

## Introduction to CEI Curricula

### Syllabus

There are three levels 1 – 3 which correspond to grades 4-6 at primary school. There are thirty weeks in the core syllabus and four additional Extension Weeks.

Level 1 includes many topics of interest to students in grade 4 and which they can relate to including: pets, family, friends, houses, food, sports and school. In level 2 students see topics such as my town, free time activities, and telling and writing stories. In parts of level 2 and most of level 3 the syllabus follows a content language integrated learning approach. Students explore topics such as plants and seeds, the environment, recycling, volcanoes, inventions, discoveries and biographies.

During the three levels, students progress from being beginner learners of English at A0 level in the CEFR to pre-intermediate learners at A2 level in the CEFR.

In each level there are two integrative and evaluation weeks. These are designed to be formative assessment for students. The remote teacher and classroom teacher facilitate a classroom assessment of speaking, writing, listening, reading and grammar and vocabulary. The remote teacher gives constructive feedback and students receive their grades to become aware of the progress they are making.

The four Extension Weeks per level (Semana Adicional) can be used at any time and are stand-alone lesson with build on and extending existing knowledge. They can be useful if you need additional materials at the end of the year or you do not want to start a new unit before a holiday.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• 4 units</li> <li>• 30 weeks (1-30)</li> <li>• 2 intro weeks</li> <li>• 4 extension weeks</li> <li>• Integrative week</li> <li>• Evaluation week</li> <li>11, 12, 24, 25</li> </ul>	<ul style="list-style-type: none"> <li>• 4 units</li> <li>• 30 weeks (31-60)</li> <li>• 2 intro weeks</li> <li>• 4 extension weeks</li> <li>• Integrative week</li> <li>• Evaluation week</li> <li>41, 42, 55, 56</li> </ul>	<ul style="list-style-type: none"> <li>• 4 units</li> <li>• 30 weeks (61-90)</li> <li>• 2 intro weeks</li> <li>• 4 extensión weeks</li> <li>• Integrative week</li> <li>• Evaluation week</li> <li>71, 72, 84, 85</li> </ul>

Every year the British Council fully revises the lesson plans and materials based on the feedback received from classroom teachers, Plan Ceibal mentors and remote teachers.

In 2016, the lesson plans include the following:

1. **Learning outcomes (Indicadores de logro):** These are expressed as can do statements in child friendly language and form part of the start and end of lesson routines. We recommend using the week objectives digital flashcard in different ways such as to introduce the topic and as a closing activity.
2. **Start of the lesson routine (Rutina de comienzo de clase):** This is designed to create a familiar and friendly environment to start English classes.
3. **Homework (Tarea domiciliaria):** This is recommended at the end of each lesson A and most lessons B and C.
4. **Self-assessment (Autoevaluación):** Students reflect on their progress at the end of each lesson. This can tell the RT and CT if they need to adjust the lesson plan the following week to focus on

any specific areas of difficulty.

5. **Idea of the Week (Idea de la semana)**: These are methodology tips that relate to the lesson plan. The objective is to provide additional methodology support to CTs in the lesson plans.
6. **Main Activity (Actividad Central)**: This refers to an activity in lesson B or C only which has been identified as a priority task in that lesson that as far as possible does not rely on technology. It is expected that CTs will be able to carry out the priority tasks and RTs can focus on this in coordination.
7. **Portfolio tasks (Actividades de portfolio) - digital and paper**: In the intro weeks students are advised to start a digital or paper portfolio of work. After this point portfolio tasks are simply referred to 'save in your portfolio referring to either the digital or paper version. Portfolio tasks are designed to be final pieces of work which students can be proud of and 'show off' to CTs, RTs, parents, family and friends, etc. Further instructions are in the lesson plans.
8. **Picture Dictionary (Diccionario Ilustrado Grupal) - digital and paper**: Students are advised to start a digital and paper picture dictionary to record the target vocabulary of each unit. The dictionary can be completed in groups, or as a class. RTs and CTs can choose the best option for each class at the start of the year.
9. **CREA2 discussions (Discusiones en CREA2)**: Discussions are integrated into the lesson plans and have a title. They are found in the week materials in the course for students. RTs are advised to give examples and models of answers to the discussion question and encourage student participation.
10. **Interactive Exercises (Ejercicios Interactivos)**: These can be completed in a browser or inside the CREA2 platform. All the exercise links and files can be found in the students' course materials. The results of exercises are linked to student gradebook in CREA2.

### **Start points 2016**

It is possible that groups do not complete the whole syllabus in an academic year. We recommend that all RTs carry out the two Introductory Weeks of the level they have been assigned to start the year. These lesson plans are specially designed to review basic language and to help everyone to get to know each other and start strong classroom routines.

After this for levels 2 and 3, we recommend, consulting the (LWT) last week taught spreadsheet, but also talking to classroom teachers and students to find out where they finished last year. Please note some of the groups may be mixed or classroom teachers may not have the same students as the previous year. RTs can then go back to the previous level and carry on from that point or at the start of the following unit. This is so that students do not miss important parts of the curriculum which are then revised and built on in the following level.

RTs should check with their coordinator first before making a decision about which week to start with.

For level 3, whilst the lesson plans and materials have been fully revised and improved, RTs may find they need to review key language points before progressing with the unit.

Our new updated short syllabus documents are now available in CREA2 in the Remote Teachers 2016 Group in the Resources section and can be used as a reference for the units and week numbers in each level.

Students should have a maximum of two evaluation weeks per year, so if an evaluation week from the previous level was not carried out, we would recommend skipping it.

If remote teachers have any doubts about which week to start with, please do not hesitate to get in touch with a quality manager by email or by message in CREA2.

Final Note:

Lesson plans in the programme are revised every year following feedback provided by Remote Teachers, Classroom Teachers and Quality Managers to ensure that each lesson plan fulfils our students' needs.