>Why</b> Is Freedom of Speech an Important right?</p> <p><b>What</b> are the responsibilities people have to practice?</p>	Describes rights and responsibilities.
	<p><b>AREA 4: NUTRICIONAL HABITS</b></p>	<p>To present recipes with good nutritional balance.</p> <p>To prepare healthy food.</p>	<p><b>WEEK # 9</b></p> <p><b>Health and nutrition</b></p> <ul style="list-style-type: none"> <li>✓ concept</li> <li>✓ a balance diet</li> <li>✓ advantage of a good nutrition.</li> <li>✓ causes and effects of a bad nutrition.</li> <li>✓ suggested recipes.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ food</li> <li>✓ sandwich</li> <li>✓ hot dog</li> <li>✓ meat</li> <li>✓ pizza</li> <li>✓ rice with chicken</li> <li>✓ beef</li> </ul>	<p>Describes the advantages and disadvantages of good and bad nutritional habits.</p> <p>Prepares a recipe with a good nutritional balance.</p>

			<ul style="list-style-type: none"> <li>✓ steak</li> <li>✓ salad</li> </ul> <p><b>Structure:</b>          Yes/No Questions  <b>Is</b> it important to eat healthy food?  <b>Do</b> you prepare good recipes?</p>	
		<p>To analyze the reasons for having good eating habits.</p> <p>To value the importance of good eating habits.</p>	<p><b>WEEK # 10</b></p> <p><b>Eating habits.</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ kidneys</li> <li>✓ healthy diet</li> <li>✓ unhealthy diet</li> <li>✓ sick</li> <li>✓ spicy</li> <li>✓ ingredients</li> <li>✓ procedures</li> </ul> <p><b>Structure:</b></p> <p><b>Conditionals</b></p> <p>If you drink too much soda, you could get sick of your kidneys.</p>	<p>Develops reading comprehension skills related to a given reading.</p> <p>Writes about eating habits using likes and dislikes.</p> <p>Discusses the consequences of eating unhealthy food.</p>

		<p>To identify health problems.</p> <p>To recommend good nutritional habits to avoid health problems.</p>	<p><b>WEEK # 11</b>  <b>Health Problems</b></p> <ul style="list-style-type: none"> <li>✓ Definition of health problems</li> <li>✓ Saying how you feel.</li> <li>✓ Diseases cause by bad nutritional habits.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ a backache</li> <li>✓ a cold</li> <li>✓ a cough</li> <li>✓ an earache</li> <li>✓ a fever</li> <li>✓ the flu</li> <li>✓ a headache</li> <li>✓ a sore throat</li> <li>✓ a stomachache</li> <li>✓ a toothache</li> </ul> <p><b>Structures:</b>  <b>Imperatives</b>  <b>Go to the doctor!</b> You have a fever.  <b>Adverbs of manner</b> (quickly, slowly, deeply)      I <b>quickly</b> go to the doctor when I have a fever.</p>	<p>Establishes the importance of eating healthy food to avoid health problems.</p> <p>Demonstrates understanding of grammar structures writing a paragraph about health problems.</p> <p>Write sentences about health problems at home.</p>
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		<p>To demonstrate the importance of good quality of life by protecting our health.</p> <p>To describe good habits to prevent illnesses.</p>	<p><b>WEEK # 12</b> <b>Improving Health</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ wash</li> <li>✓ exercise</li> <li>✓ protect</li> <li>✓ lift</li> <li>✓ skin</li> <li>✓ enough sleep</li> <li>✓ weights</li> <li>✓ eat healthy</li> <li>✓ go for a walk</li> <li>✓ yoga</li> </ul> <p><b>Structures:</b> <b>Modals</b></p> <p>Should/shouldn't          Could/couldn't          Can/can't          You <b>shouldn't</b> eat junk food.          You <b>should</b> advice your friends to wash their hands.</p>	<p>Provides ideas about how to improve our health.</p> <p>Describes the importance of preventing illnesses.</p> <p>Demonstrates how to improve our health writing a paragraph.</p>
	<p><b>AREA 5:          ECOLOGY AND          CONSERVATION</b></p>	<p>To contribute to raise consciousness about nature conservation.</p>	<p><b>WEEK # 13</b> <b>Ecology</b></p> <p><b>Definition</b>  <b>Ways to protect ecology</b>  <b>Vocabulary</b></p>	<p>Lists ways to reduce waste and reuse materials to preserve natural resources.</p>

		To take care of our environment.	<ul style="list-style-type: none"> <li>✓ biology</li> <li>✓ organisms</li> <li>✓ physical environment</li> <li>✓ interactions</li> <li>✓ abiotic</li> <li>✓ biotic</li> <li>✓ water quality</li> <li>✓ environmental pollution</li> <li>✓ biodiversity</li> <li>✓ natural resources</li> </ul> <p><b>Structures:</b></p> <p><b>Regular Verbs</b></p> <p>ANCON <b>protects</b> our natural resources.</p> <p><b>Irregular Verbs</b></p> <p>We <b>are</b> all responsible for our environment.</p>	<p>Provides some ideas about how to protect ecology in Panama.</p> <p>Identifies environmental problems and ways to solve them.</p>
		<p>To aware people about the society's responsibility to preserve our environment.</p> <p>To demonstrate natural conservation practices</p>	<p><b>WEEK # 14</b></p> <p><b>Ecology and Society's responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ family</li> <li>✓ community</li> <li>✓ national authorities</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ ecosystem</li> <li>✓ ecosystem services</li> <li>✓ prosperity</li> </ul>	<p>Writes about the importance of citizens' responsibilities in our society.</p> <p>Uses grammar structures correctly in a paragraph.</p>

		(reduce, reuse, and recycle).	<ul style="list-style-type: none"> <li>✓ food</li> <li>✓ clean air</li> <li>✓ fresh water</li> <li>✓ environmental law, 41 (1998)</li> <li>✓ ANAM</li> <li>✓ strategies</li> <li>✓ sustainable development</li> </ul> <p><b>Structures:</b>            Review tenses  <b>Simple Present</b>            You need a healthy environment for your own health and happiness.  <b>Simple Past</b>            They planned good strategies to protect our environment.</p>	
	<b>AREA 6: TOURISM SPORTS</b>	<b>AND</b> To identify the importance of tourism in Panama.  To describe tourist attractions in Panama.	<p style="text-align: center;"><b>Week # 15</b></p> <p><b>Recreation and Holidays</b></p> <ul style="list-style-type: none"> <li>✓ Tourism in Panama</li> <li>✓ Hotel Industry</li> <li>✓ Tourist areas</li> <li>✓ The Panama's position</li> </ul> <p><b>Vocabulary</b>            Tourist attractions</p> <ul style="list-style-type: none"> <li>✓ Contadora Island</li> </ul>	<p>Recognizes touristic attractions in every province in Panama.</p> <p>Lists tourist places in Panama.</p> <p>Writes about his/her favorite tourist place.</p>

			<ul style="list-style-type: none"> <li>✓ El Valle de Anton</li> <li>✓ Casco Viejo</li> <li>✓ National Park</li> <li>✓ Panama Canal</li> </ul> <p>Geographical location</p> <ul style="list-style-type: none"> <li>✓ capital, city, town, canal, lake, ocean, river, mountain, hill.</li> </ul> <p><u>Structures:</u></p> <p><b>Preposition of place</b>        Contadora Island is located <b>on</b> the Pacific side of Panama.</p> <p><b>Adverb of time</b>        I went to El Valle the Anton <b>last year</b>.</p>	
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