



SYLLABUS  
BASIC COMPONENT  
COMMON CURRICULAR FRAMEWORK OF HIGHER SECONDARY  
EDUCATION

DISCIPLINE  
COMMUNICATION

TECHNOLOGY HIGH SCHOOL

ENGLISH I

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# 1. Presentation

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

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

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

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

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

Because of this, Higher Secondary Education must overcome the disconnection there is between the curriculum, the school and the students, since it could lead to educational problems such as low results, failures and school dropouts.

In order to achieve this, it is necessary to understand first that young people have different learning backgrounds and abilities (they are not a homogeneous group) that

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

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

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

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

The work was carried out based on an integral and transversal vision of knowledge and learning, understood as a continuum in opposition to the fragmentation with which it has been traditionally approached. Young people are placed at the center of the educational action with a Learning Network ("Key Learning Points") set up for each field of discipline. This network operates in the classroom through a Learning Community in which the change of roles is fundamental: to pass from a passive student to a proactive one and with critical thinking; and from an instructor teacher to one that is a "learning guide".

This change is key because students learn best when they are involved; in contrast to classes centered, mainly, in the teacher's exposition, in which it is more frequent that the students are passive.

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

It is important to mention that in the preparation of the New Curriculum for Higher Secondary Education, all the observations and recommendations of the Academic

Collegiate Teacher Academies throughout the country, which participated in the consultation process convened by the SEP for the purpose to recover their experiences, were considered.

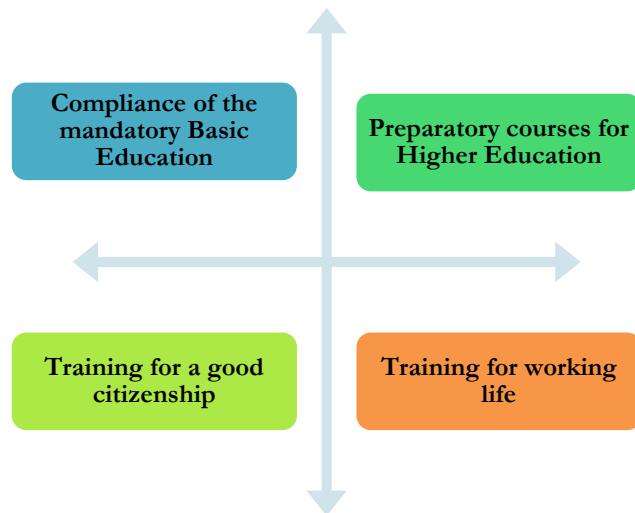
The world consensus indicates that the purpose of education is not only to memorize curricular content of the subjects, but that young people develop to be competent and flexible people, who manage to enhance their skills and reach the goals that have been established. And for this, they must be trained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

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

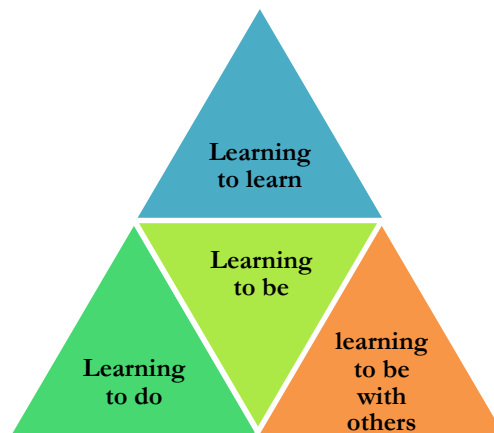
Several authors have devoted many pages to listing the competencies, skills and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in the need to promote collaboration, creativity, communication, entrepreneurial spirit, problem solving skills, social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

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

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



Four functions of the Higher Secondary Education



Four purposes of the Higher Secondary Education

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

## 2. Introduction

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

English as a foreign language will allow students to insert themselves in different educational and work environments that will improve their quality of life, so this syllabus offers an overview of the English I 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 I syllabus is designed to help students develop the four language skills (Reading, writing, speaking and listening), based in topics stated by the level A1 of the Common European Framework.

According to the new Educational Model, the level A1 goals have been divided to be part of the English I course 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 A1 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 I 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.

Curriculum Structure of the Technological High school					
1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Algebra 4 hours	Geometry and Trigonometry 4 horas	Analytic Geometry 4 hours	Differential calculus 4 hours	Integral calculus 5 hours	Probability and Statistics 5 hours
English I 3 hours	English II 3 hours	English III 3 hours	English IV 3 hours	English V 5 hours	Philosophy topics 5 hours
Chemistry I 4 hours	Chemistry II 4 hours	Biology 4 hours	Physics I 4 hours	Physics II 4 hours	Propaedeutic subject* (1-12)** 5 hours
Technology of the Information and Communication 3 hours	Reading, Oral and Written expression II 4 hours	Ethics 4 hours	Ecology 4 hours	Science, Technology, Society and Values 4 hours	Propaedeutic subject* (1-12)** 5 hours
Logic 4 hours	Module I 17 hours	Module II 17 hours	Module III 17 hours	Module IV 12 hours	Module V 12 hours
Reading, Oral and Written expression 4 hours					

Preparatory areas			
Physics and Mathematics	Economics and Administration	Chemistry and Biology	Humanities and social sciences
1. Physics topics 2. Technical Drawing 3. Applied mathematics	4. Administration topics 5. Introduction to economics 6. Introduction to laws	7. Introduction to biochemistry 8. Topics of contemporary biology 9. Topics of health science	10. Social science topics 11. Literature 12. History

	Basic training component		Propaedeutic training component		Professional training component
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- \* The preparatory subjects do not have prerequisites of previous subjects or modules.
- \* The preparatory courses are not associated with specific modules or careers of the professional component.
- \*\* The student will take two subjects from the propaedeutic area he chooses.

## 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 Subject

At the end of the first 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 I helps to develop are:

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

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

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

SCOPE	GRADUATE PROFILE
LANGUAGE AND COMMUNICATION	AND 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.

### 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**

<b>Concept</b>	<b>Definition</b>
<b>Competence</b>	It organizes concepts, skills and attitudes of the disciplinary fields and is the benchmark for promoting inter-subject relationships.
<b>Component</b>	It generates and/or integrates the contents and it responds to specific organization forms to each field or discipline.
<b>Content</b>	It corresponds to key learning point. It is the highest-ranking content in the study program.
<b>Specific content</b>	It corresponds to the central contents and by their specificity; they establish the reach and depth of their approach.
<b>Expected learning outcomes</b>	They are descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
<b>Evidence of learning</b>	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 A1 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 I

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	Hi, What's up! I want to know about you.	Students activate previous knowledge.	A written dialogue uploaded in an online blog in which they use greetings and the questions <i>What's your name? Where are you from? How old are you? and How do you spell...?</i> in order for them to get to know other individuals. .
	Integration of learning communities			Students write and upload to an online blog a short dialogue in which they use greetings and the questions <i>What's your name? Where are you from? How old are you? and How do you spell...?</i> in order for them to get to know other individuals.	
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Contextualization of learning communities through students' interests and academic experiences.	Collaborative work in classroom as a basis for the integration of the learning community.	Making questions	Students are required to use verb to be in present simple, in its interrogative form to get information from other people.	A survey to know about people's occupations
	Communication and interpersonal relationships.			Students design a survey to get information about a person's occupation by asking about his/her name, age, and objects that the interviewed individual uses at work.	

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
	academic experiences.				
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Collaborative work in classroom as a basis for the integration of the learning community.	<p>How many people are there in your family?</p> <p>What do they do?</p> <p>What do they usually have for breakfast?</p>	<p>Students use the affirmative form of verb to be in present simple as well as personal pronouns to provide their own information in written form.</p> <p>Students understand the use of verb to be in present simple in affirmative form and personal pronouns to describe people.</p> <p>Students use vocabulary related to family members.</p> <p>Students use possessive adjectives to talk about their relationship with family members.</p> <p>Students use some verbs in present simple to talk about their daily activities and other people's routines.</p> <p>Students use frequency adverbs to emphasize how often their activities are performed.</p>	A family tree providing students description and daily routine and the descriptions and daily routines of two members of their families

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
				<p>Students draw a family tree and include basic information about themselves and two relatives (name, age, occupation, and physical appearance).</p> <p>Students include in their family tree their daily routines by using some verbs and frequency adverbs.</p> <p>Students write about the daily routine of two more family members, using verbs and frequency adverbs properly.</p>	
<b>Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).</b>	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	<p>Collaborative work in classroom as a basis for the integration of the learning community.</p>	<p>I have a T.V in front of my bed</p>	<p>Students describe their bedrooms by using indefinite articles and vocabulary related to furniture.</p> <p>Students talk about things that can be found in their bedrooms by using three sentences with <i>there is</i> and three others using <i>there are</i>. In the sentences, they also make use of adjectives, colors, and prepositions of place to say where things are.</p> <p>Students use the structures <i>there is not</i> and</p>	<p>Six sentences about three things that can be found at home and three things that cannot be found in the student's classroom. The sentences include prepositions of place, adjectives, colors, and the structures <i>there is/there are/there is not/there are not</i>.</p>



Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
				<i>there are not</i> to talk about things that cannot be found in their classroom.	
<b>Providing reasonable opinions from the point of making a text</b>	The justification of the students' opinion with an argument.	The argumentative writing.	My father does not work in the afternoon.	With help of the family tree they created before, students write ten yes/no questions by using present simple to know about the other students' relatives.	Ten interrogative sentences in present simple.
	The solid construction of one's original perspective.	The original argumentative writing.		By using present simple, students write five affirmative sentences and five negative sentences.	Five affirmative sentences in present simple Five negative sentences in present simple
<b>Technology, information, communication and learning.</b>	Technology and human development.	The impact of technology on human development.  Responsible use of information.  Learning and innovation.  In and from the web.  Programming to learn.	What do you know about the latest and most advanced gadget?  How much is it? / How much does it cost?	Students work in teams to use verb to be in present simple and adjectives to describe three gadgets.	Students write and upload to an online blog seven sentences describing and comparing gadgets
	Creation and responsible usage of the information for learning. Web-based learning.			Students write four sentences (two comparative sentences in negative form and two superlative sentences) that help them to explain which of the three gadgets described, is the one that best adapts to their needs.	
	Creation of contents for learning.				
	Use of technology to enhance web-based learning.				

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
<b>Reading, writing, speaking and listening.</b>	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument.</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas</p>	How can I get to the church?	Students read a tourist guide of a city and recognize the most important places to ask information about them.	A video portraying people asking about the existence of eight different places in a city and ask for directions to get to those places.
				Students use prepositions of movement to express how to get to some places.	
				Students use <i>there is</i> and <i>there are</i> to talk about public spaces.	
				Students use indefinite articles.	
				Students use questions and directions to get to different public spaces.	
				Students use vocabulary about the name of different places.	
				Students use <i>Wh</i> questions to ask for directions on how to get to a place.	
Students write, perform and tape a sketch in which they ask for the existence of eight different public venues and get directions to arrive to three of those places.					

## **9. English I 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.













Proposal for English I Learning outcomes distribution

Weeks	1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16		
Sessions	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	1	2	3
Learning outcome																																																
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Proposal for English I Learning outcomes distribution

Weeks	1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16		
Sessions	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			
Learning outcome																																																
directions on how to get to a place.																																																
Students write, perform and tape a sketch in which they ask for the existence of eight different public venues and get directions to arrive to three of those places.																																																

Course introductory session  
 Reinforcement Activities (25 minutes each suggested)

## **10. Transversality**

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

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

**Multidisciplinary:** For all the subjects.

**Interdisciplinary:** That includes some of the subjects.

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

**Horizontal inter-subjection relationship**

<b>Discipline</b>	<b>Maths</b>	<b>Experimental sciences</b>	<b>Communication</b>		<b>Human sciences</b>
<b>Subject</b>	<b>Algebra</b>	<b>Chemistry I</b>	<b>Information and Communication Technologies</b>	<b>Reading, Oral and Written expression I</b>	<b>Logic</b>
<b>Content</b>	Use the variables and the algebraic expressions. Using the numbers and their properties. Basic concepts of algebraic language.	Similarities and differences of the materials from before and from now and how they shall be tomorrow.	Technology impact on the human development	Collaborative work in the classroom as a basis for the integration of the learning community.	Speech as a linguistic practice
<b>Specific Content</b>	Algebraic treatment of verbal sentences- "the problems in words": How do you express a mathematic problem? What kind of symbolizing is pertinent to go from Arithmetic to Algebra?	The student identifies the substances that he/she uses on his/her daily routine. Which characteristics do they have in common?	Identification of the technology role on the daily activities and the human communication	The use of parts of speech (noun, adjective, pronouns, article, verb, adverbs, preposition, and conjunction) in specific texts	Non-verbal speech acts: visual and gestural
<b>Learning Outcomes</b>	To transit from arithmetic thinking to algebraic language. To Develop an algebraic language, a symbolic system for the generalization and the representation. To express from colloquial and writing form phenomena of daily life with base in practices like: simplify, synthesize, express, verbalize, relate magnitudes, generalize patterns, represent through symbols, communicating ideas, among others.	The student identifies that the uses given to the materials are related to their properties.	Reactive previous learning of the subject, reading, Speaking and Writing I, and Logic. Shows the importance of technology on the development of environment through a selected product.	It shows the different kind of words in some text through collaboration in a team with defined roles	To identify the context of speech, evaluate whether the speaker is responsible and if the communicative intention is achieved.
<b>Evidence of Learning</b>	To represent and express symbolically verbal sentences of mathematics activities.	Daily products classification chart.	Creation of a product (writing, presentation, video, etc.) where it is shown the role and relevance of the advance	The initial description of their aspirations to elaborate the life project proposal	Written and oral speech about the observance of intentions, speech acts, effects, responsibility, and non-verbal elements

Horizontal inter-subjection relationship					
Discipline	Maths	Experimental sciences	Communication		Human sciences
Subject	Algebra	Chemistry I	Information and Communication Technologies	Reading, Oral and Written expression I	Logic
			in technology for the human development.		portrayed in argumentations that students have identified throughout their learning process.

**Vertical:** 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.

Vertical			
Discipline	Subject	Semesters	Learning outcome
Mathematics	Geometry and Trigonometry	Second	Identification of basic concepts: straight line, curved line, semi-straight line, and line segment.
			Interpretation of elements and angle features.
			Identification, classification, and description of geometrical shapes.
Communication	Reading, Oral and Written expression II	Second	Elaboration of a comparative and critical report.

Vertical			
Experimental sciences	Chemistry II	Second	<p>Problem-solving through the analysis of known chemical reactions with help of their equations, by highlighting what they represent.</p> <p>Problem-solving of chemical reactions while writing formulae according to mass composition and components.</p> <p>Identification of particle counting and its relationship with mass.</p> <p>Acids and chemical bases: identification of their characteristics and their relationship with everyday life.</p>
Experimental sciences	Biology	Third	<p>Scientific thinking: identification of its characteristics.</p> <p>Information contrast from different sources as well as deductions in problem-solving.</p> <p>Schematization of the main metabolic processes that keep cells alive.</p> <p>Comparison and organization of different kinds of reproduction.</p>
Humanities	Ethics	Third	Difference between autonomous and heteronomous selection while interacting with others.
Mathematics	Analytic Geometry	Third	Description and identification of geometric venues according to students' willingness and relationships.
Mathematics	Differential calculus	Fourth	Description of algebraic and important functions as a prediction tool, useful in a variety of models for the study of change.
Experimental sciences	Physics I	Fourth	<p>Explanation on the effects of gravitational acceleration in upward speed and downward speed.</p> <p>Elaboration of force diagrams to represent daily situations and predict behaviors in a physical system.</p>
Experimental sciences	Ecology	Fourth	<p>Difference between sustainability and sustainable development.</p> <p>Explanation about environmental impacts that create processes of energy production.</p> <p>Identification of advantages and disadvantages of renewable energy.</p>
Mathematics	Integral calculus	Fifth	Comparison of results taken from different approximation techniques.
Experimental sciences	Physics II	Fifth	<p>Identification of the characteristics of the three states of matter.</p> <p>Identification of the main characteristics and behavior of solids.</p>

**Vertical**

			Identification of the characteristics of liquids.
Humanities	Science, Technology, Society and Values	Fifth	Description on how science and technology have influenced in relative processes related to economic growth and social development.
Mathematics	Probability and Statistics	Fifth	Gathering and ordering of information about specific situations.
Humanities	Philosophy topics	Fifth	Identification of the characteristics shared among humans that give them personal identity. Artwork based on students' surroundings.

## 11. Connection Between Learning Outcomes and Competencies

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

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

Learning outcome	Learning Evidence	Generic Competencies	Attribute	Disciplinary Competencies
<p>Students write and upload to an online blog a short dialogue in which they use greetings and the questions <i>What's your name? Where are you from? How old are you? and How do you spell...?</i> in order for them to get to know other individuals.</p>	<p>A written dialogue uploaded in an online blog in which they use greetings and the questions <i>What's your name? Where are you from? How old are you? and How do you spell...?</i> in order for them to get to know other individuals.</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.</p> <p>7. The student has initiative and interest to learn throughout his/her life.</p> <p>8. The student participates and collaborates effectively in groups.</p>	<p>4.4 The student communicates in a second language in everyday situations.</p> <p>4.5 The student uses information and communication technologies to obtain information and express ideas.</p> <p>7.3 The student articulates knowledge from various fields and establishes relationships between them and his/her daily.</p> <p>8.3 The student assumes a constructive attitude consistent with the</p>	<p>2. The student evaluates a text and compares its content with others', taking into consideration previous and new knowledge.</p> <p>4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>



Learning outcome	Learning Evidence	Generic Competencies	Attribute	Disciplinary Competencies
			knowledge he/she has within different work teams.	
<p>Students are required to use verb to be in present simple, in its interrogative form to get information from other people.</p> <p>Students design a survey to get information about a person's occupation by asking about his/her name, age, job, and objects that the interviewed individual uses at work.</p>	A survey to know about people's occupations	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.</p> <p>7. The student has initiative and interest to learn throughout his/her life.</p> <p>8. The student participates and collaborates effectively in groups.</p>	<p>4.2 The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.</p> <p>7.3 The student articulates knowledge from various fields and establishes relationships between them and his/her daily life.</p> <p>8.3 The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.</p>	<p>1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p> <p>11. The student communicates in the foreign language in spoken or written discourse and in accordance with the communication purpose and situation.</p>
Students use the affirmative form of verb to be in present simple as well as personal pronouns to provide their	A family tree providing students description and daily routine and the descriptions and daily	4. The student listens, interprets, and communicates messages relevant to different contexts	4.1 The student expresses ideas and concepts through linguistic, mathematical or graphic representations.	4. Produces texts based on the normative use of the language, considering the

Learning outcome	Learning Evidence	Generic Competencies	Attribute	Disciplinary Competencies
<p>own information in written form.</p> <p>Students understand the use of verb to be in present simple in affirmative form and personal pronouns to describe people.</p> <p>Students use vocabulary related to family members.</p> <p>Students use possessive adjectives to talk about their relationship with family members.</p> <p>Students use some verbs in present simple to talk about their daily activities and other people's routines.</p> <p>Students use frequency adverbs to emphasize how</p>	<p>routines of two members of their families</p>	<p>by using appropriate means, codes and tools.</p> <p>10. The student respects cultural diversity, beliefs, values, ideas and social practices.</p>	<p>10.1 The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.</p>	<p>intention and communicative situation.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>

Learning outcome	Learning Evidence	Generic Competencies	Attribute	Disciplinary Competencies
<p>often their activities are performed.</p> <p>Students draw a family tree and include basic information about themselves and two relatives (name, age, occupation, and physical appearance).</p> <p>Students include in their family tree their daily routines by using some verbs and frequency adverbs.</p> <p>Students write about the daily routine of two more family members, using verbs and frequency adverbs properly.</p>				
<p>Students describe their bedrooms by using indefinite articles and vocabulary related to furniture.</p>	<p>Six sentences about three things that can be found at home and three things that cannot be found in the</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts</p>	<p>4.1 The student expresses ideas and concepts through linguistic, mathematical or graphic representations.</p>	<p>1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the</p>

Learning outcome	Learning Evidence	Generic Competencies	Attribute	Disciplinary Competencies
<p>Students talk about things that can be found in their bedrooms by using three sentences with <i>there is</i> and three others using <i>there are</i>. In the sentences they also make use of adjectives, colors, and prepositions of place to say where things are.</p> <p>Students use the structures <i>there is not</i> and <i>there are not</i> to talk about things that cannot be found in their classroom.</p> <p>With help of the family tree they created before, students write ten yes/no questions by using present simple to know about the other students' relatives.</p> <p>By using present simple,</p>	<p>student's classroom. The sentences include prepositions of place, adjectives, colors, and the structures <i>there is/ there are/there is not/ there are not</i>.</p> <p>Ten interrogative sentences in present simple.</p> <p>Five affirmative sentences in present simple</p> <p>Five negative sentences in present simple</p>	<p>by using appropriate means, codes and tools.</p> <p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.</p>	<p>4.4 The student communicates in a second language in everyday situations.</p> <p>4.4 The student communicates in a second language in everyday situations.</p> <p>10.2 The student dialogues and learns from people with</p>	<p>context in which it was generated and in which it is received.</p> <p>4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p> <p>4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>11. Communicates in a foreign language through a logical speech, oral or</p>

Learning outcome	Learning Evidence	Generic Competencies	Attribute	Disciplinary Competencies
<p>students write five affirmative sentences and five negative sentences.</p> <p>Students work in teams to use verb to be in present simple and adjectives to describe three gadgets.</p> <p>Students write four sentences (two comparative sentences in negative form and two superlative sentences) that help them to explain which of the three gadgets described the one that best adapts to their needs is.</p>	<p>Students write and upload to an online blog seven sentences describing and comparing gadgets</p>	<p>10. The student respects cultural diversity, beliefs, values, ideas and social practices.</p> <p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.</p>	<p>different points of view and cultural traditions by placing his/her own circumstances in a broader context.</p> <p>4.2 The student applies different communication strategies according to his/her peers, the context in which he/she is located and the objectives he/she is chasing.</p> <p>4.5 The student uses information and communication technologies to obtain information and express ideas.</p>	<p>written, consistent with the communicative situation.</p> <p>4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p> <p>12. The student uses information and communication technologies to do research, solve problems, produce materials and share information.</p>

## 12. Suggested Evaluation Process

Evaluation is a dynamic, continuous, systematic, and rigorous process that allows to obtain and offer continuous and meaningful information, in order to know students' performance in the different stages of their academic development, make valuable judgements related to this process and make proper decisions to improve the teaching and learning process.

In a competency-based evaluation, assessments are made according to evidence obtained from different learning activities, which determine whether students really achieved the standardized requirements at a specific performance stage.

In the New Curriculum for High School Level, the expected learning outcomes will favor the competency development, which develops gradually in each semester and each subject, ensuring the achievement of competencies through a proper evaluation.

In this sense, an evaluation plan is the path to work in every moment, aspect, individual, technique, and instruments that allow monitoring the process of teaching and learning based on pedagogical principles.

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 can be considered considering the different activities that the student will do to achieve the learning. The expected products are the evidence that the student achieved the expected learning.

### **b) Select the Different Evaluation Instruments**

The instruments that are chosen 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 heteroevaluation, coevaluation and self-evaluation, 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:** It is an instrument that allows to register the degree, according to a certain scale, of a behavior, a skill or a certain attitude, developed by the student.

**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 by 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 is a technique that 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 to ascertain students' conditions prior to instruction. Due to its nature, this is done at the beginning of the class.

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

Summative assessment is done at the end of the class, during the closing activities and it allows to determine 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 to give 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.

#### Modalities of assessment

- **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.
- **Peer-assessment:** allows 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](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)
- Sub secretariat of Higher Secondary Education: Construye-T. Available at: [www.construye-t.org.mx/](http://www.construye-t.org.mx/)

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

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

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

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

## **14. Use of ICT for Learning**

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

- Digital repositories for academia work, collaborative works and file sharing (One drive, Google Drive, Dropbox).
- Design and creation of digital learning objects (ODA).
- Construction of personal learning environments with methodologies such as PLE, M-Learning, Flipped Learning.
- Use of common resources among different institutions through platforms such as Educational, Moodle, Blendspace, Web Quest.
- Preparation of reagents and tests through Google Drive or Exam View.

- Linking contents and face-to-face classes to digital learning objects.
- Creation of complementary activities, video editing and testing through team ranking in KAHOOT.

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

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

### **SOCIAL NETWORKS IN ENGLISH**

<b>Resource</b>	<b>Description</b>
<b>Schoology.com</b>	<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>
<b>Rubistar.4teachers.org</b>	<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>
<b>Duolingo</b>	<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</p>

Resource	Description
	<p>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>
<p><b>Learn English with music (Lytrans English)</b></p>	<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.

#### 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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- <http://www.azargrammar.com/materials/index.html>
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <http://www.bbc.com/travel>
- <http://www.ego4u.com>
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- <http://www.eslflow.com/>
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## 18. Lesson Planning

IDENTIFICATION DATA				
<b>Institution:</b>				
<b>School number:</b>		<b>School name:</b>		
<b>Work center key:</b>		<b>Teacher:</b>		
<b>Subject:</b> English I	<b>Unit or module:</b> 4	<b>Implementation period:</b>	<b>Semester:</b> First	<b>Date:</b> October 1st. 2018
			<b>Length (hours):</b> 5	<b>School year:</b> 1/18-19
CONTENTS				
<b>Purpose:</b>				
<b>Competency:</b>	Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).			
<b>Component:</b>	<ul style="list-style-type: none"> <li>• Communication and interpersonal relationships.</li> <li>• Integration of learning communities.</li> </ul> Contextualization of learning communities through students' interests and academic experiences.			
<b>Content:</b> Collaborative work in classroom as a basis for the integration of the learning community.				
<b>Specific content:</b> I have a T.V in front of my bed.		<b>Specific contents linked to other subjects, units or submodules:</b> <ul style="list-style-type: none"> <li>• Indefinite articles.</li> <li>• Adjectives</li> <li>• Prepositions of place</li> <li>• Vocabulary related to furniture and classroom.</li> <li>• There is/are</li> </ul>		

<p><b>Expected learning outcomes:</b> Students describe their bedrooms by using indefinite articles and vocabulary related to furniture.</p> <p>Students talk about things that can be found in their bedrooms by using three sentences with there is and three others using there are. In the sentences they also make use of adjectives, colours, and prepositions of place to say where things are.</p> <p>Students use the structures there is not and there are not to talk about things that cannot be found in their classroom.</p>	<p>Expected learning outcomes linked to other subjects, units or submodules: <b>Students talk about things that they can find in their houses and classroom.</b> <b>Students use the structures there is and there are in affirmative and negative forms.</b> <b>They use adjectives, colours, and prepositions of place.</b></p>
<p><b>Generic competencies:</b></p>	<p>4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p>
<p><b>Disciplinary competencies:</b></p>	<p>1. The student Identifies, orders and interprets ideas, data and concepts both explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p> <p>4. The student produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation</p>

<b>SOCIOEMOCIONAL ABILITIES</b>	
<p><b>Aspect:</b></p>	<p>CONOCER</p>
<p><b>General ability:</b></p>	<p>Self-knowledge Self-control</p>



LEARNING ACTIVITIES								
Presentation								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
Activation Through some questions, the students participate recognizing previous knowledge with some vocabulary about his/her house. Example: My house is big. My bedroom is pink.	Markers Board	Students participate giving vocabulary about his/her home.	-----	Students participation	Diagnostic	Hetero-evaluation	-----	15 minutes

LEARNING ACTIVITIES								
Practice								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
The teacher asks about what they what objects are there in their houses classroom?	Board Markers Flashcards or Projector Teacher's book	The students make a list of the things they have in their house.	Notebook Pen/pencil	-----	Formative assessment.	-----	-----	10 minutes
The teacher elicits the students to say the singular objects they find in their house.	Board Markers	The students give some oral examples applying A/AN depending of	Notebook Pen/pencil	-----	Formative assessment.	Hetero-evaluation	-----	15 minutes

**LEARNING ACTIVITIES**

**Practice**

<b>Teaching (teacher)</b>	<b>Teaching materials</b>	<b>Learning (students)</b>	<b>Learning material</b>	<b>Evidence of learning</b>	<b>Evaluation types</b>	<b>Mode of Evaluation</b>	<b>Evaluation instrument</b>	<b>Time</b>
Then the teacher explains when they can use a/an.		the object they are referring to.						
The teacher gives the students an exercise (fill in the blanks with A/AN)	Printed exercises	The students answer the exercises using correctly A/AN.	Printed solved exercises.		Formative assessment.	Co- evaluation	Match list 20%	30 minutes
The teacher asks he students to make a list of adjectives they know and He/She completes the list giving some others.	Board markers	The students copy the list in their notebooks.	Notebook Pen/pencil	-----	Formative assessment.	-----	-----	20 minutes
The teacher uses flashcards, adjectives and gives some oral examples.  (The house is yellow)	Board Markers	The students use the flashcards to describe things using adjectives.	-----	_____	Formative assessment.	----- --	-----	15 minutes
The teacher gives a text "the Smiths's house" <a href="http://www.edu.ge.ch/cptic/prospective/projects/anglais/exercices/TheHouse.htm">www.edu.ge.ch/cptic/prospective/projects/anglais/exercices/TheHouse.htm</a> in which they have to recognize the previous	Text: <a href="http://www.edu.ge.ch/cptic/prospective/projects/anglais/exercices/TheHouse.htm">www.edu.ge.ch/cptic/prospective/projects/anglais/exercices/TheHouse.htm</a>	The students read the text identifying vocabulary and previous knowledge and know how to use there is/there are including prepositions.	Text Marker Pen/pencil	Exercise undermark er.	Formative assessment.	Hetero- evaluation	Match list 10%	30 minutes

LEARNING ACTIVITIES								
Practice								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
knowledge and vocabulary, identifying the new themes There is/There are including prepositions.								
The teacher gives a link of a video that shows how to describe a place using there is/there are. The students have to activate the subtitles and copy the sentences with there is/there are.	Link: <a href="https://www.youtube.com/watch?v=Aq8bl-6zga4">https://www.youtube.com/watch?v=Aq8bl-6zga4</a>	As assignment the students watch the video and copy the sentences with there is /there are. They have to make flash cards with the sentences they recognize.	Video flashcards	Sentences using there is/ there are	Formative assessment.	Hetero-evaluation	Match list	-----

LEARNING ACTIVITIES								
Production								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
The teacher tells the students to put their flashcards on the wall.	----- -	The students recognize there is /there are, how to make sentences and describe places.	Flashcards	Flashcards	Formative assessment.	Hetero-evaluation	Match list 10%	20 minutes

LEARNING ACTIVITIES								
Production								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
And the teacher give some feed back.								
The teacher gives instructions for making a short video describing their houses.	-----	The students make a short video describing their house, using adjectives, there is/ there are, prepositions of place as well as vocabulary.	-----	-----	Formative assessment	Hetero-evaluation	Match list 10%	----- -
The teacher tells the students that they have to present their videos in teams.		The students present their videos in class.	Video	Exposition	Formative assessment	Hetero-evaluation	Match list 40%	120 minutes
Reinforcement activity (web platform)							assessed with 10%	-----