



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

**DISCIPLINE
COMMUNICATION**

GENERAL HIGH SCHOOL

ENGLISH IV

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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 in Mexico is known as (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.

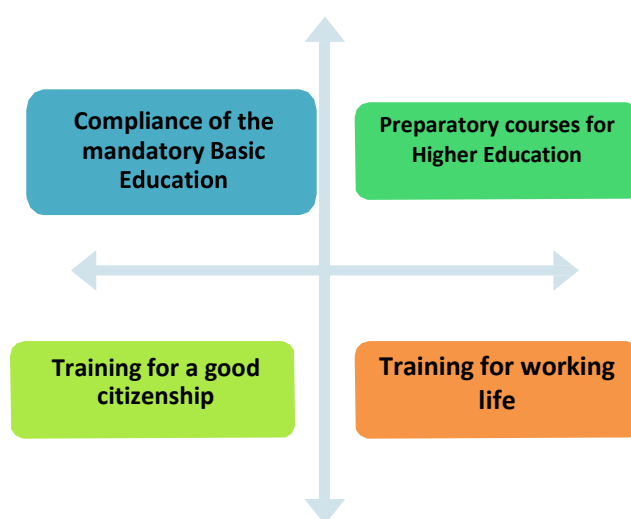
The world consensus indicates the purpose of education is not only to memorize curricular content, but, also students have to develop “soft skills” to set goals and achieve them. They must be instructed in such way they “can learn to learn”, to think critically, to act and to live with others to achieve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

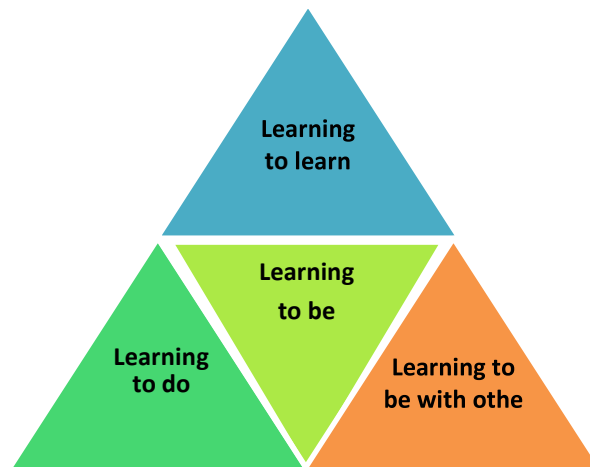
Several authors have devoted many pages to listing the skills, and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in need to promote collaboration, creativity, communication, entrepreneurial spirit, problem-solving skills, social responsibility, 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

In this day and age, learning a second language in a globalized world is fundamental, for the most parts of the world become a necessity and use of words, phrases, literature, informative or scientific text, in formal and informal communication; this interaction breaking down communicative barriers among 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 A2 English level according to the Common European Framework.
2. The general performance expectations stated by the level B1 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 complete the objectives

The English IV syllabus is designed to help students develop the four language skills (Reading, writing, speaking and listening), based in topics stated by the level B1 of the Common European Framework.

According to the new Educational Model, the level B1 English IV (B2 goals have been divided to be part of the English V and VI 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 organic content will help teachers to develop the expected learning of the English level B1 program. It is necessary for accomplishing this goal to systematize teacher planning. This document contains relevant information to achieve the objectives for the new Educational Model of High School.

3. Subject Characterization

English IV is part of the disciplinary field of Communication. It is a subject of 4th semester the Higher Secondary Education. 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	SOCIOECONOMY	3	6	CONTEMPORARY UNIVERSAL	3	6
INVESTIGATION	3	6	INTRODUCTION TO SOCIAL	3	6	HISTORY OF MEXICO I	3	6	HISTORY OF MEXICO II	3	6	*	3	6	*	3	6
READING AND WRITING	4	8	READING AND WRITING	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	4		SPORTS AND ARTS	4													
	30	52		30	52	SPORTS AND ARTS	3		SPORTS AND ARTS	2		***	7	14	**	7	14
							36			36		SPORTS AND ARTS	4		SPORTS AND ARTS	3	
													29	50		35	8

* PROPEDEUTICAL TRAINING COMPONENT
DCA/2017

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

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 IV study program

By the end of the fourth semester, the students build descriptions using syntactic and grammatical elements in an extensive way, 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.

Communication <i>Key Learning Points</i>		
Competence (Axis)	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. 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 language and grammar role in it.

	<p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument.</p>	Argumentative text. The text as resource information and new ideas
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>	The argumentative writing. The original argumentative writing.
Technology, information, communication and learning.	<p>Technology and human development.</p> <p>Generation and responsible use of 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 of innovation.</p> <p>In and from the web.</p> <p>Programming to learn.</p>

6.Fields of the Graduate Profile to Contribute to the English IV Study Program

FIELD	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 / Guiding Axis	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, a B1 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 IV

English IV					
Competence/ Guiding Axis	Component	Content	Specific content	Expected learning	Evidence of learning
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	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	Use of adverbs which describe how actions are performed within a spoken or written speech.	Communicate with others using accurate expressions and adverbs of manner to describe how some actions are being performed in a particular context or	Create a text in which the actions of some people are described. Read and act out the written descriptions to identify the adverbs used.
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	Compare the characteristics of two objects, people, or situations using correlative words. (both, either and neither)	Make descriptions of objects using correlative words to point out similarities and differences.	A comparative chart of objects, people or places of similar characteristics in which a correlations between them is observed and a set of sentences

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	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	Use of intensifiers in speech.	Use intensifiers to express levels of intensity in sentences.	Presentation of a case using intensifiers.
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English IV					
Guiding Axis	Component	Content	Specific content	Expected learning	Evidence of learning
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 teach communities Contextualization of learning communities through students' interests and	Identified multiples uses of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in various contexts.	Express similarities or differentiations about prices and personal interests.	Write commercial ads comparing objects, people, places or situations to present it.
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 teach communities Contextualization of learning communities through students' interests and	Identified multiples uses of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Use confirmation questions.	Make a dialogue that includes "tag questions" to confirm suppositions and then present it.

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 argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Communicate ideas and opinions giving additional information using words, which indicate cause, effect or contrast.	An essay or oral presentation making use of linking words to support information, ideas or arguments.
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9. English IV 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.

BLOCK I EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLASS HOURS 75%	SOCIO-EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
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.	Use of adverbs which describe how actions are performed within a spoken or written speech.	Communicate with others using accurate expressions and adverbs of manner to describe how some actions are being performed in a particular context or situation.	5	Application of Program: <i>Construye T. Conoce T.</i> Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.
Reading, writing, speaking & listening.	Reading, writing and oral production as learning	Choose what spare time activities, students	Compare the characteristics of two objects, people, or	Make descriptions of objects using correlative	5	Application of Program: <i>Construye T. Conoce T.</i>	Collaborative Work Apply to specific situations in context.

	sources and abilities practice. The importance of reading to writing production. The importance of reading to writing in based argument.	are able to do on a week. Design a survey in order to develop accurate vocabulary Read and exchanges experience s and analyze similarities about their answers.	situations using correlative words. (both, either and neither)	words to point out similarities and differences.		Capacity of Self-knowledge	Practical problem solving.
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BLOCK II EVALUATION

GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLAS S HOURS	SOCIO-EMOTIONAL ABILITIES	REINFORCEMENT
							25%
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	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	Use of intensifiers in speech.	Use intensifiers to express levels of intensity in sentences.	5	Application of Program: <i>Construye T</i> <i>Conoce T</i> . Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.

	based argument.	about their answers.					
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.	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in various contexts.	Express similarities or differentiations about prices and personal interests.	5	Application of Program: <i>Construye T</i> <i>Conoce T</i> . Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.

BLOCK III EVALUATION							
GUIDING AXIS	COMPONENT	CONTENT	SPECIFIC CONTENT	EXPECTED LEARNING OUTCOME	CLAS S HOURS 75%	SOCIO-EMOTIONAL ABILITIES	REINFORCEMENT
						25%	
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.	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Use confirmation questions.	5	Application of Program: <i>Construye T Conoce T</i> . Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.
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 argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.	5	Application of Program: <i>Construye T Conoce T</i> . Capacity of Self-knowledge	Collaborative Work Apply to specific situations in context. Practical problem solving.

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 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.

COMPETENCE 1 PROVIDING REASONABLE OPINIONS FROM THE POINT OF MAKING A TEXT					
DISCIPLINE	MATHEMATICS	EXPERIMENTAL SCIENCES	EXPERIMENTAL SCIENCES	SOCIAL STUDIES	HUMANITIES
SUBJECT	MATHEMATICS IV	BIOLOGY II	PHYSICS II	MEXICAN HISTORY II	LITERATURE II
CONTENT	Basic concepts of coordinates, orientation, and position systems.	Populations' growth	Physical training as an application example.	Collaborative work in the classroom as a base for the learning community integration.	Does literature work to express what I am or to know who I am?
SPECIFIC CONTENT	The treatment of the change representations in different contexts.	Why is it important the control of the population growth?	The strength as a cause of the movement state of the bodies. Relation and difference between strength and energy.	Social, economic, cultural, and political background to understand the independence war of the New Spain.	Nowadays, are myths, traditions, and social struggles that are in the narrative of the Mexican people important? What elements in the Netzahualcoyotl poems help to understand reality?
LEARNING OUTCOME		The student examines the relationship between the growth of a population and the resources available in the surroundings.		Understand the influence of the international field in the beginning of the Independence War.	Difference between oral and writing expression A participative, plural, multicultural, and intercultural society.

EVIDENCE OF LEARNING	The student presents to the group data models to show the reliance of the population to the resources of the surroundings.	Makes a report of an Elaboration of an essay, investigation about the discussion, and the the Napoleon debate in group. invasion to Spain in 1808.
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Vertical: It refers to the linking knowledge along the other semesters, it means that the learning acquisition are complementary through the reactivation of the previous learnings.

SEMEST	1st semester	2nd	3th semester	4th semester		5th semester	6th semester
DISCIPLIN	Communication	Humanities	Communication	Humanities	Communication	Social Sciences	Humanities
SUBJECT	Reading and Writing Workshop I	Reading and Writing Workshop II	Literature I	Literature II	English IV	Socioeconomic structure of Mexico	Philosophy
CONTENT	The importance of language and grammar role in it.	Argumentative Text. Original writing	Is literature what I write on social networks?	Does literature serve to express what I am or know who I am?	The importance of language and grammar role in it.	Collaborative work in the classroom as a basis for the integration of the learning.	Human nature.

SPECIFIC CONTENT	<p>The distinction between orality and writing. The use of the basic notions of syntax.</p> <p>Identification of the topic, intention and parts of a text for the</p>	<p>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</p>	<p>What's the role of the social networks in the production and broadcasting of literature?</p>	<p>Does literature in original languages of Mexico recover our identity?</p>	<p>Use of adverbs that describe how actions are developed in written and spoken speech.</p>	<p>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,</p>	<p>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?</p>
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SEMESTER	1st	2nd	3th semester	4th semester		5th semester	6th semester
DISCIPLINE	Communication	Humanities	Communication	Humanities	Communication	Social Sciences	Humanities
SUBJECT	Reading and Writing Workshop I	Reading and Writing Workshop II	Literature I	Literature II	English IV	Socioeconomic structure of Mexico	Philosophy
Learning Outcomes	Identifies the topic, the intention and the parts of oral and written expressions. Develops a written summary in which he demonstrates the topic, intention and	Uses tools for text analysis to reach for information, process it and use it in a subject of matter (notes, summaries, paraphrasing and synopsis). Uses synonyms, antonyms and	Appreciate and value through the use of ICT, emerging forms of literature in today's society and produce literary texts.	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	Communicating using precise expressions and adverbs of manner to describe the way an action takes place according to the context it is in.	Reactivates previous learning.	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.
Evidence of Learning	The application of the structure of the simple sentence in the construction of the summary.	The contrast of each one of the elaborated texts, specifying the arguments.	Literary text produced by the student who must share in one or more social networks. Reading and comment of texts in the	Discussion about the importance of the collected texts.	Elaborate a text where they describe the different actions of a character. Read and act the description identifying the different adverbs used.	The elaboration of a written document in which the student relates and expresses his opinion about the way in which his environment is	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

11. Connection Between Learning Outcomes and Competency.

Learning Outcome	Learning Evidence	Generic Competence	Attribute	Disciplinary Competence
To communicate using precise expressions and adverbs of manner that describe the way actions are developed according to the context they are in	To elaborate a text where they describe the different actions of a character. To read and act the description out, identifying the adverbs	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and	4.2. He/She uses different communicative strategies according to the audience, context and his/her	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
To elaborate specific subject descriptions using correlatives to emphasize common or contrasting features.	To elaborate a comparative box with objects and subjects that have similar features that create a correlation between them. To present sentences oraciones de manera verbal o escrita en que describen las	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools.	4.3 Identifies main ideas in text or oral speech, infers conclusions through them.	0. Identifies and interprets main ideas y with their posible development in a spoken or written text using previous knowledge, no-verbal elements and cultural background.
Uses <i>intensifiers</i> to express different degrees of intensity of adjectives in sentences.	Present a situation applying intensifiers.	4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and	4.2 He/She uses different communicative strategies according to the audience, context and his/her	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
Make comparisons and notice equality among prices, conveniences and personal interests.	Write a marketing text where they compare objects, people, places or situations and present it orally.	6. Supports a personal opinion about topics of general interest and relevance, considering other people's opinion.	6.4 Constructs ideas and arguments in a clear, coherent and synthetic way.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation
Use of tag questions	Elaborate a dialogue using tag questions to confirm suppositions and present it orally.	4. The student listens, interprets and communicates messages relevant to different contexts by using	4.2 He/She uses different communicative strategies according to the audience, context and his/her	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation
Express ideas and opinions using or giving out personal information. Use connectors to express cause, effect or comparison.	Write an essay or give an oral presentation, using connectors to complete information or arguments.	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

'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.

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 Outcome	Evidence of learning	Evaluation Instrument	Percentage
<ul style="list-style-type: none"> • Uses “adverbs of manner” before the verbs. Describes different detailed situations using adverbs of manner. • Works in a collaborative way with his classmates. 	1 Communicating by using specific expressions and adverbs of manner that describe the way actions are developed according to the context and situation they are done.	Elaborate a text in which different actions of a character are described. Read and perform the writing description and identify adverbs of manner.	Rubric	15%
<ul style="list-style-type: none"> • Works with the correlatives “both, either and neither” in a sentence to emphasize similar or contrasting characteristics. • Writes the sentences with the correct use of spelling. 	2 Elaborate specific descriptions of objects working with correlatives to emphasize similar or contrasting characteristics.	Elaborate a comparison chart including objects, people or places with similar characteristics in order to identify the correlation among them. Present sentences oral or written to describe the common characteristics	Rubric	15%

		by using correlatives.		
<ul style="list-style-type: none"> ● Uses “intensifiers” in a description about himself and a classmate to present it to the class. ● Uses intensifiers in a writing to express quantity (too many), give a negative opinion (it’s so hot), talk about having enough from something (We have enough chairs). 	3 Use intensifiers to express a degree of intensity in sentences.	Oral presentation of a situation using intensifiers.	Check list	20%
<ul style="list-style-type: none"> ● Uses adjectives correctly. ● Uses the short adjectives (-er ending) all adjectives with 3 or more syllables (more than), in the comparatives they do. ● advertising spot is coherent and congruent ● Writes comparatives correctly. 	4 Make comparatives about costs, prices or personal interests.	Write an advertising where they can compare costs, prices or personal interests about objects, people, places or situations to make a presentation.	Rubric	20%
<ul style="list-style-type: none"> ● Uses more than two tenses to make a confirmation with tag questions. ● There is congruence between the subject 	5 Make questions to look for confirmation.	Write a dialogue using tag questions confirm suppositions give	Check list	10%

and the confirmation of the “tag questions”		an oral presentation.		
<ul style="list-style-type: none"> • Uses connectors to link two in a message. • Uses connectors in giving a logical sense to the sentences. • A logical contrast is perceived among the ideas. • Works in a collaborative way with his classmates. 	6 Communicate ideas and opinions using cause, effect, or contrast words.	Write an essay or an oral presentation using connectors to complement information, ideas or arguments.	Rubric	20%

Recommendations for evaluating learning outcomes in English IV syllabus

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.

Assessment Modality

- 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

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).

- 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 IV, 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.

LEARNING NETWORKS IN ENGLISH

Resource	Description
Schoolology.com	<p>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 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>Schoolology 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>

Resource	Description
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>
Learn English with music (Lytrans English)	<p>It is an application that the student can download on the phone from Play Store or on the computer.</p> <p>It contains a list of songs that students can listen to in order to read and learn from their lyrics.</p>

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 learning 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.

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 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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9. www.lyricstraining.com (practice listening and vocabulary with songs)
10. www.agendaweb.org (learning activities)
11. www.englishforeveryone.org (learning activities)
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13. www.quizlet.com (teacher's tool for vocabulary practice)
14. www.famouspeoplelessons.com (biographies with learning activities)
15. www.englishforeveryone.org/Topics/Reading-Comprehension.htm (reading materials with comprehension questions)
16. www.esldiscussions.com/ (topics for discussion)
17. www.eslconversationquestions.com/english-conversation-questions/ (questions for conversation club or speaking assignments)
18. www.manythings.org/ (readings with audio)
19. <https://englishteststore.net/> (format flash self-evaluation exams)

18. Lesson Planning

Institution:					
School name:		Teacher:			
Work center key:	Semester:	Career:	Period:	February-August	Date:
	4		Length (hours):	5	
FORMATIVE INTENTION					
Purpose of the subject: . Students will build descriptions using extensive elements of syntax and grammar, they will compare several objects with common and different; they will express a degree of intensity given a certain context; they will use questions to confirm suppositions and they will connect sentences and using specific vocabulary, all considering communication as the guiding axis and focus.					
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	Learning outcome To communicate using precise expressions and adverbs of manner that describe the way actions are developed according to the context they are in.		Learning process Students will use their previous knowledge of adjectives, verbs and vocabulary to reach the learning outcome through communicative activities such as debates, presentations and development of project.	
Learning evidence: To elaborate a text where they describe the different actions of a character. To read and act the description out, identifying the adverbs used.					

Learning evidence: To elaborate a text where they describe the different actions of a character.
To read and act the description out, identifying the adverbs used.

Expected learning outcomes:

A paragraph and a short performance.

SOCIOEMOCIONAL ABILITIES

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. Establishes a context where people are doing actions. 2. Presents images of people doing certain activities and asks a few students to name what people are doing.	Use images of activities to express what people are doing depending on the place they choose.	Visual aids or magazine cut outs.	Examples made by students	Observation	30 min
3. Asks students to make a list of feelings or descriptions they think of when they see the images	Make a list of adjectives related to the images.	Visual aids or magazine cut outs.	List of adjectives related to feelings.	Observation	20 min
Suggesting: play the following video www.tinyurl.com/ECAE4 4. Present an example of news report where adjectives are used and activities	Make an oral or written report of the activities people are doing in the place they choose, and use adjectives to describe people or situations.	Visual aids or magazine cut outs.	Report from some place they describe using adjectives for activities people	Diagnostic / rubric / Observation 5%	50 min

LEARNING ACTIVITIES					
Practice					
Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument/ weighting	Duration
<p>1.- Asks students to describe the way they people do activities on the video making one question: How are people doing their activities? This to present adverbs of manner (Suggested video: www.tinyurl.com/AdverbsE4)</p>	<p>Takes notes while watching the video and use that information to answer the questions the teacher makes orally. .</p>	<p>Board/ markers Notebook/ Previous vocabulary/ Video</p>	<p>Sentences</p>	<p>Observation</p>	<p>15 min</p>
<p>2.- Take notes of the answers in the</p> <p>Explain adverbs of manner showing their structure and use in English on the board, Make a list of adjectives on the board and gives examples of how they can be</p>	<p>Take notes of the examples on their notebook. Take notes of the lists of adjectives and adverbs. 3.- Give out oral and written examples of</p>	<p>Board/ markers</p>	<p>Sentences</p>	<p>Observation</p>	<p>15 min</p>
<p>Explain and gives out examples of the activities to make to consolidate the use of adverbs of manner. (Example: <i>Luis is in the library He is speaking softly. Johana is in a party. She is speaking loudly</i>)</p> <p>Establishes a rubric to follow in the activities to make, practicing adverbs of manner in the context given.</p>	<p>Uses images of people in several situations making activities to practice the use of adverbs of manner in a context.</p> <p>Share their examples with their classmates following the teacher's instructions to reinforce their knowledge, respecting their classmates' work..</p>	<p>Board/ markers images</p>	<p>Expressions produced to practice the use of adverbs of manner in an oral or written speech. (el producto</p>	<p>Formative/ rubric/5%</p>	<p>20 min</p>
Reinforcement					

Having previously asked students to look for videos about adverbs of manner in YouTube, asks for notes of important aspects to remember of their use and instructions.	Make a research in YouTube of videos about adverbs of manner and take notes of important aspects to remember about their use and structure.	YouTube videos Notebook	Notes on the videos. Work in teams. Giving feedback.	1hr
During the reinforcement session, the teacher forms groups to review the use and structure of adverbs of manner. Proposes practice materials (links,	Take turns in their groups to comment on their notes and what they have learn watching the videos. They explain their view to each other and listen to their classmates.	Board Markers		

ACTIVIDADES DE APRENDIZAJE CLOSURE

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument / weighting	Duration
1 Ask to the students to participate in a tic tac toe game, to come to the board one by one or in teams to practice the different adjectives they have already seen in the previous lessons.	1. Participate in a tic tac toe game, to come to the board one by one or in teams to answer the different questions made by the teacher to practice the adjectives and adverbs of manner which have been seen in the previous lessons.	Board markers	Vocabulary adjectives and adverbs of manner	Observation of learners working during class time	25 min
2. Promote different activities in order to practice the use of adverbs of manner with the option of different activities such as unscrambled words to make a sentence, find the mistake in the sentences and correct them, match two sentences with a logical sequence, write sentences with the suggested words.	2. Participate in the different activities suggested by the teacher to recognize the topics they have learned and what they need in order to practice the learning outcome.	Written exercises projector Flash cards Material that the teacher may require for the activity	Complementary exercises	Observation of learners working during class time	25 min

3. Explain to the students the structure of a descriptive text with the purpose of developing his own writing about a character using the adjectives, adverbs of manner and some tenses they have learned to engaged the new knowledge with the previous one.	3. Make a descriptive text taking into consideration the characteristics of the orality and writing, about his personality, having on mind the basic elements, paying attention in the grammatical structure, the use of the adjectives and adverbs of manner to describe actions made by the personality of the characters.	Board Notebooks	Writing with the basic elements of a descriptive text asked for the teacher.	Formative / check list / 5%	25 min
4. Ask to the students to make teams to present among them the descriptive texts they have done.	4. Reading and performing to their classmates the description or the writing to identify the adverbs of manner.	Posters, pictures from the characters to present.	Speaking presentation	Formative/ check list	25 min

