



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

**DISCIPLINE  
COMMUNICATION**

**GENERAL HIGH SCHOOL  
ENGLISH VI**

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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).

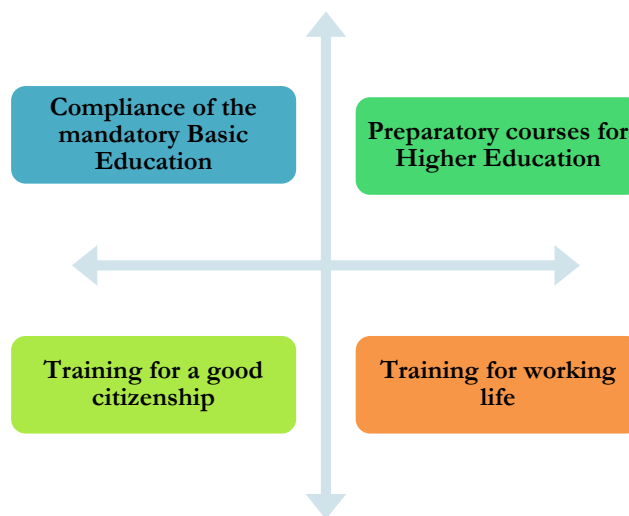
The contents of the subjects are relevant because they encourage and guide the development of skills, abilities, and skills; however, in the current curriculum, fundamental aspects that allow young people to respond to the challenges of the present and prepare for the future have been left aside.

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.

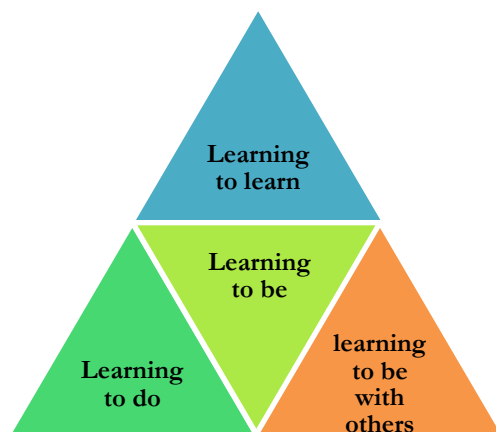
In society, there is a perception that education is increasingly essential for the development of people and organizations. Based on an international survey referred to in the study Teaching and Learning in the XXI century: Goals, Educational Policies and Curricula in Six Countries (2016), a higher percentage 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:



4 functions of the HSE



4 purposes of the HSE

In order to have a deep view of the factors that promoted the curriculum changes for high school education, please check the Education Model for Mandatory School, presented on March 13<sup>th</sup>, 2017

## 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 VI 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 VI 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 B1 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 structural content will help teachers to develop the expected learning of the English level B1 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 VI is part of the disciplinary field of Communication. It is a second semester subject in General High School. It has 3 hours a week; according to the Secretary Agreement 653, published in the Official Diary of the Federation on September 4<sup>th</sup>, 2012.

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	3	6
ETHICS I	3	6	ETHICS II	3	6	PHYSICS I	5	10	PHYSICS II	5	10	SOCIOECONOMYC	3	6	CONTEMPORARY	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
							33	60		32	60	SPORTS AND ARTS	4		SPORTS AND ARTS	3	

[illegible]

\* 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 their 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 VI syllabus

At the end of the sixth semester, the students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.

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

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

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

## 6. Contribution of the subject to the High School Objectives

<b>LANGUAGE AND COMMUNICATION</b>
The students express themselves clearly in English in oral and written form. They identify the main ideas in a text or in an oral speech, and infers conclusions from them, the students get and recognize information and communicate efficiently. They communicate themselves fluently and naturally.
<b>SOCIOEMOTIONAL SKILLS AND LIFE PROJECT</b>
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 necessity asking 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.
<b>COLLABORATION AND TEAMWORK</b>

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

## DIGITAL SKILLS

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

## 7. 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 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 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.

English VI					
Competence	Component	Content	Specific Content	Expected Outcome	Expected product
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication	Communication and interpersonal relationships. Integration of learning communities Contextualization of learning communities	Collaborative work in classroom as a basis for the integration of the learning community.	Do you get along with your classmates?	The student uses composed expressions at a semantic and pragmatic level to engage in a formal and informal dialogue in a coherent manner.	Conversation about different situations in his/her everyday life.
Reading, writing, speaking and 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	The importance of language and grammar role in it. Argumentative text. The text as resource information and new ideas	I have studied several theories.	The student builds through dialogue and correct grammatical use an experience that began in the past and continues in the present. (Perfect Present)  The student distinguishes the events concluded in the past from those	Inference from the author's point of view in an argumentative text to replicate it in written form.
Providing reasonable opinions from the point of making a text	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The argumentative writing. The original argumentative writing.	The author said that... I think that...	The student describes the ideas about a topic. (Reported Speech)  The student distinguishes past events by giving his	Debate of a theory.

English VI					
Competence	Component	Content	Specific Content	Expected Outcome	Expected product
Technology, information, communication and learning.	Technology and human development.	The impact of technology on human development.	Will technology improve or worsen our lives?	The student analyzes the advantages and disadvantages in the future about the impact of technology for human development. (Will)	Presentation of an analysis of the impact of technology in the future.
	Creation, and responsible usage of the information for learning.	Responsible use of information.			
	Web-based learning.	Learning and innovation.			
	Creation of contents for learning.	In and from the web.		The student uses networked information to innovate learning	



EEK	1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16		
HOURS	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Socioemotional abilities																																																
Expected Outcome																																																
The student uses composed expressions at a semantic and pragmatic level to engage in a formal and informal dialogue in a coherent manner within his/her school context.  (Phrasal verbs)																																																
The student builds through dialogue and correct grammatical use an experience that began in the																																																

[illegible]

(Perfect Present)

The student distinguishes the events concluded in the past from those which are still in force to construct the argumentation of the texts through his/her own ideas.

The student describes the ideas about a topic. (Reported Speech)

The student distinguishes past events by giving his own

[illegible]



## 8. English VI 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 the class time of each partial will be used to promote the Socio-Emotional Skills.

English VI					
Competence	Component	Content	Specific Content	Expected Outcome	Expected product
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication	Communication and interpersonal relationships. Integration of learning communities Contextualisation of learning communities	Collaborative work in classroom as a basis for the integration of the learning community.	Do you get along with your classmates?	The student uses composed expressions at a semantic and pragmatic level to engage in a formal and informal dialogue in a coherent manner	Conversation about different situations in his/her everyday life.
Reading, writing, speaking and 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 resource based argument	The importance of language and grammar role in it. Argumentative text. The text as resource information and new ideas	I have studied several theories.	The student builds through dialogue and correct grammatical use an experience that began in the past and continues in the present. (Perfect Present)  The student distinguishes the events concluded in the past from those	Inference from the author's point of view in an argumentative text to replicate it in written form.

English VI					
Competence	Component	Content	Specific Content	Expected Outcome	Expected product
Providing reasonable opinions from the point of making a text	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	<p>The argumentative writing.</p> <p>The original argumentative writing.</p>	<p>The author said that...</p> <p>I think that...</p>	<p>The student describes the ideas about a topic. (Reported Speech)</p> <p>The student distinguishes past events by giving his</p>	Debate of a theory.
Technology, information, communication and learning.	<p>Technology and human development.</p> <p>Creation, and human responsible usage of the information for learning.</p> <p>Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning.</p>	<p>The impact of technology on development.</p> <p>Responsible use of information.</p> <p>Learning and innovation.</p> <p>In and from the web.</p>	<p>Will technology improve or worsen our lives?</p>	<p>The student analyzes the advantages and disadvantages in the future about the impact of technology for human development. (Will)</p> <p>The student uses networked information to innovate learning responsibly.</p>	Presentation of an analysis of the impact of technology in the future.

## 9. Inter-subject Relationship

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 and divides the efforts of the academic staff and reduces the extra amount of work on the teachers in charge of the subject avoiding compromising the effort and commitment of the students.

The attributes expressed of the expected learning outcomes that 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 reactivation of learnings from the subjects of the same semester.

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

## 10. Connection between learning outcomes and competencies

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

## **11. 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.

**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) Selection of the Different Evaluation Instruments**

The selected instruments must allow the teacher to realize that the student has achieved the expected learning through the products. The established criteria evaluates the learning and it will help to identify which instruments of evaluation will work according to the learning activities carried out by the students and considering the criteria and levels of performance with an achieving intention. 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 advisable type of evaluation to assess 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:** The recommendation for the teacher is letting students to know, since the beginning of the session, that the criteria should become a source in the individual evaluations and collective performance. The form of indicators and the use of instruments such as: observation records, checklists, estimation scales, rubrics, evidence portfolios and exams are possible sources to present the criteria.

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

**Checklist:** It consists on a list about achievement indicators 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:** It is an instrument that allows registering the degree, according to a certain scale, of a behavior, a skill or a certain attitude that the student executes during a semester.

**Rubric:** It is a chart that features the vertical axis, the evaluation of criteria, and the horizontal axis, the rating ranges to be applied in each criterion. The criteria represents what students expect to master.

**Exam:** Test where a person proves their knowledge, their worth, and so on. This can be either a written test form in a document, orally or through an online 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 develops in a certain period. The appropriate instruments for the portfolio are checklists and rubrics. It is important to promote the creation of the evidence portfolio, either physically or digitally, as it shows the scope of the student in the progress of the expected learning.

## Types of assessment

Diagnostic assessment allows teachers to know the students' conditions prior to instruction. By its nature, they occur 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.

The evaluation activity and the learning activity are different elements. The evaluation activities came from the need to monitor the advance or progress of the learning activities. The learning activities have the teaching strategy and the evaluation activities are part of the evaluation strategy (kind of evaluation, form, moments, criteria, indicators, techniques and instruments).

Real evaluation tries to investigate what the students know or what he is capable to do using different strategies and evaluation processes.

## 12. 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 by using Information and Communication Technologies, then the creation of a network..

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. Therefore, it is 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 Education 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 *Subsecretaría* 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. Of these, they 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](http://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](http://www.conapred.org.mx)
- The *Subsecretaría* of Higher Secondary Education: Construye-T. Available at: [www.construye-t.org.mx/](http://www.construye-t.org.mx/)

The *Coordinación Sectorial de Desarrollo Académico*, (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>

## 13. 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.

## LEARNING NETWORKS IN ENGLISH

Reso	Description
Schoology.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>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</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>

<p><b>Duolingo</b></p>	<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</p>
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## 14. 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 main 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 main 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



## 15. Teaching planning

IDENTIFICATION DATA				
INSTITUTION:				
WORK CENTER CODE:		SCHOOL NAME:		
		TEACHER:		
		<ul style="list-style-type: none"> <li>Álvarez Mendoza Jocabed/ Oficinas Generales Colegio de Bachilleres</li> <li>Barrera Román Gustavo/ CONALEP 106 Azcapotzalco</li> <li>Flores Tapia Oscar/ CECATI 188</li> <li>Martínez Orta Karen/ Colegio de Bachilleres Plantel 20 "Del Valle-Matías Romero"</li> <li>Reséndiz Muñoz Leocadio/ CECATI 1</li> </ul>		
SUBJECT. Inglés VI	UNIT MODULE: 1	OR PERIOD:	SEMESTER: SIXTH LENGHT (HRS): 3	DATE: 19 de octubre, 2018 SCHOOL YEAR:
CONTENTS				
PURPOSE: After taking English in sixth semester, the student reads, writes, understands and shares information about himself/herself and others according to the context and time given.				
AXIS:		Students communicate, interact and collaborate with others (transversal axis for all the subjects from the disciplinary field of communication and social sciences).		
COMPONENT:		Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.		
MAIN CONTENT:		Collaborative work in classroom as a basis for the integration of the learning community.		
SPECIFIC CONTENT:		Do you get along with your classmates?		
LEARNING OUTCOME:		Conversation about different situations in daily life.		
GENERIC COMPETENCES:		4. The student listens to, interprets, and gives pertinent messages in distinct contexts using appropriate media, codes, and tools. 8. The student participates and Works effectively in any situation.		
DISCIPLINARY COMPETENCES:		C4. The student produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.		

	C11. The student communicates in the foreign language in spoken or written discourse and in accordance with the communication purpose and situation.	
SOCIOEMOTIONAL SKILLS:	Aspect:	ELIGE-T
	Hability:	Perseverance

## LEARNING

### Presentation

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrument/ weighting	Duration
<ol style="list-style-type: none"> <li>1. The teacher leads an activity where students reuse his/her knowledge based on the topic of prepositions.</li> <li>2. The teacher gives students a survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. Through a playful activity students identify some prepositions</li> <li>2. Students answer a quiz where they can perceive his/her achieved knowledge.</li> </ol>	Flash cards, posters, bingo. Quiz	Student writes the correct preposition in a printed activity which has images	Diagnostic Formative Observation	30 min
<ol style="list-style-type: none"> <li>1. Teacher presents some of the common verbs in the grammatical production.</li> <li>2. Teacher explains the process to make one or more written exercises.</li> </ol>	<ol style="list-style-type: none"> <li>1. They focus in the explanation and match the action to the correct image (verb-image)</li> <li>2. They reinforce their knowledge through written exercises.</li> </ol>	PowerPoint presentation. Board games Supportive texts	Speaking and writing expression.	Formative Peer assessment	30 min

## LEARNING

### Practice

Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation instrument weighting	Duration
<ol style="list-style-type: none"> <li>1. The teacher asks students to read a text, which was given by him before, and recognize (underlining, circling etc.) all the verbs from the reading.</li> <li>2. After that, students are asked to say all the characteristics of the founded verbs from the reading.</li> <li>3. By using the board to the projector, teacher explains the grammatical structure and the use of phrases verbs, and adding some more examples.</li> <li>4. As early as the explanation, teacher request students to create new statements by including phrasal verbs</li> <li>5. Teacher plays an escolar audio where one the characters is teacher giving instructions to students by using phrasal verbs.</li> <li>6. Teacher gives a filling gaps activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students read the text and they identify the verbs in the reading (underlining and circling, etc)</li> <li>2. Students do what teacher asked them for.</li> <li>3 They focus on the teacher explanation and then they take notes.</li> <li>4 Students make sentences given by the teacher.</li> <li>5. They listen to an audio.</li> <li>6. They fill the blanks.</li> </ol>	A reading Board Notebook s Previous vocabulary	A text with the identified verbs Sentences	Peer assessment Formative	60 min

## LEARNING ACTIVITIES

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Teacher Activities	Student Activities	Teaching materials	Product (s) of learning	Evaluation/ instrumen +/ Summative Matching list	Duration
<ol style="list-style-type: none"> <li>1. Presents some sentences with phrasal verbs, represented with Memes and the teacher ask students to creat his/her own version.</li> <li>2. On the basis of the last exercise, students are requested to make their own poster design using phrasal verbs.</li> <li>3. Once the poster design is authorized by the teacher, they will present it to the class by using technology resources (PowerPoint presentation, social network, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. They observe the pictures and propose their own versions.</li> <li>2. They make a poster design.</li> <li>3. They make a final version of their poster design following the instructions.</li> </ol>	Images about memes (printed or projected)	A meme	Summative Matching list	20 min
<ol style="list-style-type: none"> <li>1. It's requested to form collaborative teams according to the needs of the group.</li> <li>2. One they are into teams, student's make a conversation related to their escolar environment by including phrasal verbs , and all the students must participate.</li> <li>3. After 10 min, students present the conversation in front of the class by using the material they</li> </ol>	<ol style="list-style-type: none"> <li>1. They make teams</li> <li>2. They make their conversations following the rules.</li> <li>3. Each team presents the product and they perform it.</li> </ol>	Chosen material by students.	A conversation where they express any aspect about his/her escolar life where they must include phrasal verbs.	Sumative Rubric	40 min

