



**SYLLABUS  
BASIC COMPONENT  
COMMON CURRICULAR FRAMEWORK OF HIGHER  
SECONDARY EDUCATION**

**DISCIPLINE  
COMMUNICATION  
GENERAL HIGH SCHOOL  
ENGLISH II**

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# 1. Presentation

Our country, like other nations in the world, is driving a significant Education Reform, whose primary objective is to ensure that all children and young people exercise their right to high-quality education and receive contents and skills that allow them to obtain the learning needed to face the challenges of the XXI century.

In the design of the corresponding Reform, the elaboration of the plans and study programs for compulsory schooling is established as an obligation, so that it finds a dimension of pedagogical and curricular concretion in the classrooms. In the New Educational Model, given the relevance that society sees in education as an enhancer of personal and social development, a key element is the creation of new curricula for compulsory public education in general and High School Education (HSE), as well as the programs by subject.

As pointed out by Reimers and Cárdenas (2016), it is in the definition of 'competency' incorporated to the curriculum where the articulation, pertinence and correlation with the national educational goals established by the educational systems, such as the Mexican one, are observed. There is evidence that the current Educational Model of Higher Secondary Education does not respond to the present or future needs of young people.

Currently, teaching is directed strictly by the teacher: it is impersonal, homogeneous and prioritizes the accumulation of knowledge and not the achievement of deep learning outcomes fragmented in academic semesters, classes, subjects, and memory is prioritized, with the consequent accumulation of disconnected contents; knowledge governed a strict calendar of activities in which students are told, rigorously, what to do and what not to do, and new technologies incorporated into old practices. All this produces disjoint knowledge with limited applicability, relevance, pertinence, and validity in the daily life of the students, as well as post- evaluation amnesia instead of significant and profound learning.

Nowadays, young people from HSE move towards adult life in a world that evolves from a knowledge society towards a learning and innovation society (Joseph Stiglitz, 2014, Ken Robinson, 2015, Richard Gerver, 2013; and Marc Prensky, 2015, among others). They process vast amounts of information at high speed, understand and use, simultaneously, the technology that is part of their daily environment, and that is relevant to their interests.

Because of this, High School Education must overthrow the misconnection with the curriculum, school and students, since it could lead to educational problems such as low results, failures and school dropouts.

As a result, it is necessary to understand firstly young people have different learning

backgrounds and abilities (they are not a homogeneous group) that need to be strengthened to develop analytical, critical, reflective, synthetic and creative thinking, in opposition to the scheme that points only to memorization. It also becomes pivotal to change the evaluation schemes that leave many students behind and that do not measure the gradual development of learning and competencies to successfully respond to the current dynamism that young people need to face to overcome the challenges of the present and the future.

Secondly, a relevant and dynamic curriculum is required, which focuses on youth and their learning, and emphasizes that they are the architects of their education, instead of the current one that is segmented and limited by disciplinary fields. Therefore, the school needs to transform itself to incorporate the new ways in which young people learn and continue to do so in the classroom and teaching practice (Gerver, 2013; Prensky, 2013); if the school does not do it, it will be increasingly relegated from reality every day.

Curriculum and syllabus suffered a transformation in the Integral Reform of High School Education (RIEMS) to fulfill its original rationale; however, the results of national and international evaluations show that the endeavored has not been sufficient and that progress has not been made in the development of core competences which are fundamental for the development of people and society.

Therefore, Public Education Department, through the Deputy of High School Education, proposed to modify the syllabus basic training component of General and Technological Baccalaureate in all disciplinary fields that forms the HSE curriculum.

The work was carried out based on an integral and cross-disciplinary vision, implied of this continuum in opposition to the disjunction with traditionally approach. Students are in the center of the educational activities with a Learning Network ("Key Learning Points") set up for each field of discipline. This network operates in the classroom through a Learning Community in which the change of roles is fundamental: to pass from a passive student to a proactive one and with critical thinking; and from an instructor teacher to one that is a "learning guide."

This change is vital because students learn better, when they are engaged; this doesn't happen, when lessons are centered, mainly, when the teacher take the word and students and do not receive feedback from students and they became passive.

Another factor to consider is subject and content transformation allows the connection with school and young people real world development.

It is important to mention, the Public Education Department in the national consultation process the Collegiate Teacher Academies throughout the country attended to the call, and all the experiences, observations, and recommendations from the academy were for the New High School Education Curriculum designing.

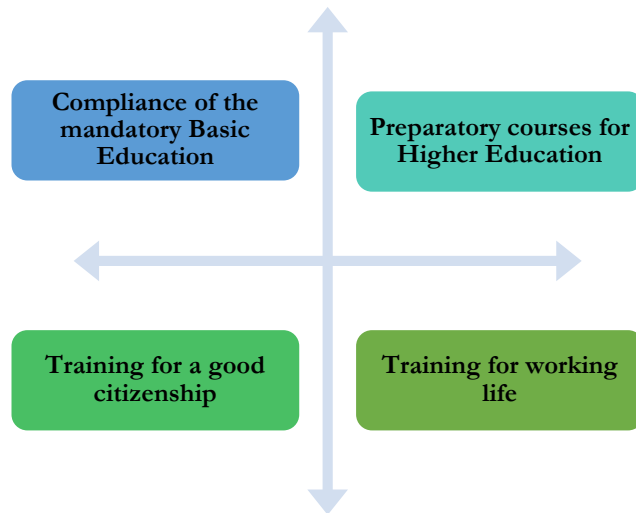
The world consensus indicates the purpose of education is not only to memorize curricular content, but, also students have to develop “soft skills” to set goals and achieve them. They must be instructed in such way they “can learn to learn”, to think critically, to act and to live with others to achieve significant challenges, regardless of the area of knowledge they are studying (Prensky, 2013).

The contents of the subjects are relevant because they encourage and guide the development of skills, abilities, and skills; however, in the current curriculum, fundamental aspects that allow young people to respond to the challenges of the present and prepare for the future have been left aside.

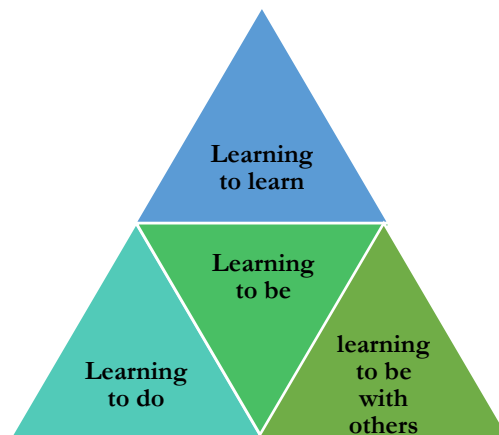
Several authors have devoted many pages to listing the skills, and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in need to promote collaboration, creativity, communication, entrepreneurial spirit, problem-solving skills, social responsibility, the use of technology, perseverance, honesty, determination, flexibility to adapt to changing environments, leadership, and innovation.

In society, there is a perception that education is increasingly essential for the development of people and organizations. Based on an international survey referred to in the study *Teaching and Learning in the XXI century: Goals, Educational Policies and Curricula in Six Countries* (2016), a higher percentage of developing economies, compared to those already produced, consider that a good education "is important to get ahead in life" (Reimers and Chung, 2016).

Finally, to promote the realization of this perception about the social relevance of education, it is imperative that the experience of young people in school be relevant. For this reason, the Higher Secondary Education, through an up-to-date curriculum, puts students' learning at the center of institutional efforts, promotes the achievement of the four functions and the four purposes of this educational level:



Four functions of the Higher Secondary Education



Four purposes of the Higher Secondary Education

In order to have a deep view of the factors that promoted the curriculum changes for high school education, please check the Link: <http://sems.gob.mx/curriculoems>

## 2. Introduction

Learning a second language is essential in a globalized world. Currently, personal and impersonal communication in any country refers to elements of English such as words, phrases, literature, informative or scientific texts; this interaction allows breaking the communication barriers between people.

English as a foreign language will allow students to insert themselves in different educational and work environments that will improve their quality of life, so this syllabus offers an overview of the English II course at High School level considering the following aspects:

1. Prior knowledge in A1 English level according to the Common European Framework.
2. The general performance expectations stated by the level A2 of the Common European Framework.
3. A special focus on writing and reading skills to enhance metacognitive abilities
4. The amount of time available to comply the objectives

The English II syllabus is designed to help students develop the four language skills (Reading, writing, speaking and listening), based in topics stated by the level A2 of the Common European Framework.

According to the new Educational Model, the level A2 goals have been divided to be part of the English II and III courses for the students to reactivate previous knowledge and obtain what they need in order to express themselves using different elements of grammar, vocabulary, and specific contents that will help them communicate in different situations.

The structural content will help teachers to develop the expected learning of the English level A2 program. To achieve this goal, it is necessary to systematize teacher planning. This document contains the relevant information to achieve the objectives for the new Educational Model of High School.



### 3. Content Organization

English II is part of the disciplinary field of Communication. It is a second semester subject in General High School. It has 3 hours a week.

FIRST SEMESTER			SECOND SEMESTER			THIRD SEMESTER			FORTH SEMESTER			FIFTH SEMESTER			SIXTH SEMESTER						
SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C	SUBJECT	H	C				
MATH I	5	10	MATH II	5	10	MATH III	5	10	MATH IV	5	10				FILOSOPHY	4	8				
CHEMISTRY I	5	10	CHEMISTRY II	5	10	BIOLOGY I	4	8	BIOLOGY II	4	8	GEOGRAPHY	3	6	ECOLOGY AND ENVIRONMENT	3	6				
ETHICS I	3	6	ETHICS II	3	6	PHYSICS I	5	10	PHYSICS II	5	10	SOCIOECONOMYC STRUCTURE OF MEXICO	3	6	CONTEMPORARY UNIVERSAL HISTORY	3	6				
INVESTIGATION METHODOLOGY	3	6	INTRODUCTION TO SOCIAL SCIENCES	3	6	HISTORY OF MEXICO I	3	6	HISTORY OF MEXICO II	3	6	*	3	6	*	3	6				
READING AND WRITING WORK SHOP I	4	8	READING AND WRITING WORK SHOP II	4	8	LITERATURE I	3	6	LITERATURE II	3	6	*	3	6	*	3	6				
ENGLISH I	3	6	ENGLISH II	3	6	ENGLISH III	3	6	ENGLISH IV	3	6	*	3	6	*	3	6				
COMPUTING I	3	6	COMPUTING II	3	6	***		7	14	**		7	14	*	3	6	*	3	6		
SPORTS AND ARTS PARAESCOLARES		4	SPORTS AND ARTS PARAESCOLARES		4																
	30	52		30	52	SPORTS AND ARTS		3	SPORTS AND ARTS		2			***	7	14	**	7	14		
								33	60			32	60	SPORTS AND ARTS		4		SPORTS AND ARTS		3	
																29	50			32	58

- \* PROPEDEUTICAL TRAINING COMPONENT
- \*\* COMPONENT OF TRAINING FOR THE WORK BY MODULES UNDER THE APPROACH OF LABOR COMPETITION

DCA/2017

## 4. General purpose of Communication Subject Discipline

The basic disciplinary competence of communication is related to the student's ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments.

The learners who have developed this competence can read critically, communicate and support his/her own ideas in an effective way with clear speaking and writing. In addition to these, they will use the information and communication technologies with a critical thinking for different purposes.

The competence of communication leads to analyze the nature of the language and as a tool for logical thinking.

## 5. Purpose of the English II Syllabus

The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.

The key learning points that English IV helps to develop are:

Communication <i>Key Learning Points</i>		
Competence	Component	Content
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication: interpersonal relationships  Integration of learning communities  Contextualization of learning communities through students' interests and academic experiences	Collaborative work in classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.  The importance of reading to writing	The importance of language and grammar role in it

Communication <i>Key Learning Points</i>		
Competence	Component	Content
	production  The importance of reading to writing in based argument	Argumentative text  The text as resource information and new ideas
Providing reasonable opinions from the point of making a text	The justification of the student's opinion with an argument.  The solid construction of one's original perspective	The argumentative writing.  The original argumentative writing
Technology, information, communication and learning.	Technology and human development  Generation and responsible use of information for learning  Web-based learning  Creation of contents for learning  Use of technology to enhance web-based learning	The impact of technology on human development  Responsible use of information  Learning and innovation In and from the web  Programming to learn

## 6. Scopes of the Graduate Profile to Contribute to the English II Syllabus

LANGUAGE AND COMMUNICATION
The student expresses himself/herself clearly in English in oral and written form. They identify the key ideas in a text or in an oral speech, and infers conclusions from them, the student gets and interprets information and argues efficiently. He /She communicates himself/herself in English fluently and naturally.
SOCIOEMOTIONAL SKILLS AND LIFE PROJECT
The student is aware of them and determined; he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and recognizes the need to ask for support. They can build a living project with personal goals. They establish goals and

seek to take advantage of their options and resources. They make decisions that give him/her current comfort, opportunities, and he/she knows how to deal with future risks.

## COLLABORATION AND TEAMWORK

The student works in teams in a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.

## DIGITAL SKILLS

The students use the Information and Communication Technologies in an ethic and responsible way to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.

## 7. Curriculum Content

Six elements of a curricular organization in the design of the syllabus of Communication subject discipline promotes student deeper learning avoids different curricular packs; promotes transversality and improves teaching practice:

### Content structure

Concept	Definition
Competence	It organizes concepts, skills and attitudes of the disciplinary fields and is the benchmark for promoting inter-subject relationships.
Component	It generates and/or integrates the contents and it responds to specific organization forms to each field or discipline.
Content	It corresponds to key learning point. It is the highest-ranking content in the study program.
Specific content	It corresponds to the central contents and by their specificity; they establish the reach and depth of their approach.
Expected learning outcomes	They are descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
Evidence of learning	It corresponds to the expected learning outcomes and to the specific contents; they are the evidences of the achievement of the expected learning outcomes.

The following table describes the contents teachers must include in the lesson plans to achieve, by the end of the course, an A2 level of English. The table includes proposals of evidence of learning that teachers should use as part of their course design.

## 8. Content English II table

English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Collaborative work in classroom as a basis for the integration of the learning community.	How do I ask for the products I need in different situations?	<p>Activation of previous knowledge.</p> <p>To ask for the correct amount in many products in different contexts.</p>	Write a conversation between a shop assistant and a customer.
Reading, writing, speaking and listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument.</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas</p>	Describing my daily routine	To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)	A presentation with graphic support where the student describes his activities and those of a relative.

Providing reasonable opinions from the point of making a text	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	<p>The argumentative writing.</p> <p>The original argumentative writing.</p>	Using the book as a tool for writing	To provide simple arguments about a text.	Write and answer questions about a text
Technology, information, communication and learning.	<p>Technology and human development.</p> <p>Creation and responsible usage of the information for learning.</p> <p>Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning.</p>	<p>The impact of technology on human development.</p> <p>Responsible use of information.</p> <p>Learning and innovation.</p> <p>In and from the web.</p> <p>Programming to learn.</p>	Using technology to develop in XXI century skills.	To give orders or instructions in different contexts. (Imperatives, action verbs).	<p>How to start a blog</p> <p>How to make a videoconference</p> <p>How to use an electronic device.</p>
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	Talk about personal actions that happened before now. (Past simple)	<p>Asking and answering questions about events and activities in the past.</p> <p>Referring to the time when an event happens.</p>	<p>A personal interview of activities in the past</p> <p>A short story based on verbal and visual prompts</p> <p>A paragraph about a place one visited in the past.</p>

Social Sciences as disciplinary fields)				Talking about the places one stayed at some time before.	
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the idea that something existed somewhere. (Singular and plural). (There was / there were)	<p>To state where things have been found based on what they saw.</p> <p>To express the quantity of something in past.</p> <p>To describe what the characteristics of a place were like in the past.</p>	<p>A list of things they remember they saw at a certain place.</p> <p>Descriptions using how many in past tense.</p> <p>A dialogue where they describe how a place was and all the things it had.</p>
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing others in past tense as a way to report a fact or an event. (descriptions in past)	To get information about other people using the (Wh-questions in past).	Write questions for an interview with a death famous character



Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing situations that were happening in the past to show that something continued for some time (past continuous)	To communicate the specific situations of your school or relative's work (past continuous and the adverbs of frequency)	A short video showing what was happening in the past
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	What did I use to do? How did I use to be? (used to)	To compare the things, I used to do and the way I used to be with those I do now.	Perform a short conversation exchanging information about how they used to be and the things they used to do
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the skills, the power or the means to do something in past (Could vs. be able to)	Discussing about past possibilities or past abilities.	Write sentences in past tense expressing abilities and classify them in a table.

## 9. English II Course Syllabus

In the New Educational Model, the classification of the educational contents of the English subject has vital importance considering not only the comprehension processes and the key learning points of the disciplinary fields but the language skills of listening, reading, writing and speaking. The Socio-Emotional skills to the Common Curricular Framework in the New Educational Model for the Technological High School are part of the design of the course plan

It is important to mention that 25% of class time will be used to promote and develop Socio-Emotional Skills and reinforcement activities.

### English II Course Plan

Evaluation Period I								
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement	
Students will communicate, interact, and collaborate with others (inter-subject competence for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	How do I ask for the products I need in different situations?	Activating prior knowledge.	1	Activity to develop socio-emotional skills	Duolingo Activities and Flipped classroom	
	Integration of learning communities.			To ask for the correct amount in several products in different contexts.	11			
	Contextualization of learning communities through students' interests and academic experiences.							

Evaluation Period II							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
Reading, writing, speaking and listening.	Reading, writing and oral production as learning	The importance of language and grammar role in it.	Describing my daily routine	To communicate the specific situations of	6	Activity to develop socio-	Duolingo Activities Project Progress

Evaluation Period II							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
	sources and abilities practice.			your school or relative’s work (present continuous and the adverbs of frequency)		emotional skills	Flipped classroom
	The importance of reading to writing production .	Argumentative text	Describing myself and others	To get information about other people using the (Wh questions in past).	6		
	The importance of reading to writing in based argument	The text as resource information and new ideas					

Evaluation Period II							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing my daily routine	To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)	6	Activity to develop socio-emotional skills	Duolingo Activities Project Progress Flipped classroom
	The importance of	Argumentative text	Describing myself	To get information about other	6		

Evaluation Period II							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
	reading to writing production .		and others	people using the (Wh questions in past).			
	The importance of reading to writing in based argument	The text as resource information and new ideas					

## 10. Transversal content

The inter-subject relation reinforces the students' training when the construction of meaningful learning is promoted in an organized way. It increases the positive impact of the content, divides the efforts of the academic staff and reduces the extra amount of work of the teachers in charge of the subject avoiding compromising the effort and commitment of the students.

The attributes expressed about the expected learning outcomes allow an integral vision of two aspects:

- Multidisciplinary: For all the subjects.
- Interdisciplinary: That includes some of the items

Correctly, the reading and writing competency should apply the needs of other subjects. For example, if Chemistry needs to work on text in English, the student may use the knowledge and skills acquired.

Horizontal: It refers to the learnings as an articulate continuous process instead of a summative one. It means that the concepts learned should complement each other through the reactivation of prior knowledge

## Second semester: Horizontal transversality

Competence 1 Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).				
DISCIPLINE	MATHEMATICS	EXPERIMENTAL SCIENCES	COMMUNICATION	ENGLISH
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	ENGLISH II
Content	Basic concepts of the space and shape: "Geometry I".	Quantifying chemical reactions. How do we number what we cannot see?	Team work in the classroom as a basis for the integration of a learning community.	Collaborative work in classroom as a basis for the integration of the learning community.
Specific Content	Angle measurement and trigonometric functions in specific angles.	<p>Why is the chemical quantification important? What is the application of chemical quantification in industrial processes? What is it measured in an anti-doping process? Substance quantity and unit mole. Mass and molar formula.</p> <p>Concentration units: Mass and volume percent concentration, mole concentration and parts of a million.</p> <p>What is the carbon footprint? How does the Alcoholmeter work? Sweeteners measurements in energetic beverages</p>	The preparation of a review starting of a text of the student's choice.	<p>How do I ask for the products I need in different situations?</p> <p>Activation of prior knowledge to ask for the correct amount in a number of products in different contexts.</p>

Learning Outcome	Characterizes trigonometric relationships according to their dispositions and their properties.	Student suggested readings. To identify the word classes in a text.	The student: <ul style="list-style-type: none"> <li>• Reactivates previous learnings of the Reading, Oral and Written Expression I.</li> <li>• Identifies a reading of his/her interest.</li> </ul>	Activation of prior knowledge to ask for the correct amount in a number of products in different contexts.  To ask for a number of products in different contexts.
Evidence of Learning	Calculates the value of the sin of $30^\circ$ Argues why the cosine of $45^\circ$ and sin of $30^\circ$ are the same, but the sin the $30^\circ$ and cosine of $30^\circ$ different from each other.	Written analogies in a text or in a graphic representation pointing out its components  Solves chemical analysis of problems linked to substances of daily life using the tools of chemistry.  Solves chemical analysis related to substances that we could find in our lives everyday by using chemistry tools.  Analyzes and proposes solutions for problems related to the calculation of chemical mass and concentration. Exercises to determine the concentration from the RBE colors intensity in a digital camera.	<ul style="list-style-type: none"> <li>• The readings proposed by the students.</li> <li>• The preparation of the review.</li> </ul>	Write a conversation between a shop assistant and a customer.

Competence 2 Reading, writing, speaking and listening.				
Discipline	Mathematics	Experimental Sciences	Communication	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	ENGLISH II
Content	How to work with geometric formulas, congruence and similitude criteria in triangles	Energy in chemical reactions	Text as source of information and expression of new ideas	The importance of language and grammar role in it.  Argumentative text.

				The text as source information and new ideas
Specific Content	Triangles properties according to the number of sides and angles. How are they similar? Why are triangles used as rigid structures in buildings?	Environmental consequences of the burning of fossil fuels	Using analysis processes to evaluate a text (notes, synthesis, summary, paraphrases, review), the application of synonyms, antonyms and polysemy	Describing my daily routine, Describing myself and others
Learning Outcome	Defines perimeter formulas, areas and volumes in geometric objects using physical and digital tools.	The team makes a research about the CO2 in the atmosphere and the evolution of the levels through time. The team makes a presentation for the class.	<p>Activate prior knowledge of the Reading, oral and written expression I and ITC..</p> <p>The student creates a comparative critic. The student uses analysis tools to grasp the main idea of a text and to process information to be applied later to the analysis of texts that are meaningful for the student (notes, synthesis, summary, paraphrases and review).</p> <p>The student uses the application of synonyms, antonyms and polysemy.</p> <p>The student acknowledges the importance of his/her own arguments and identifies the importance of others' arguments.</p>	To get information about other people using the (Wh questions in past).
Evidence of Learning	To calculate and justify comparisons between solid objects.	Argumentative text about environmental problems based on results of a bibliographic	Comparison of two texts that have the same topic but different points of view. Writing a critic about both	Write questions for an interview with a death famous character.

		research and evidence.	perspectives using a reasonable judgement.	
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Competence 3						
Providing reasonable opinions from the point of making a text						
Discipline	Mathematics	Experimental Sciences	Communication	Humanities	Social Sciences	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	IT DOES NOT APPLY	IT DOES NOT APPLY	English II
Content	How to work with geometric formulas, congruence and similitude criteria in triangles.	IT DOES NOT APPLY	Argumentative writing	IT DOES NOT APPLY	IT DOES NOT APPLY	The argumentative writing.
Specific Content	Triangles properties according to the number of sides and angles. How are they similar? Why are triangles used as rigid structures in buildings?	IT DOES NOT APPLY	Creation of a writing piece based on the knowledge, interpretation of different sources of information, applying elements of an essay.	IT DOES NOT APPLY	IT DOES NOT APPLY	Using the book as a tool for writing
Learning Outcome	Defines perimeter formulas, areas and volumes in geometric objects using physical and digital tools.	IT DOES NOT APPLY	Activate prior knowledge of the Reading, oral and written expression I and ITC.  The student evaluates the good and bad points in a text. The student explores the alternatives to analyze and evaluate the same topic. The student designs an essay that he will later defend.	IT DOES NOT APPLY	IT DOES NOT APPLY	To provide simple arguments about a text.
Evidence of Learning	To calculate and justify comparisons between solid objects.	IT DOES NOT APPLY	Designing an essay and defending it in	IT DOES NOT APPLY	IT DOES NOT APPLY	Write and answer questions about a text.



Competence 3						
Providing reasonable opinions from the point of making a text						
Discipline	Mathematics	Experimental Sciences	Communication	Humanities	Social Sciences	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	IT DOES NOT APPLY	IT DOES NOT APPLY	English II
			front of the class.			

Competence 4						
Technology, information, communication and learning.						
Discipline	Mathematics	Experimental Sciences	Communication	Humanities	Social Sciences	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	IT DOES NOT APPLY	IT DOES NOT APPLY	English II
Content	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	The impact of technology on human development. Responsible use of information. Learning and innovation. In and from the web. Programming to learn.
Specific content	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	Using technology to develop in XXI century skills.
Learning outcome	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	To give orders or instructions in different contexts. (Imperatives, action verbs).
Evidence of learning	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES	How to start a blog

					NOT APPLY	How to make a videoconference How to use an electronic device
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**Vertical transversality:** refers to learning as a continuous articulated throughout the semesters and not summative, meaning that learning must be complimentary through the reactivation of previous knowledge.

Semester	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Discipline	COMMUNICATION	COMMUNICATION	EXPERIMENTAL SCIENCES	EXPERIMENTAL SCIENCES	SOCIAL SCIENCES	COMMUNICATION
Subject	READING, ORAL AND WRITTEN EXPRESSION I	READING, ORAL AND WRITTEN EXPRESSION II	BIOLOGY	PHYSICS	SCIENCE, TECHNOLOGY, SOCIETY AND VALUES	ENGLISH II
Content	<ul style="list-style-type: none"> <li>The argumentative writing.</li> <li>The original argued writing.</li> </ul>	Argumentative text	Biodiversity: result of evolution	Energy as essential part of machinery operation	Equity, inclusion and expectation in the quality of life: Challenges of demographic growth	-The importance of language and grammar role in it. -Argumentative text. -The text as resource information and new ideas
Specific Content	The distinction of ideas in a text. The sustenance of points of view personal from a reading. The knowledge and use of the elements of the critical review.	The use of the syntactic structure in an argumentative paragraph. (premises and conclusion)	Is the evolution of the species a fact proven or a scientific theory subject to check?	The importance of responsible use of the energy for the care of the environment.	Digital revolution Technology and social interaction in today's world	-Describing my daily routine -Describing myself and others
Learning Outcome	The student: <ul style="list-style-type: none"> <li>Reactivates previous learnings of ITC.</li> <li>Associates the data and ideas of the texts.</li> <li>Provides and argue in writing an original opinión.</li> <li>Uses the elements of a review</li> </ul>	The student: <ul style="list-style-type: none"> <li>Reactivates previous learning of the subject Reading, Expression Oral and Written I and Technologies, of the Information and communication.</li> <li>Contrasts the arguments of two texts,</li> </ul>	The student understands the evolution process as a fact that can be represented through different models	Activate prior knowledge	The student will analyze the digital revolution and its social consequences.	-To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency). -To get information about other people using the (Wh questions in past).

Semester	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Discipline	COMMUNICATION	COMMUNICATION	EXPERIMENTAL SCIENCES	EXPERIMENTAL SCIENCES	SOCIAL SCIENCES	COMMUNICATION
Subject	READING, ORAL AND WRITTEN EXPRESSION I	READING, ORAL AND WRITTEN EXPRESSION II	BIOLOGY	PHYSICS	SCIENCE, TECHNOLOGY, SOCIETY AND VALUES	ENGLISH II
		through a critical review. • Examines the syntactic elements of the argumentative paragraph.				
Evidence of Learning	<ul style="list-style-type: none"> <li>Uses the elements of a review to prepare a critical review and its discussion in group debate.</li> </ul>	The preparation of an essay and its discussion and group discussion.	Argumentative text on the topic of the variety of opinions regarding evolution	The student criticizes the way energy is used in the environment and suggests proposals to generate changes and inform the population	The student creates a journalistic news on the topic of the traffic of drugs, crime and violence. The student will make a literature review using diverse sources to provide bases for his/her opinion	<p>-A presentation with graphic support where the student describes his activities and those of a relative.</p> <p>-Write questions for an interview with a death famous character.</p>

## 11. Learning Outcomes and Competency Association

‘Competency’ shows the outputs or results of training or competent performance. It is essential to consider the performance of a competent student thru different subjects applies it to different situations in diverse contexts

Learning Outcome	Evidence of Learning	Competency	Specific Competency	Disciplinary Competency
-Activation of prior knowledge. -To ask for the correct products in different contexts.	Write a conversation between a shop assistant and a customer.	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	He/She uses different communicative strategies according to the audience, context and his/her objectives.	4. Produces texts based on the normative use of the language, considering the intention and communicative situation.
-To communicate the specific situations at school or work (present continuous and the adverbs of frequency)  -To get information about other people using the (Wh questions in past).	-A presentation with graphic support where the student describes his activities and those of a relative  -Write questions for an interview with a death famous character	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
To provide simple arguments about a text.	Write and answer questions about a text	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	He/She uses different communicative strategies according to the audience, context and his/her objectives.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.
To give orders or instructions in different contexts. (imperatives, action verbs).	-How to start a blog -How to make a videoconference -How to use an electronic device	4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	He/She deals with information and communication technologies in order to find information and express ideas.	12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.

## 12. Suggested Evaluation Process

An evaluation activity and a learning activity are different situations. Evaluation activities come from the need to monitor the advance or progress of the learning activities. Learning activities includes a teaching strategy while evaluation activities are part of the evaluation strategy (type of evaluation, form, moments, criteria, indicators, techniques and instruments).

Real evaluation tries to establish what the students know or what they are capable to do using different strategies and evaluation processes.

Criteria	Learning outcomes and evidence of learning	Evaluation instrument	Percentage	Formative Evaluation	Objective Test	TOTAL
They use How much and How many properly. Students use correct grammar tenses. They use proper vocabulary and spelling	Write a conversation between a storekeeper and a customer.	Observation guide or check list	30%	40%	30%	100%
Students use correct grammar tenses. They are able to use a good number of verbs to describe routines. They can make concordances in their writings.	A presentation with graphic support where the student describes his activities and those of a relative	Rubric	30%	40%	30%	100%
Students can use most of the Wh questions in past. They can identify and use simple past.	Write questions for an interview with a death famous character	Rubric	30%	40%	30%	100%
	Write and answer questions about a text	Rubric				
Students use correct grammar tenses. They are able to work with TICs They are able to use writing skills to communicate with others.	-How to start a blog -How to make a videoconference -How to use an electronic device	Rubric or hy list				

Recommendations for evaluating learning outcomes in English II syllabus

### a) Identifying the Learning Outcome

Based on the expected learning, the evaluation strategy considers different activities that students will do to achieve knowledge. The products are evidence that demonstrate students completed the expected apprenticeship.

### b) Selecting the Different Evaluation Instruments

The instruments selected must allow the teacher to realize that the student has achieved the expected apprenticeship through the products. The criteria that are established to evaluate the knowledge will help to identify which evaluation instruments should be select according to the learning activities carried out by the students and considering the criteria and levels of performance that are intended to achieved. The instruments can be checklists, observation guides, exams or rubrics.

### c) Applying different types of evaluation

It is essential to identify the most recommendable type of evaluation to evaluate the learning process concerning the agents that participate as teacher evaluation, peer-evaluation, and self-assessment, as well as, the kind of assessment according to the moment (diagnostic, formative and summative).

**Evaluation instruments:** teacher establishes the criteria to use for evaluating individual and collective performance. These criteria can present the form of indicators and use instruments such as observation records, checklists, rubrics, portfolios, and exams.

**Observation records:** this instrument is a list that contains descriptors, which guide observation in the classroom, pointing out those relevant aspects.

**Checklist:** this list determined the outcome learnings and selected by the teacher, together with the students, they establish their progress in learning achieved.

**Rubric:** presents in the vertical axis, the criteria for evaluation and, in the horizontal axis, the value ranges applied in each criterion. The criteria represent what students mastered.

**Exam:** a test of a student's knowledge or skill in a particular subject.

**Portfolio-based assessments:** are collections of academic work-for example assignments, lab results, writing samples, speeches, student-created films, or art projects-that are compiled by students and assessed by teachers in consistent ways.

### Assessment moments

Educational diagnostic test: A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language at the start of the course.

Formative assessment: refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lesson, instructional techniques, and academic support.

Summative assessment: it is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

### Assessment Modality

a) Self-assessment: student self-assessment involves students in evaluating their own work and learning progress.

b) Peer-assessment: a learning technique, students evaluate their peer's work and have their work evaluated by peers.

c) Teacher evaluation: it includes reviews of qualifications test of teacher knowledge, observations of practice, and measurements of student learning gains. Assessments of teacher quality used for professional growth of teachers.

## 13. Teachers and Learning Network

Teachers set educational approaches and techniques for network learning environments in which knowledge constructs that reliably fits experience with the world and the interaction with information and ideas.

Educators make an analysis of selected contents plans and carry on assignments; he indicates learners ICT group activities where they want to participate, and students build on other's ideas. Thus, there are two types of learning networks: online communities and face-to-face community.

For this reason, the academies is required according to the specific needs in each campus considering the new role of the teacher in the organization and development of each work session.

La Secretaría de Educación Pública Deputy on its website, there is a Digital Library for Teachers. In this website, teachers can find the Guidelines for creating learning network environments.

Specific contents:

- Strategy to improve Reading dimension.
- Argumentative essay. Reading and writing
- Reading and comprehension of expository-informative text. \*\*

For promoting inclusive activities, please visit the following links:

- *Dirección Nacional de Educación indígena. Programa Nacional para la inclusion y equidad educativa*
- [www.inclusionyequidad.sep.gob.mx](http://www.inclusionyequidad.sep.gob.mx)
- Ministerio del interior-Consejo Naiconal para Prevenir la Discriminación- Programa Nacional para la La Igualdad y No Discriminación: [www.construye- t.org.mx/](http://www.construye-t.org.mx/)

*La Coordinación Sectorial para el Desarrollo Académico (COSDAC)* website, teachers can find didactic resources as texts from different authors about general and discipline competencies.

<http://cosdac.sems.gob.mx/portal/index.php/docentes/en-el-aula-1/materiales->

apoyo- docentes-1/32-docentes/en-el-aula/200-aprendizajes- y-powers

As well as, the COSDAC Teaching Platform, there is a forum where teachers they can exchange experiences:

<http://comunicacion.cosdac.sems.gob.mx>



## 14. Use of ICT for Learning

Information and Communication Technologies are tools to assist learning besides; teachers must have pedagogical, technological, communicative and emotional skills.

Now a day, several educational platforms and free resources aid the learning process:

Digital banks for academic activity, collaborative work and file sharing (One drive, Google Drive, Dropbox).

- Design and creation of digital learning objects (ODA).
- Construction of personal learning environments with methodologies such as PLE, M-Learning, Flipped Learning.
- Use of common resources among different institutions through platforms such as Educational,
- Moodle, Blendspace, Web Quest.
- Preparation of reagents and tests through Google Drive or Exam View.
- Linking contents and face-to-face classes to digital learning objects.
- Creation of complementary activities, video editing, and testing through team ranking in KAHOOT.

The following are didactic resources and useful tools for English II syllabus, this aid to accelerate the outcome learning also teachers can reach different options according to their specific needs of their group.

Resource	Description
Schoology.com	A learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources.
Rubistar.4teachers.org	A tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch. RubiStar provides generic rubrics that can simply be printed and used for many typical projects and research assignments.
Duolingo	The most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company's mission is to make education free, fun and accessible to all.

Resource	Description
Learn English with music (Lytrans English)	<p>This application will help students to learn English much more quickly by using music.</p> <p>This app can find the lyrics of the song while students listening to, they can read along when the music is playing.</p>

## 15. Suggestions

All the subjects need to rely on the reading and writing processes to back up the development and achievement of the learnings. Based on this, the task will be to agree with teachers of other subjects to create integral products where teachers can evaluate the expected knowledge in a standard way but each teacher from its perspective. Elements that the lesson plan must include

### 1. General identification data

- Institution: General Management
- Date
- Work Center Code (WCC)
- Campus Name
- Teacher name(s)
- Subject or Module
- Submodule
- Semester
- Training Program (if applicable)
- School term
- Number of estimated hours

\* In free format or in accordance with subsystem or school agreements.

### 2. Curriculum elements

#### Curricular context

- Purpose of the Subject: Intentions that are intended to achieve from the contents.
- Competency: Organizes and articulates concepts, abilities, skills, values, and attitudes of the disciplinary fields and is the reference to favor interdisciplinary inter-subject relationship.
- Expected learning outcome: Descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
- Evidence of learning: They correspond to the expected knowledge and the particular materials, and are the evidence of the achievement of the planned learning.

- Component: Generates and integrates the central contents and responds to specific organizational forms of each field or discipline.
- Core content: Corresponds to key learning points. It is the highest-ranking content in the study program.
- Explicit content: Corresponding to the central contents and their specificity, they establish the

Scope and depth of their approach.

- Impact on Generic Competency #: Corresponds to the competencies and attributes that favor the contents.
- Disciplinary or professional skills (as the case may be).
- Teaching structure
- Presentation: Introduce new knowledge.
- Practice: Integration, complement or extension of new learnings
- Production: Application and transfer of the learning achieved.

### 3 Learning activities

- Teaching activities: Refers to the mediation carried out by the teacher.
- Learning activities: Refers to the activities carried out by the student.

## **Evaluation strategy**

- Moment of evaluation: In the presentation, during practice, in the production stage of the lesson.
- Mode of assessment: Self-assessment, peer-evaluation, Teacher evaluation.
- Types of assessment: Diagnostic, formative, summative.
- Evaluation instruments: Refers to the formats according to which the evaluation criteria are registered.
- Evaluation techniques: Refers to the ways of approaching the evaluation processes (observation, registration, questionnaire, etc.).
- Percentage: It refers to the value within the summative evaluation that is assigned to each learning activity to be performed.
- Resources and materials
- Teaching Materials Are those that contain, internally, pedagogical mediation for the achievement of learning purposes.
- Support materials: They are those that provide support on which medications for learning are designed externally.
- Sources of information: Refers to the sources on which the didactic strategy will be supported, either as a source of consultation or review

## 16. Lesson Planning

IDENTIFICATION DATA			
Institution:			
School number:		School's name:	
Work Center Code (WCC) :		Teacher: <b>Alarcón Villar María Isabel</b>	
Subject: ENGLISH II	Implementati on period:	Semester: 2nd	Date:
		Length (hours): 11 hrs.	School year:
CONTENTS			
Purpose:			
Competency: Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).		Component:	
		<ul style="list-style-type: none"> <li>● Communication and interpersonal relationships.</li> <li>● Integration of learning communities.</li> <li>● Contextualization of learning communities through students' interests and academic experiences.</li> </ul>	
Content: Collaborative work in classroom as a basis for the integration of the learning community.			
Specific content:			
How do I ask for the products I need in different situations?			
Expected learning outcomes:			

To ask for the correct amount in a number of products in different contexts.	
Generic competency: The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	
Disciplinary competency : 4. Produces texts based on the normative use of the language, considering the intention and communicative situation.	
SOCIO-EMOTIONAL SKILLS	
Aspect:	socio-emotional skills development
General ability:	socio-emotional skills development
Specific ability:	socio-emotional skills development
Teaching technique:	socio-emotional skills development

LEARNING ACTIVITIES								
Presentation								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
Activation: Ask students the places they know	board markers	students answer the places they know	-----	students use vocabulary of places	diagnostic assessment	hetero-evaluation	-----	10 min
The teacher will explain the expected learning, the specific content, activities, time,	Teaching planning form	Students pay attention	notebook	notes	-----	-----	-----	60 min.

topic, evaluation types, mode of evaluation and expected learning evidence.  He/she will also set the harmony agreement (the teacher will provide examples and encourage students to be part of the learning process)								
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LEARNING ACTIVITIES								
Practice								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
How do I ask for a product in different situations? Set an imaginary situation to	graphic support (flashcards, video, poster, map)	Students participate about the situation set by the teacher	Notebook	student's participation	formative assessment	Teacher Evaluation	-----	15 min.

LEARNING ACTIVITIES								
Practice								
lead the answer to this question (eg. Let's imagine we travel to Qatar for the 2022 world cup)								
Once the students are situated in Qatar, the teacher asks for vocabulary to create a semantic web	board markers	vocabulary	dictionary	student's answers (vocabulary)	formative and summative assessment	Teacher Evaluation	-----	15 min.
-The teacher explains the concept of countable and uncountable nouns - The teacher gives examples of classification from the semantic web into countable and uncountable nouns - The teacher asks students	board markers	The students pay attention	semantic web		formative and summative assessment	Teacher Evaluation	This activity can be assessed with a 10%	100 min.

LEARNING ACTIVITIES								
Practice								
to complete individually the classification based on the examples - The teacher asks students to compare their classifications in pairs. -The teacher gives feedback		<ul style="list-style-type: none"> <li>- Students classify nouns</li> <li>- Students compare their classifications</li> </ul>	<ul style="list-style-type: none"> <li>- classifica tion chart</li> </ul>	The student classifies countable and uncountable nouns				
<p>The teacher asks students "How many souvenirs do you want to buy?" and "How much do they cost?" -He/she provides some examples</p> <p>-Homework: watch the video <a href="https://www.youtube.com/watch?v=r6SCMRrqRRQ">https://www.youtube.com/watch?v=r6SCMRrqRRQ</a></p>	board markers	Answer the questions	Notebooks	The student identifies the difference between how much and how many	formative and summative assessment	hetero-evaluation	-----	50 min.



LEARNING ACTIVITIES								
Practice								
about how much and how many (activate subtitles in English, and writes as many questions and answers as possible in student's notebooks)								
The teacher asks for the questions and answers from the homework video and provides feedback	board markers	Students compare their Q and A from the video and correct each other	Notebooks	The student identifies the difference between how much and how many	formative and summative assessment	Self-assessment Peer-evaluation, Teacher Evaluation	assessed with 10%	20 min.
The teacher asks students to role-play the Q and A from the video in pairs. The teacher asks two pairs show their work in front of the others. The teacher	-----	Students role play the dialogue	Notebooks	The student identifies the difference between how much and how many	formative and summative assessment	Peer-evaluation, Teacher Evaluation	-----	30min.

LEARNING ACTIVITIES								
Practice								
provides feedback								
The teacher asks the students to write down questions in pairs, using how much and how many to ask to a famous soccer player in a press conference. The teacher gives feedback. The teacher plays the famous soccer player and at the end of the activity writes the answers on the board.	board markers	Students write down the questions and correct each other. They role play the journalists	Notebook Realia	Students use how much and how many correctly	formative and summative assessment	Peer-evaluation, Teacher Evaluation	Assessed with 10%	100 min.
The teacher asks the students the same questions they made for the famous soccer player,	board markers	Students answer the questions using some, any, little and few	Notebooks	Students answer correctly	formative and summative assessment	Peer-evaluation, Teacher Evaluation	-----	50 min.

LEARNING ACTIVITIES								
Practice								
in order for them to practice answers with some, any, little and few. The teacher explains through the same examples the correct use of some, any, little and few. Homework: In teams of three people they will structure a complete dialog between a shop assistant and a costumer								

LEARNING ACTIVITIES								
Production								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
The teacher asks volunteer students to	board markers	Students present their dialogues	dialogues	To ask for the correct amount in many	summative assessment	Peer-evaluation, Teacher Evaluation	check list assessed with 30%	50 min.

present briefly their dialogues				products in different contexts.				
The teacher applies a written test	test	-----	-----	answers to the test	summative assessment	Teacher Evaluation	test assessed with 30 %	50 min.
Reinforcement activity (duolingo)							assessed with 10%	-----