



SYLLABUS
BASIC COMPONENT
COMMON CURRICULAR FRAMEWORK OF HIGHER SECONDARY
EDUCATION

DISCIPLINE
COMMUNICATION

GENERAL HIGH SCHOOL
ENGLISH III

Participants

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Index

1. Presentation	4
2. Introduction	8
3. Subject characterization	9
4. Purpose of the Disciplinary Area of Communication	10
5. Purpose of the English III study program.....	10
6. Scopes of the Graduate Profile to Contribute to the English III Study Program.....	11
7. Content Structure.....	12
8. Contents Table of English III.....	12
9. English III Course Plan	18
10. Transversality	23
11. Connection Between Learning Outcomes and Competency	27
12. Suggested Evaluation Process	30
13. Teachers and Learning Network	34
14. Use of ICT for Learning.....	35
15. Recommendations.....	37
16. Suggested Bibliography	39
17. Web References.....	39
18. Lesson Planning	40

1. Presentation

Our country, like other nations in the world, is driving a major Education Reform, whose main objective is to ensure that all children and young people exercise their right to a 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 education 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 education in general and for Higher Secondary 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 vertebration with the national educational goals established by the educational systems, such as the Mexican one, is 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 strictly directed by the teacher: it is impersonal, homogeneous and prioritizes the accumulation of knowledge and not the achievement of deep learning. Knowledge is fragmented by academic semesters, classes, subjects and memory is prioritized, with the consequent accumulation of disconnected contents; learning is governed by a strict calendar of activities in which students are told, rigorously, what to do and what not to do, and new technologies are incorporated into old practices. All this produces fragmented 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 huge 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, Higher Secondary Education must overcome the disconnection there is between the curriculum, the school and the students, since it could lead to educational problems such as low results, failures and school dropouts.

In order to achieve this, it is necessary to understand first that 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 in order to successfully respond to the current dynamism that young people need to face in order 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 learning, 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 in teaching practice (Gerver, 2013; Prensky, 2013); if the school does not do it, it will be increasingly relegated from reality every day.

It is undeniable that, in recent years, the plans and programs of study have been transformed and that the Integral Reform of Secondary Higher Secondary Education (RIEMS) fulfilled its initial purpose; however, the results of national and international evaluations show that the effort has not been sufficient and that progress has not been made in the development of competency that is fundamental for the development of people and society.

Therefore, the Secretariat of Public Education (SEP), through the Sub-secretariat of Higher Secondary Education (SEMS), proposed to adapt the programs of the subjects of the basic training component of the General Baccalaureate and the Technological Baccalaureate in all disciplinary fields that make up the HSE curriculum.

The work was carried out based on an integral and transversal vision of knowledge and learning, understood as a continuum in opposition to the fragmentation with which it has been traditionally approached. Young people are placed at the center of the educational action 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 key because students learn best when they are involved; in contrast to classes centered, mainly, in the teacher's exposition, in which it is more frequent that the students are passive.

In this way, the contents of the subjects were transformed so that they are pertinent to the reality of the young people and with this achieve the connection between them, the school and the environment in which they are developed.

It is important to mention that in the preparation of the New Curriculum for Higher Secondary Education, all the observations and recommendations of the Academic Collegiate Teacher Academies throughout the country, which participated in the consultation process convened by the SEP for the purpose to recover their experiences, were considered.

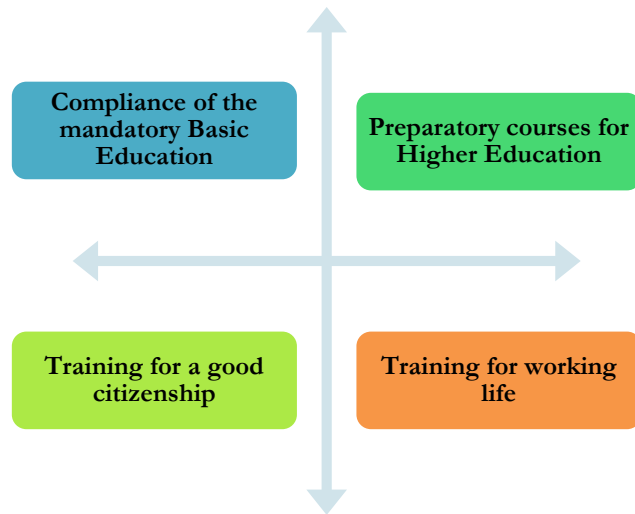
The world consensus indicates that the purpose of education is not only to memorize curricular content of the subjects, but that young people develop to be competent and flexible people, who manage to enhance their skills and reach the goals that have been established. And for this, they must be trained in such a way that they learn to learn, to think critically, to act and to relate to others to achieve significant challenges, regardless of the area of knowledge they are studying (Prensky, 2013).

The contents of the subjects are important 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.

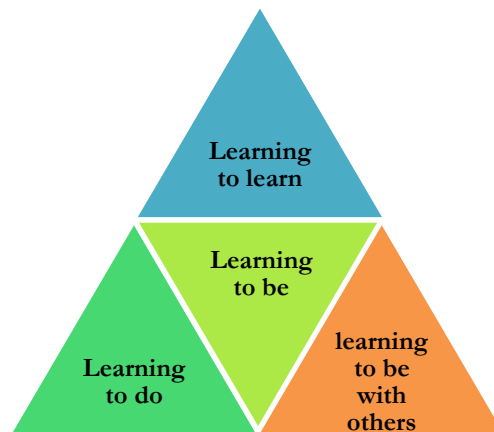
Several authors have devoted many pages to listing the competencies, skills and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in the need to promote collaboration, creativity, communication, entrepreneurial spirit, problem solving skills, social 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 important for the development of people and societies. 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 developed, consider that a good education "is important to get ahead in life" (Reimers and Chung, 2016).

To favor 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 III 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 III 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. Subject characterization

English III is part of the disciplinary field of Communication.

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				PHILOSOPHY	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
METODOLOGÍA DE LA INVESTIGACIÓN	3	6	INTRODUCCIÓN 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	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							*	3	6	*	3	6
<i>SPORTS AND ARTS</i>	4		<i>SPORTS AND ARTS</i>	4		***	7	14	**	7	14						
	30	52		30	52	<i>SPORTS AND ARTS</i>	3		<i>SPORTS AND ARTS</i>	2		***	7	14	**	7	14
							3	60									
												<i>SPORTS AND ARTS</i>	4		<i>SPORTS AND ARTS</i>	3	
													29	50		32	58

* COMPONENTE DE FORMACIÓN PROPEDEÚTICA

DCA/2017

** COMPONENTE DE FORMACIÓN PARA EL TRABAJO POR MÓDULOS BAJO EL ENFOQUE DE COMPETENCIA LABORAL

4. Purpose of the Disciplinary Area of Communication

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 III study program

By the end of the third semester of English the student reads, writes, understands and exchanges information about him/herself and others according to the context and time he/she is situated.

Communication Key Learning Points		
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 and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.
	Integration of learning communities Contextualization of learning communities through students' interests and academic experiences	
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.
	The importance of reading to writing production.	Argumentative text.
	The importance of reading to writing in based argument	The text as resource information and new ideas
Providing reasonable opinions from the point of making a text	The justification of the students' opinion with an argument.	The argumentative writing.
	The solid construction of one's original perspective.	The original argumentative writing.

Technology, information, communication and learning.	Technology and human development.	The impact of technology on human development.
	Generation and responsible use of information for learning.	Responsible use of information.
	Web-based learning.	Learning and innovation.
	Creation of contents for learning.	In and from the web.
	Use of technology to enhance web-based learning.	Programming to learn.

6.Scopes of the Graduate Profile to Contribute to the English III Study Program

SCOPE	GRADUATE PROFILE
LANGUAGE AND COMMUNICATION	He/She expresses clearly in English in an oral and written forms. Identifies the main ideas in a text or speech and infers conclusions from them, obtains and interprets information and gives reasons efficiently. Communicates in English fluently and naturally.

Additionally, in a transversal way it will benefit the gradual development of the following scopes:

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 ethical 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. Content Structure

Six elements of curricular organization have been considered in the design of the study programs of the disciplinary field of Communication with the purpose of promoting the depth of student learning; of avoiding different curricular formats; of favoring inter-subject relationships and of bettering guidance of the 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. Contents Table of English III

English III					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking & listening	Reading, writing and oral production as learning sources and	The importance of language and grammar role in it.	Making comparisons with different contexts. (comparatives)	He/ She describes and compares objects and subjects of	Given two subjects or objects from the same category (TV programs,

English III					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
	abilities practice. The importance of reading to writing production. The importance of reading to writing in based argument.	Argumentative text. The text as resource information and new ideas.		similar characteristics.	books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.
The creation of a reasoning opinion starting a text elaboration.	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	Describe places of interest in order to get the most relevant information and express opinions in future time.	Select the best places to visit and make decisions about knowing different countries around the world. What are you going to do? Tell us about your future plans. (will / going to)	Students make and arguments about the main reason to visit those places around the world and to know about the culture of the place.	A student elaborates a collage with graphic content and exposes the main reasons they have to visit their places of interest.
The creation of a reasoning opinion starting with a text elaboration .	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The use of formal and informal situations in different contexts. What is your opinion about impositions?	What abilities do you have? (modals)	Students use the modals to communicate abilities and possibilities in different contexts.	Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where he can make the difference among can, could and

English III					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
					have to in different contexts.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences).	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Recognize different experiences in which the student answers in a polite and informal way depending on the situation.	It is better to sound polite and not demanding. (want/would like)	Students make requests in a formal or informal way depending where he/she is at.	Writing and performing a situation at the mall. Role-play where Student -A- is an employee Student -B- is a customer.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences)	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Expressing preferences and hobbies. (Verbs -ing / verbs in inf.).	<p>Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people.</p> <p>The student distinguishes and uses verbs followed by gerund and verbs followed</p>	Students elaborate and do a survey with their classmates about what they like to do, the questions should have a limitation of time and place, for example: What do you like to do after school? Afterwards, they report the collected answers to the rest of the class, trying

English III					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
				by infinitive in different contexts.	to find similarities and elaborating a graphic organizer. A student selects and elaborates a graphic organizer by teams where they write examples of the verbs followed by infinitive forms and the ones followed by -ing forms.
Reading, writing, speaking & listening	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of reading to writing in based argument.	Choose what spare time activities, students are able to do on a week. Design a survey in order to develop accurate vocabulary Read and exchanges experiences and analyze similarities about their answers.	What spare time activities do you do on a week? (Adverbial phrases)	A student expresses when, where and how often he or she carries out spare time activities.	A personal interview of activities that talk about the frequency, time and place of going to the movies, do any sport, watch a T.V. program, going out with friends, etc., and elaborates an agenda.
Communicating, implicating and collaborating with others (transversal	Communication and interpersonal relationships.	Create an imaginary situation in order students are able to	Making logical conclusions. (Zero & first conditional)	Students can express facts, they can also use a different time tense to	Given a situation (text, video, image), students

English III					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
axis for all subjects in the communication disciplinary field as well as social sciences).	Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	make logical conclusions and express experiences describing causes and effect.		identify and express real situations and their logical conclusion.	elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect. Given a different situation that is not completed yet, students write sentences inferring the possible result.
The creation of a Reasoning opinion starting with a text elaboration.	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	Students can express facts that are always true, such as rules or facts. What life experiences do you have?	What personal activities did you start six months ago and you still do? (Present perfect)	A Student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line.	A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the	Communication and interpersonal relationships.	Analyze how to express an idea in two different situations using phrasal verbs.	Do you know you can express one same idea using different words? See how to.... (phrasal verbs)	A student expresses the same ideas with different words.	A student writes a letter to a friend talking about a past experience, afterwards

English III

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
communication disciplinary field as well as social sciences.	<p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences</p>				he/she writes another letter to a teacher saying the same message but using different vocabulary.

9. English III Course Plan

In the New Educational Model, the classification of the academic contents of the English subject have a significant 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.

Evaluation Period I					
Competence	Component	Content	Specific content	Learning outcome	Learning evidence
Reading, writing, speaking & 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>	Making comparisons with different contexts (comparatives)	He/She describes and compares objects and subjects of similar characteristics	Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.
The creation of a reasoning opinion starting a text elaboration.	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	Describe places of interest in order to get the most relevant information and express opinions in future time.	<p>Select the best places to visit and make decisions about knowing different countries around the world.</p> <p>What are you going to do? Tell us about your future plans.</p>	Students make and arguments about the main reason to visit those places around the world and to know about the culture of the place.	A student elaborates a collage with graphic content and exposes the main reasons they have to visit their places of interest.

			(will / going to)		
The creation of a reasoning opinion starting with a text elaboration.	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The use of formal and informal situations in different contexts. What is your opinion about impositions?	What abilities do you have? (modals)	Students use the modals to communicate abilities and possibilities in different contexts.	Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where he can make the difference among can, could and have to in different contexts.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences)	Communication and interpersonal relationships. Integration of learning communities Contextualization of learning communities through students' interests and academic experiences	Recognize different experiences in which the student answers in a polite and informal way depending on the situation.	It is better to sound polite and not demanding. (want/would like)	Students make requests in a formal or informal way depending where he/she is at.	Writing and performing a situation at the mall. Role-play where Student -A- is an employee Student -B- is a customer.

<p>Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences)</p>	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences</p>	<p>Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.</p>	<p>Expressing preferences and hobbies. (Verbs -ing / verbs in inf.).</p>	<p>Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people.</p> <p>The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts.</p>	<p>Students elaborate and do a survey with their classmates about what they like to do, the questions should have a limitation of time and place, for example: What do you like to do after school? Afterwards, they report the collected answers to the rest of the class, trying to find similarities and elaborating a graphic organizer. A student selects and elaborates a graphic organizer by teams where they write examples of the verbs followed by infinitive forms and the ones followed by -ing forms.</p>
<p>Reading, writing, speaking & listening</p>	<p>Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of reading to writing in based argument.</p>	<p>Choose what spare time activities, students are able to do on a week. Design a survey in order to develop accurate vocabulary Read and exchanges experiences and analyze similarities about their answers.</p>	<p>What spare time activities do you do on a week? (Adverbial phrases)</p>	<p>A student expresses when, where and how often he or she carries out spare time activities.</p>	<p>A personal interview of activities that talk about the frequency, time and place of going to the movies, do any sport, watch a T.V. program, going out with friends, etc., and elaborates an agenda.</p>

<p>Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences)</p>	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences</p>	<p>Create an imaginary situation in order students are able to make logical conclusions and express experiences describing causes and effect.</p>	<p>Making logical conclusions. (Zero & first conditional)</p>	<p>Students can express facts, they can also use a different time tense to identify and express real situations and their logical conclusion.</p>	<p>Given a situation (text, video, image), students elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect.</p> <p>Given a different situation that is not completed yet, students write sentences inferring the possible result.</p>
<p>The creation of a reasoning opinion starting with a text elaboration.</p>	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	<p>Students can express facts that are always true, such as rules or facts.</p> <p>What life experiences do you have?</p>	<p>What personal activities did you start six months ago and you still do? (Present perfect)</p>	<p>A Student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line.</p>	<p>A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.</p>

<p>Communicating, implicating and collaborating with others (transversal axis for all subjects in the communication disciplinary field as well as social sciences</p>	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences</p>	<p>Analyze how to express an idea in two different situations using phrasal verbs.</p>	<p>Do you know you can express one same idea using different words? See how to.... (phrasal verbs)</p>	<p>A student expresses the same ideas with different words.</p>	<p>A student writes a letter to a friend talking about a past experience, afterwards he/she writes another letter to a teacher saying the same message but using different vocabulary.</p>
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10. Transversality

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 subjects.

Specifically, the reading and writing competency should be applied to the needs of other subjects. For example, if Chemistry needs to work on a 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.

Third semester: Horizontal inter-subjection relationship

Competence 1				
Providing reasonable opinions from the point of making a text				
Discipline	Mathematics	Experimental Sciences	Humanities	Communication
Subject	Mathematics	Biology	Literature	English III
Content	Mathematics III	How do we distinguish a living creature from a non-living creature?	Is literature what I write on social networks?	The importance of language and grammar role in it.
Specific Content	Geometric formulas treatment, criteria, coherence and similarities of triangles.	How do we distinguish living organism from the rest of the environment? If you looked for signs of live in another planet, what features would you look for?	What is the role of social networks in the production and dissemination of literature?	What is the role of social networks in the production and dissemination of literature?
Learning Outcome	Triangle characteristics according to its sides and angles: What is it that identifies them among themselves? ¿Why are triangles rigid structures which are used in the housing construction?	Differentiate living systems from not-living systems	Appreciate and value through the use of ICT, emerging forms of literature in the today's society and produce literary texts.	He/She describes and compares objects and subjects of similar characteristics.
Evidence of Learning	It means the formulas for the perimeters, areas and volumes of the geometric figures with the use of concrete and digital materials.		Literary text produce by the student who must share in one or more social networks. Reading and comment of texts in the group.	Given two subjects or objects from the same category (TV programs, books,

Semester	1st semester	2nd semester	3th semester	4th semester	5th semester	6th semester	
Discipline	Communication	Humanities	Communication	Humanities	Social Sciences	Humanities	Communication
SUBJECT	Reading and Writing Workshop I	Reading and Writing Workshop II	Literature I	Literature II	Socioeconomic structure of Mexico	Philosophy	English III
Content	The importance of language and grammar role in it.	<ul style="list-style-type: none"> • Argumentative Text. • Original writing argumentative 	Is literature what I write on social networks?	Does literature serve to express what I am or know who I am?	Collaborative work in the classroom as a basis for the integration of the learning community.	Human nature.	The importance of language and grammar role in it.
Specific Content	<ul style="list-style-type: none"> • The distinction between orality and writing. The use of the basic notions of syntax. • Identification of the topic, intention and parts of a text for the preparation of a summary. 	<ul style="list-style-type: none"> • The preparation of a review based on a text of the student's choice. • The integration of the parts of the argumentative text (presentation, body of the discussion and conclusion). 	What's the role of the social networks in the production and broadcasting of literature?	Does literature in original languages of Mexico recover our identity?	<ul style="list-style-type: none"> • The characteristics of the people in your community. • The productive activities of your community. • The phenomenon of migration. • Access to health and education • The cultural, ethnic and literary diversity of your community. 	<ol style="list-style-type: none"> 1. What elements make me a human being? Reason, emotions, mind-body relationship, personal identity, personality and society. 2. Are human beings good or bad by nature? Human nature, goodness, evil. 3. What kinds of love are there? Erotic love, brotherly love, friendship. 	Making comparisons with different contexts (Comparatives).

Semester	1st semester	2nd semester	3th semester	4th semester	5th semester	6th semester	
Discipline	Communication	Humanities	Communication	Humanities	Social Sciences	Humanities	Communication
SUBJECT	Reading and Writing Workshop I	Reading and Writing Workshop II	Literature I	Literature II	Socioeconomic structure of Mexico	Philosophy	English III
Learning Outcomes	<p>Reactivates previous learning of the subject and of Computer Science I. Identifies the topic, the intention and the parts of oral and written expressions. Develop a written summary in which he demonstrates the topic, intention and parts of the texts and comments orally on the group</p>	<ul style="list-style-type: none"> Examine the syntactic elements of the argumentative paragraph. Reactivates previous learning of the subject Reading and Writing Workshop I, Computer Science I and Research Methodology. 	<p>Appreciate and value through the use of ICT, emerging forms of literature in today's society and produce literary texts.</p>	<p>Value the role of literature in multiculturalism, especially in the case of literature in native languages and the manifestations of poetry in Mexico. Previous learning that is mobilized: Reading and writing workshop I: 2.1. The distinction between orality and writing.</p>	<p>Reactivates previous learning.</p>	<p>Identify the characteristics that we share as human beings that give us a personal identity. Learn to value the role of reason and feelings in our relationships.</p>	<p>He/She describes and compares objects and subjects of similar characteristics.</p>
Evidence of Learning	<p>The application of the structure of the simple sentence in the construction of the summary.</p>	<p>The contrast of each one of the elaborated texts, specifying the arguments.</p>	<p>Literary text produced by the student who must share in one or more social networks. Reading and comment of texts in the group.</p>	<p>Discussion about the importance of the collected texts.</p>	<p>The elaboration of a written document in which the student relates and expresses his opinion about the way in which his environment is impacted by the daily social and economic activities.</p>	<p>Days of a personal diary in which the author reflects on his personal identity, as well as on the encounters or conflicts between his reason and his feelings when interacting with others and questions this relationship. Reading of the day to the group</p>	<p>Given two subjects or objects from the same category (TV programs, books,</p>

11. Connection Between Learning Outcomes and Competency

'Competency' shows what a student will be able to accomplish by the end of a subject or a group of them.

It is important to consider the development of competency in the different subjects to ensure that the expected knowledge will allow the students to mobilize and reinforce prior knowledge and apply it to different situations in diverse contexts.

Learning Outcome	Learning Evidence	Generic Competence	Attribute	Disciplinary Competence
The student describes and compares objects and subjects of similar characteristics	Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.4 He/She communicates in a second language in everyday situations.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
The student makes and argument about the main reason to visit some places around the world and to know about the culture of the place.	The student elaborates a collage with graphic content and exposes the main reasons they have to visit their places of interest.	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.1 He/She expresses ideas and concepts by using linguistic, mathematic and graphic means. 4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
The student uses the modals to communicate abilities and possibilities in different contexts.	Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where he can make the difference among can, could and have to in different contexts.	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2 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. 4. Produces texts based on the normative use of the language, considering the

Learning Outcome	Learning Evidence	Generic Competence	Attribute	Disciplinary Competence
				intention and communicative situation.
Students make requests in a formal or informal way depending where he/she is at.	Writing and performing a situation at the mall. Role-play where Student -A- is an employee Student -B- is a customer	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2. He/She uses different communicative strategies according to the audience, context and his/her objectives.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
<p>The students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people.</p> <p>The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts.</p>	<p>Students elaborate and do a survey with their classmates about what they like to do, the questions should have a limitation of time and place, for example: What do you like to do after school? Afterwards, they report the collected answers to the rest of the class, trying to find similarities and elaborating a graphic organizer.</p> <p>A student selects and elaborates a graphic organizer by teams where they write examples of the verbs followed by infinitive forms and the ones followed by -ing forms.</p>	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
The student expresses when, where and how often he or she carries out spare time activities.	A personal interview of activities that talk about the frequency, time and place of going to the movies, do any sport, watch a t.v. program, going out	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

Learning Outcome	Learning Evidence	Generic Competence	Attribute	Disciplinary Competence
	with friends, etc., and elaborates an agenda.			
The student can express facts, they can also use a different time tense to identify and express real situations and their logical conclusion.	Given a situation (text, video, image), students elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect. Given a different situation that is not completed yet, students write sentences inferring the possible result.	5. He/She develops innovations and proposes solutions to problems through established methods.	5.4 He/She makes hypothesis and designs and applies models to prove validity. 5.6 He/She uses information and communication technology to process and interpret information .	12. Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.
The student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line.	A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

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 include 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
Has reviewed and practiced working with adjectives and verb to be in present Tense, related to the first and second course of English. Practices extended writing skills such as coherence And cohesion while elaborating Brief texts	Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.	Rubric	10%
Has reviewed the usage of modals in possibility forms in different contexts. He has also identified vocabulary for such contexts. Engages himself in team work, encouraging other students to speak with fluency rather than accuracy.	Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where he can make the difference among can, could and have to in different contexts.	Rubric	10%
	Knowledge Assessment	Objective Test	10%
Has studied vocabulary and expressions related to the mall and shopping, he has also practiced making questions and requests with verb to be in present tense. Student exercises pair work and peer correction and at the same time encourages his classmates to speak.	Writing and performing a situation at the mall. Role-play where Student -A- is an employee Student -B- is a customer	Check List	20%
Has practiced talking about personal preferences using verb like in combination with	Students elaborate a survey with their classmates about what they like to do, the questions should have	Check List	10%

Criteria	Learning outcomes and evidence of learning	Evaluation instrument	Percentage
<p>infinitive and –ing forms of verbs, they also have used this structure in interrogative form. Students engage in dialogues between each other to find out information working together.</p>	<p>a limitation of time and place, for example: What do you like to do after school? Afterwards, they report the collected answers to the rest of the class, trying to find similarities and elaborating a graphic organizer. A student selects and elaborates a graphic organizer by teams where they write examples of the verbs followed by infinitive forms and the ones followed by –ing forms</p>		
	Knowledge Assessment	Objective Test	10%
<p>Has reviewed the meaning of adverbial phrases, adjectives and present tense and present progressive to talk about their daily activities. Students engage in dialogues between each other to find out information working together.</p>	<p>A personal interview of activities that talk about the frequency, time and place of going to the movies, do any sport, watch a t.v. program, going out with friends, etc, and elaborates an agenda</p>	Check List	15%
<p>Has made brief texts using zero and first conditionals in combination with present simple and present + will to express cause and effect and logical conclusions. Students use their logical thinking and extensive writing skills to construct texts that reflect their reasoning given a specific situation.</p>	<p>Given a situation (text, video, image), students elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect. Given a different situation that is not completed yet, students write sentences inferring the possible result.</p>	Rubric	5%
<p>Has practiced verbs in past participle and their contrast with past simple tense, they have also reviewed vocabulary and expressions for daily activities. Students engage in dialogues between each other to find out information working together.</p>	<p>A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained.</p>	Check List	10%

Orientations to develop the evaluation plan of the expected learning of the subject of English.

a) Identify the Learning Outcome

Based on the expected learning, the evaluation strategy considers the different activities that the student will do to achieve learning. The expected products are evidence that the student achieved the expected learning.

b) Select the Different Evaluation Instruments

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

c) Apply different types of evaluation

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

Evaluation instruments: It is recommended that, from the very beginning of the course, the teacher establishes the criteria that will be used to evaluate individual and collective performance. These criteria can be presented in the form of indicators and use instruments such as: observation records, checklists, estimation scales, rubrics, evidence portfolios and exams.

Observation records: It is an instrument that is based on a list of indicators that can be written, either as affirmations or as questions, which guide the observation work within the classroom, pointing out the aspects that are relevant when observing.

Checklist: Consists of a list of indicators of achievement or aspects that make up an indicator of achievement determined and selected by the teacher, together with the students, to establish their presence or absence in the learning achieved.

Estimated Scale: An instrument that allows registering the degree, according to a certain scale, of a behavior, a skill or a certain attitude, developed by the student during a semester.

Rubric: It is a table that presents in the vertical axis, the criteria will be evaluated and, in the horizontal axis, the rating ranges to be applied in each criterion. The criteria represent what students are expected to have mastered.

Exam: Test in which a person can demonstrate their knowledge, their worth, and so on. This test can be done either in written form in a document, orally or through an electronic system. Likewise, we suggest the following evaluation technique:

Portfolio of evidence: It allows collecting evidence of the achievement of the expected learning. The construction of the portfolio integrates all the products and instruments that the student has developed in a given period. The appropriate instruments for the portfolio are checklist and rubric. It is important to promote the creation of the evidence portfolio, either physically or digitally, as this shows the scope of the student in the progression of the expected learning.

Types of assessment

Diagnostic assessment allows teachers to know the students' conditions prior to instruction. Due to its nature, this occurs at the beginning of the class or semester.

Formative assessment demonstrates students' performance during their learning process through assimilation, adjustment, and rethinking, also, it allows teachers to find areas of improvement and, if necessary, reorganize the emphasis of activities. They occur in the middle of the class session.

Summative assessment occurs at the end of the class, during the closing activities and it allows determining the final learning outcomes and the competencies development.

In formative assessment, observation and feedback coming from the professor or from students are references that allow giving attention to students' difficulties during their learning process, being crucial to apply these two on a daily basis. Records and exams are of greater use to summative assessment.

Mode of assessment

- a) Self-assessment: allows the development of metacognitive processes through which students reflect on their tasks, efficiency, and skills they need to work on. Self-assessment helps students to identify the difficulties that arise while working on the activities and design strategies to solve these difficulties and ask for support.
- b) Peer-assessment: allows teachers to know students' perspectives among themselves in relation to task solving, favoring the identification of difficulties in terms of self-assessment and it offers more elements to determine their own and others' performances.

Professor-evaluation: offers criteria to students in order to improve their own performance from the professor's perspective.

13. Teachers and Learning Network

Currently, the skills of teachers are aimed at building and accompanying various learning processes in themselves and with students. The school itself is a network of social links from which information is obtained and meanings are managed. When this framework can be oriented to the collaborative construction of knowledge using Information and Communication Technologies, then a network is born.

Although it is true that the needs and characteristics of each context, establishment and subsystem are different, establishing suitable linkage plans adapted to these characteristics with ICT updates, improves and transforms learning. It is therefore essential to understand what kind of learning network we want to build or in which we want to participate. Thus, there are two types of learning networks: online communities and the community of practice.

Based on the approaches of the New Model, the collegiate work acquires a dynamic in which teachers who serve the same group of students participate to propose and design the evaluation projects and instruments that give rise to a learning community.

Therefore, the programming of the academies is required according to the specific needs of each campus and always considering the new role of the teacher in the organization and development of each work session.

The Under secretariat of Higher Secondary Education has, on its website, the Digital Library for Teachers. In this space, you can find the section referring to the Guidelines for the Teaching of Communication. The following are considered as having a great impact to address the specific contents.

- 01 Strategy to increase and strengthen Reading Capacity.
- 02 Reading and writing of the argumentative essay.
- 03 The reading comprehension of the expository-informative text. **

To favor inclusive practices, it is recommended to consult the following pages:

- General Directorate of Indigenous Education-National Program for educational inclusion and equity. Available at: www.inclusionyequidad.sep.gob.mx
- Ministry of the Interior - National Council to Prevent Discrimination - National Program for equality and non-discrimination. Available at: www.conapred.org.mx
- Sub secretariat of Higher Secondary Education: Construye-T. Available at: www.construyet.org.mx/

For its part, the Sector Coordination for Academic Development (COSDAC), on its website, has a section on didactic resources to support teachers, where we can find readings from different authors that address Competencies and Lessons Learned. This information is available at:

<http://cosdac.sems.gob.mx/portal/index.php/docentes/en-el-aula-1/materiales-apoyo-docentes-1/32-docentes/en-el-aula/200-aprenizajes-y-powers>

Likewise, the Digital Teaching Accompaniment Platform, of COSDAC, offers a space for teaching exchange for the disciplinary field of Humanities in:

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

14. Use of ICT for Learning

We must keep in mind that Information and Communication Technologies should be a tool, and not an impediment to develop learning. According to current trends, teachers must have pedagogical, communication, emotional and technological skills. That said there are several concepts, platforms and free resources that can be a support for the construction of learning:

- Digital repositories for academia work, collaborative works 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.

It is important to emphasize that ICT should be used as a means to obtain learning and not as an end.

The following are didactic and support resources that are estimated to work as useful tools for the subject of English II, given that they support the development of the cognitive processes of the expected learning. It is suggested to review the relevance and usefulness of these taking into account their resources, needs and contexts, underlining that, from the above, the teacher can expand the range of options according to the specific needs of their group.

SOCIAL NETWORKS IN ENGLISH

Resource	Description
Schoology.com	It is an educational system that the teacher has at hand for free where she/he can create her/his groups, assign specific tasks for their regular students, establish specific reinforcement activities, design partial and final exams, plan necessary courses for students who are at risk, upload support videos, create their daily planning

Resource	Description
	<p>assigned dates, establish effective communication through an email and other functions.</p> <p>The teacher saves time managing their work tools and earns a lot by collaborating.</p> <p>Schoology allows the teacher to organize their courses and at the same time, there is an online participation between the group, the teacher and the same classmates.</p>
Rubistar.4teachers.org	<p>A tool becomes indispensable when the teacher has to design a rubric. With this application, the teacher can create it in a very short time because the same page suggests to the master designed tables. They only have to read to choose the template that covers what they need.</p> <p>The teacher can save the work, edit, print and have access from anywhere they are. They just have to open an account.</p>
Duolingo	<p>An application to learn free languages that is simply great. The student can improve their level of English. It is designed by levels and the user has the option to start from scratch if they do not have knowledge or can also take a placement exam.</p> <p>It has exercises to practice vocabulary, writing, translation, grammar and you can record the voice to improve pronunciation.</p> <p>It is an interactive program. The young person can access from a desktop computer, laptop, cell phone, and tablet and anywhere he/she is.</p>
Rubistar.4teachers.org	<p>A tool will become indispensable when the teacher has to design a rubric. With this application, the teacher can create it in a very short time because the same page suggests to the master designed tables. They only have to read to choose the template that covers what they need.</p> <p>The teacher can save the work, edit, print and have access from anywhere they are. They just have to open an account.</p>
Duolingo	<p>An application to learn free languages that is simply great. The student can improve their level of English, is designed by levels and the user has the option to start from scratch if they do not have knowledge or can also take a placement exam.</p> <p>It has exercises to practice vocabulary, writing, translation, grammar and you can record the voice to improve pronunciation.</p>

Resource	Description
	It is an interactive program. The young person can access from a desktop computer, laptop, cell phone, and tablet and anywhere he/she is.
Learn English with music (Lytrans English)	It is an application that the student can download on the phone from Play Store or on the computer. It contains a list of songs that students can listen to in order to read and learn from their lyrics.

15. Recommendations

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 leaning in a joint way but each teacher from its own 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 learning and to the specific contents, and are the evidence of the achievement of the expected 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.
- Specific 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 competences and / or attributes that favor the contents.
- Disciplinary or professional competences (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.

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 evaluation: Self-assessment, peer-evaluation, Teacher evaluation.
- Types of evaluation: 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 mediations 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

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18. Lesson Planning

Institution:					
School name:		Teacher:			
Work center key:	Semester: 3	Career:	Period:	August-Dic 2018	Date:
			Length (hours):	4	

FORMATIVE INTENTION

purpose of the subject: By the end of the third semester of English the student reads, writes, understands and exchanges information about him/herself and others according to the context and time he/she is situated.

Disciplinary Axis: Reading, writing, listening and speaking.

Component: Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of reading to writing in based argument.	Main Content The importance of language and grammar role in it. Argumentative text. The text as resource information and new ideas.	Learning outcome Making comparisons with different contexts (comparatives) He/She describes and compares objects and subjects of similar characteristics such as prices, quantities, adjectives, etc.	Learning process Students use adjectives to describe situations, objects and subjects in written form. Students are able to give opinions using comparisons in different contexts.
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Learning evidence: Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.

Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.

Expected learning outcomes:

A paragraph about the activities he or she does during the week.

SOCIOEMOCIONAL ABILITIES (HSE):

Self knowledge

Generic competencies:

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools

He/She communicates in a second language in everyday situations.

Disciplinary Competency :

4. Produces texts based on the normative use of the language, considering the intention and communicative situation.

LEARNING ACTIVITIES

Presentation

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation / instrument / weighting	Duration
1. The teacher reviews and practices adjectives and verb to be in present tense, related to the first and second course of English.	1. Students listen carefully to the teacher's review of description using adjectives and verb to be.	Previous lessons Flashcards Notebook Board	Reinforcement sentences	Peer correction Diagnostic evaluation	10 min
	2. Students write sentences using adjectives and verb to be to describe someone from the classroom.				10 min

LEARNING ACTIVITIES

Practice

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation / instrument / weighting	Duration
Presents a list of different adjectives and writes examples to show the differences between two subjects of similar nature.	1. Listens carefully to the examples provided by the teacher.	Board Notebooks Previous vocabulary	Sentences	The whole group writes their examples on the board and check. Formative evaluation	10 min
	2. Writes one or two sentences using the same structure.				15 min
	3. Following the list of adjectives, in trios, construct sentences orally and write them down with the structure they have already practiced.				30 min

Reinforcement

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ACTIVIDADES DE APRENDIZAJE

closure

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation / instrument / weighting	Duration
1. Presents a text where adjectives, verb tenses and comparatives are easy to find.	1. Reads the text and highlights adjectives, verb tenses and comparatives in the passage.	Text Flashcards	Text	Rubric Formative evaluation	10 min

2. Guides students through the text and makes emphasis on the structures.		Notebook			
3. Hands out flashcards with images of different categories (food, people, animals, movies, etc.).	2. Chooses two flashcards with images belonging to the same category.				10 min
	3. Lists adjectives that can describe the images.				30 min
	4. Compares orally the characteristics of the two images with a classmate.				20 min
	5. Students report their outcome to the class				15 min
i	5. Writes a paragraph where he/she describes the images and compares them with one another.				20 min
4. Chooses five students to read their paragraph aloud.	6. Reads his/her text to the rest of the class.				20 min
Reinforcement					
1. Instructs students to consult flipped classroom resources.	1. Flipped classroom activity: Reviews the webpage 'Comparative and superlative adjectives' by the British Council and watch the video. 2. Takes the gap-fill writing test and reports the results to the teacher.	Flipped classroom platform			1 hr

