

**SELF-PLANNED EDUCATIONAL OPTION  
MIXED MODALITY**

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**Syllabus**

**English II**

**Second Semester**

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Basic Disciplinary Component  
Technology High School



This material, aimed at the whole society, uses the terms students, teacher, alluding to both genders, to facilitate reading. However, this editorial criterion does not diminish the commitments that the Secretary of Public Education assumes in each of the actions aimed at consolidating gender equality.

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## **PRESENTATION**

With the purpose of expanding and diversifying the educational offer currently given by the General Directorate of Agricultural Technological Education and Marine Sciences (DGETAyCM) and the General Directorate of Industrial Technological Education and Services (DGETI), they have given themselves the task of jointly designing the plan and study programs of the Self-planned educational option that respond to the needs of a segment of the population that, due to different situations, they did not enter the Upper Secondary Education (EMS), they require to complete their studies and obtain the certificate of completion of the upper secondary type and /or title and professional card, or cannot attend in person to study the baccalaureate.

To do this, firstly, we must understand that young people and adults to whom this educational option is intended have different profiles and skills (they are not a homogeneous group) therefore they need to enhance to develop analytical, critical, reflective, synthetic and creative thinking, as opposed to the scheme that aims only at memorization; this implies overcoming that also, the evaluation schemes that leave many students behind and that do not measure the gradual development of learning, skills and the recognition of experiences acquired outside the classroom to successfully respond to the current dynamism that young people and adults require to face and overcome the challenges of the present and the future.

Secondly, a relevant and dynamic curriculum other than the schooled modality is required that allows the generation of flexible study programs, that adapts to the different styles and rhythms of learning, and that emphasizes the autonomy of learning, since this self-planned educational option mainly requires independent study for the achievement of educational purposes.

The syllabus was designed through an inter-institutional work taking as a reference the provisions of the Secretarial Agreement 27/10/2021 by which the diverse number 653 is modified by which the curriculum of the Technology High School is established, the Agreement number 445 by which the educational options in the different modalities are conceptualized and defined for the Upper Secondary Education in the different modalities, and Secretarial Agreement 444 establishing the competences that constitute the common curricular framework of the National Baccalaureate System.

Considering the above, for the achievement of the purposes of the Curricular Learning Units (UAC), in the study programs of this educational option a distribution of 30% of teacher mediation and, 70%, of independent study is established. With a student-centered, andragogic and constructivist approach for the development of generic, basic and extended disciplinary skills and basic and extended professionals specific to each technical career offered.

A methodology is proposed located from the andragogy referred to the way of planning, administering and directing the educational practice of adults, emphasizing those aspects that, in addition to support the process, help to enrich the general or professional knowledge of the adult student through autonomous learning.



The anthropogogic approach contributes to student learning and is characterized by:

- Instruct and educate permanently, in any period of psychological, biological, physiological development and according to their natural, ergological and social life of the student.
- Re-educate students of all ages.
- Contextualize from the socio-educational.

Derived from this approach, the andragogy is taken up for the conceptualization and attention of the processes of education of adults, aimed at continuing the development of their capacities, updating or deepening their knowledge, the appropriation and use of new technologies and, in general, maintaining or improving their quality of personal performance, professional and social.

On the other hand, the development of competences is achieved from an inter and transdisciplinary perspective through the situated learning activities designed intentionally by the teacher, according to the competences of the modules in each career; from the vertical and horizontal relationship with the subjects of the basic and extended disciplinary components, relying on social-emotional skills programs.



## **1. JUSTIFICATION**

The syllabus of the UAC of English II is a guide for the teacher that will address in a didactic way the key learning and the competences of the Common Curricular Framework for the achievement of the graduation profile of Higher Secondary Education (EMS).

The Higher Secondary Education Graduation Profile, expressed in individual areas, defines the type of student sought to be trained. Through the achievement of the expected learning of the subject of English II, the development of the following areas will gradually be promoted according to their pace and progress.

English is taught in the second semester as a second language which is essential in a globalized world. English as a foreign language will allow students to insert themselves in different educational and work environments that will improve their quality of life. The English II syllabus is designed to help students develop the four language skills (reading, writing, speaking, and listening), based in topics stated by the level A1 of the Common European Framework.





## 2. IDENTIFICATION WITHIN THE CURRICULAR STRUCTURE

English II is part of the disciplinary field of Communication. It is a second semester subject in General High School; in accordance with the Secretarial Agreement 27/10/21, published in the Official Gazette of the Federation on October 12, 2021.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Algebra 2h TM 4h IS	Geometry and Trigonometry 2h TM 4h IS	Analytic Geometry 2h TM 4h IS	Differential Calculus 2h TM 4h IS	Integral Calculus 2h TM 4h IS	Probability and Statistics 2h TM 4h IS
English I 1h TM 3h IS	<b>English II</b> 1h TM 3h IS	English III 1h TM 3h IS	English IV 1h TM 3h IS	English V 2h TM 4h IS	Philosophy Topics 2h TM 4h IS
Chemistry I 2h TM 4h IS	Chemistry II 2h TM 4h IS	Biology 2h TM 4h IS	Physics I 2h TM 4h IS	Physics II 2h TM 4h IS	Subject of the disciplinary area to choose** 2h TM 4h IS
Technology of the Information and Communication 1h TM 3h IS	Reading, oral and written expression II 2h TM 4h IS	Ethics 2h TM 4h IS	Ecology 2h TM 4h IS	Science, Technology, Society and Values 2h TM 4h IS	Subject of the disciplinary area to choose** 2h TM 4h IS
Reading, oral and written expression I 2h TM 4h IS	Professional Module I 6h TM 15h IS	Professional Module II 6h TM 15h IS	Professional Module III 6h TM 15h IS	Professional Module IV 5h TM 11h IS	Professional Module V 5h TM 11h IS
Logic 2h TM 4h IS					

**Propaedeutic Areas			
Physics and Mathematics	Economy 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. Contemporary biology topics 9. Health science topics	10. Social science topics 11. Literature 12. History

Basic Training Component

Propaedeutic Training Component

Professional Training Component

TM = Teaching Mediation

IS = Independent Study



### 3. GENERAL PURPOSE OF COMMUNICATION SUBJECT DISCIPLINE

The basic disciplinary competence of communication is related to the students' 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.

### 4. PURPOSE OF THE ENGLISH II SYLLABUS

At the end of the second 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 II helps to develop are:

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 as resource practice writing.  The importance of reading to writing in based argument.	The importance of language and grammar.  Argumentative text.  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.	<p>Technology and human development.</p> <p>Generation and responsible use of information for learning.</p> <p>Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning.</p>	<p>The impact of technology on human development.</p> <p>Responsible use of information.</p> <p>Learning and innovation In and from the web.</p> <p>Programming to learn.</p>
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## 5. SCOPES OF THE GRADUATE PROFILE TO CONTRIBUTE TO THE ENGLISH II SYLLABUS

The High School Graduate Profile, expressed in individual areas, defines the type of student that is sought to be trained.

Through the achievement of expected learning of the English subject, the development of the following areas will gradually be promoted:

Scope	Graduate profile
Language and communication	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.
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 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.
Collaboration and teamwork	The student works in teams in a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.
Digital skills	The students use the Information and Communication Technologies in an ethic and responsible way to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.



**6. CONTENTS TABLE OF ENGLISH II**

Competence	Component	Content	Specific content	Expected learning activities	Evidence of learning
Students communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.  Integration of learning communities.  Contextualization of learning communities through students' interests and academic experiences.	Collaborative work in classroom as a basis for the integration of the learning community.	How do I ask for the products I need in different situations?	Activating prior knowledge.  To ask for the correct amount in several products in different contexts.	Roleplay.
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.	Describing my daily routine	To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)	A presentation where the student describes his activities and those of a relative.
Explain their point of view for producing 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.	Using the book as a tool for writing	To provide simple arguments about a text.	Abstract of the text
Technology, information, communication and learning.	Technology and human development.  Creation and responsible usage of the information for	The impact of technology on human development.  Responsible use of information.	Using technology to develop in XXI century skills.	To give orders or instructions in different contexts. (Imperatives, action verbs).	Brief exposition about using gadgets



Competence	Component	Content	Specific content	Expected learning activities	Evidence of learning
	<p>learning. Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning.</p>	<p>Learning and innovation.</p> <p>In and from the web.</p> <p>Programming to learn.</p>			
Students communicate, interact, and collaborate with others (transversal 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.	Talk about personal actions that happened before now. (Past simple)	Asking and answering questions about events and activities in the past.	A personal interview of activities in the past.
Reading, writing, speaking and listening	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the idea that something existed somewhere. (Singular and plural). (There was / there Were)	To state where things have been found based on what they saw.	A list of things they remember they saw at a certain place.
				To express the quantity of something in past.	Descriptive text using "how many" in past tense.
				To describe what the characteristics of a place were like in the past.	A dialogue where they describe how a place was and all the things it had.
			Describing others in past tense as a way to report a fact or an event. (descriptions in past)	To get information about other people using the (Wh-questions in past).	Questionary for an interview with a death famous character.
Students communicate, interact, and	Reading, writing and oral production as	The importance of language and grammar	Describing situations that were happening	To communicate the specific situations of	A short video showing



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

**7. DOSAGE OF ENGLISH II**





Competence	Component	Content	Specific content	Teaching mediation (30%) 16 hours	Expected learning activities	Evidence of learning	Independent Study (70%) 48 hours	Evaluation
Students 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>	<p>Collaborative work in classroom as a basis for the integration of the learning community.</p>	<p>How do I ask for the products I need in different situations?</p>	1	<p>Activating prior knowledge.</p> <p>To ask for the correct amount in several products in different contexts.</p>	Roleplay.	3	<p>Diagnostic Checklist</p> <p>Heteroevaluation</p>
Reading, writing, speaking and listening	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument.</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas.</p>	<p>Describing my daily routine</p>	1	<p>To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)</p>	<p>A presentation where the student describes his activities and those of a relative.</p>	3	<p>Formative Checklist</p> <p>Coevaluation</p>
Explain their point of view for producing a text	<p>The justification of the students' opinion</p>	<p>The argumentative writing.</p>	<p>Using the book as a tool for writing</p>	1	<p>To provide simple arguments about a text.</p>	<p>Abstract of the text</p>	3	<p>Formative Rubric</p> <p>Heteroevaluation</p>



Competence	Component	Content	Specific content	Teaching mediation (30%) 16 hours	Expected learning activities	Evidence of learning	Independent Study (70%) 48 hours	Evaluation
	with an argument.  The solid construction of one's original perspective.	The original argumentative writing.						
Technology, information, communication and learning.	Technology and human development.  Creation and responsible usage of the 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.	Using technology to develop in XXI century skills.	1	To give orders or instructions in different contexts. (Imperatives, action verbs).	Brief exposition about using gadgets	3	Formative  Rubric  Coevaluation
Students communicate, interact, and collaborate with others (transversal 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.	Talk about personal actions that happened before now. (Past simple)	2	Asking and answering questions about events and activities in the past.	A personal interview of activities in the past.	6	Formative  Rubric  Coevaluation  Heteroevaluation





Competence	Component	Content	Specific content	Teaching mediation (30%) 16 hours	Expected learning activities	Evidence of learning	Independent Study (70%) 48 hours	Evaluation
Reading, writing, speaking and listening	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the idea that something existed somewhere. (Singular and plural). (There was / there Were)	1	To state where things have been found based on what they saw.	A list of things they remember they saw at a certain place.	3	Formative Checklist Heteroevaluation
				1	To express the quantity of something in past.	Descriptive text using "how many" in past tense.	3	Formative Checklist Autoevaluation Coevaluation
				2	To describe what the characteristics of a place were like in the past.	A dialogue where they describe how a place was and all the things it had.	6	Sumative Rubric Heteroevaluation
			2	Describing others in past tense as a way to report a fact or an event. (descriptions in past)	To get information about other people using the (Wh-questions in past).	Questionary for an interview with a death famous character.	6	Sumative Observation record Autoevaluation Coevaluation
Students communicate, interact, and collaborate with others (transversal axis for all subjects from Communication and	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing situations that were happening in the past to show that something	2	To communicate the specific situations of your school or relative's work (past continuous and the adverbs of	A short video showing what was happening in the past.	6	Formative Rubric Heteroevaluation



Competence	Component	Content	Specific content	Teaching mediation (30%) 16 hours	Expected learning activities	Evidence of learning	Independent Study (70%) 48 hours	Evaluation
Social Sciences as disciplinary fields)			continued for some time (past continuous).		frequency).			
	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	What did I use to do? How did I use to be? (used to).	1	To compare the things, I used to do and the way I used to be with those I do now.	Perform a short conversation exchanging information about how they used to be and the things they used to do.	3	Sumative Observation record Coevaluation
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the skills, the power or the means to do something in past (Could vs. be able to)	1	Discussing about past possibilities or past abilities.	Write sentences in past tense expressing abilities and classify them in a table.	3	Formative Checklist Heteroevaluation

## 8. TRANSVERSAL CONTENT

Transversality refers to the connections or meeting points between the disciplinary and the formative, achieving "the whole" of learning. It seeks to look at the entire school experience as an opportunity for learning to integrate the cognitive and formative dimensions of these. It is also an approach aimed to improving the quality of education, to ensure the equity of education. It is basically linked to a new way of seeing reality and living social relations from a systemic or total vision, contributing to the overcoming of the fragmentation of the areas of knowledge, to the acquisition of values and formation of attitudes, to the expression of feelings, ways of understanding the world and to social relations in a specific context.



From this vision, by incorporating transversality into the curriculum, it seeks to contribute to the integral formation of people in the cognitive, attitudinal, value and social domains; that is, in the fields of knowledge, doing, being and living together, through educational processes; in such a way that students are able to respond critically to the historical, social and cultural challenges of the society in which they are immersed and acquire an active commitment to social, economic and democratic development.

Transversality favors in students the formation of a set of skills and competences that allow them to develop a series of personal and social dispositions (referring to personal development, self-esteem, solidarity, teamwork, self-control, integrity, ability to undertake and individual responsibility, among others); cognitive skills (capacities for abstraction, systems thinking, learning, innovating and creating); they must contribute significantly to the process of personal growth and self-affirmation; to guide the way in which the person relates to other human beings and to the world; to strengthen and strengthen ethical-evaluative training and the development of creative and critical thinking.

Thus, Integral Education is one that prepares the individual in three areas: scientific, technological and human, with a well-defined scale of values, the latter being achieved with what transversality provides. This means that they are contents that do not necessarily have to form a particular subject or receive special treatment within the curriculum but must be addressed in all the areas that make it up and in any specific learning situation. It is necessary that students, in addition to receiving knowledge about different topics of Chemistry; Physics; Information and Communication Technologies; Ethics; Reading, Oral and Written Expression; and other disciplines, acquire elements that prepare them for life and to function as future responsible citizens, as agents of change and capable of contributing to transform the environment in which they will have to live.

To achieve transversality, it is suggested the use of integrative projects that support learning achieved in a productive and active collaborative way in the construction of knowledge. 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.

To achieve transversality, it is suggested the use of integrative projects that support learning achieved in a productive and active collaborative way in the construction of knowledge.



## 9. ANDRAGOGIC ORIENTATIONS

Meaningful learning is done taking into account problematic situations of the student's physical, social and work environment, relating him to the surrounding world, so that he prepares and learns to apply what he has learned in other areas.

The evidence of learning is oriented towards the elaboration of projects through interdisciplinary work, which contribute to improving the physical and social environment that surrounds them.

- Focus the educational action on the attention of the student according to their cognitive, physical, social, emotional and contextual characteristics, adapting the purposes, learning, contents, resources, methods, strategies, activities and tasks tailored to the students. It is a way to develop to the maximum all the potentialities of the individual, in order to learn to be, to do and to coexist.
- Orient the learning process towards the learner, the student is the center of the process, therefore, their motivations and interests must be taken into account.
- Consider the previous learning background of the student for the acquisition of new knowledge, applying diagnostic evaluations, to know the level of achievement and areas of opportunity.
- Prepare reinforcement or leveling strategies so that students have the essential learning, always considering their characteristics, the context and the time available.
- Plan activities that generate interest in students to relate substantially and not arbitrarily the new learning with their cognitive structure.
- Link the learning acquired from the basic and extended disciplinary components with the professional.
- Involve the teacher in the teaching-learning process and involve students in the planned activities and tasks.
- Promote the development of socio-emotional skills as a fundamental element for learning.
- Recognize the social nature of knowledge, strengthening the student in the classroom and in independent study, through cooperation between peers for the realization of activities and school tasks, enhancing horizontal communication between them and their participation; even when it comes to activities and tasks carried out with the use of Information, Communication, Knowledge and Digital Learning Technologies (TICCAD).
- Design didactic situations that promote situated learning. An important element for its implementation is collaborative work, a powerful strategy in which the student participates productively and actively in the construction of knowledge.
- Understand evaluation as a continuous and permanent process, fundamental to identify the strengths and areas of opportunity that students and teachers themselves have during the teaching-learning process.
- Use evaluation strategies and instruments to obtain information that allows decision-making in the educational process and, consequently, support and implement strategies for the achievement of learning and the improvement of the teaching-learning process.
- Recognize and value the informal learning acquired at the student's working environment.
- Create contact networks between teachers and students, between peers and form learning communities, which give the ability to access content and information of any kind. In this sense, students increase their knowledge from what the school



provides, and with what they acquire outside the school context, which serves to increase their knowledge and therefore their learning.

- Promote interdisciplinarity for the andragogic approach to the contents and achieve the purposes set forth in this curriculum; the participation of all areas of knowledge is required, where the contents, skills, methods and other didactic components are interrelated. Interdisciplinarity promotes the collegiate work of teachers to deal together with students with a situation, problem or object of learning from different angles. Therefore, comprehensive learning and the development of knowledge that goes beyond a discipline are favored.
- Implement teaching-learning strategies with a focus on inclusion, equity and attention to diversity where the student observes, investigates, discovers, investigates, explains causes, analyzes, reflects, formulates hypotheses, understands, experiments, is creative, innovates and is an active subject in the activities and tasks, so that the acquired learning is solidified and becomes meaningful.
- Guaranteeing equal opportunities for students, this does not mean the same for everyone, but that each student has the opportunity to acquire and expand their knowledge according to their current characteristics and circumstances, respect for differences, attention to diversity of all kinds and new educational needs.
- Implement strategies for the reinstatement of students into academic activities, considering the diversity of their contexts so that when they return to school students will need support and permanent accompaniment to continue learning.
- Link with the immediate community to enrich the work of the school, the training processes and revitalize the social bond.

## 10. CONSIDERATIONS FOR EVALUATION

The evaluation of learning is relevant and pertinent according to the sense in which the collection and analysis of learning evidence is oriented, which will allow us to know the level of learning achievement and make judgments about what the student learns or what is taught.

The curriculum takes up the conceptualization of the EMS Curriculum, in which evaluation is conceived as a dynamic, continuous and systematic process that allows determining the achievement of learning and what can be done to improve results; where it not only focuses on the knowledge that the student acquires but on the application of these; that is, what the student does with what he has learned.

The evaluation includes three main elements:

1. The learning activities that are developed throughout the independent study will favor that the student assumes responsibility for his own learning, taking into consideration the construction of his knowledge and the formation of his skills, expanding his horizon of learning and access to promote the development of his competences. The number of activities may vary, depending on the number of weeks in which each subject and module is developed.

These activities will be self-evaluated by the student and heteroevaluated by the teacher. They are part of the formative assessment.



- Integrative activities constitute the evidence of learning where a student identifies their previous knowledge, understands, applies, analyzes, reflects and evaluates their learning in the development of face-to-face activities; refers to the activities that will be carried out in the modules of the basic disciplinary training component, in which all the activities / products that are carried out in the classroom and that the teacher considers in his didactic planning will be considered. They are those that are carried out in the face-to-face sessions and as a result of the independent study process. In the case of the modules of the vocational training component, reference is made to the practices carried out in laboratories, workshops or in the social, agricultural or livestock sectors.
- The weighting for the integrative activities will be determined by each teacher, based on their significance and importance to demonstrate the learning acquired, both in teacher mediation and in independent study.

It is necessary that the teacher in charge on this educational option promotes the evaluation process from a formative approach that contributes to the improvement of learning.

Process in which you must:

- Make decisions so that you make adjustments to your practice and improve student learning performance.
- Consider that the results of a formative evaluation contribute to the improvement of practice in the different contexts in which it is carried out.
- Focus evaluation on learning, and not on activities.
- Carry out a feedback process that provides information to the teacher to adapt or adjust their didactic technique.
- Reflect on their practice, how and what they evaluate, and how and when they feed back into students' learning.

Based on the above, the teacher may give rise to the process of self-evaluation, co-evaluation and heteroevaluation of learning, according to the learning activities suggested in each subject and / or module and the weighting assigned. Likewise, it will be able to select and design the evaluation instrument that it deems pertinent according to the level of achievement of the students' learning and the characteristics of their context.

Below is an example of the activity/product of the evaluation process.

Activity /product	Type of assessment		Instrument of assessment
Learning activity	Self-evaluation	Formative	Estimation scale evaluation
Integrative activities (Face-to-face)	Heteroevaluation *Co-evaluation	Summative Formative	**Rubric Checklist
Integrative project	Heteroevaluation *Co-evaluation	Summative Formative	Rubric

\* Co-evaluation may be applied in the case of activities carried out in teams, for example, in the case of practices, exhibitions, teamwork, etc.

\*\* This instrument is prepared by the facilitator teacher, based on the planning of activities for the face-to-face sessions.



The teacher must promote formative evaluation and must promote a feedback process that allows the student to identify the qualities and strengths of their performance in the learning activity, in relation to the criteria they have established for the achievement of learning.

Sadler (1989), quoted by Shepart (2006), points out that it is insufficient for teachers to simply give feedback on whether the answers are correct or incorrect. Instead, to facilitate learning, it is equally important that feedback is cleanly linked to clear performance criteria and that students are provided with improvement strategies (p. 19).

In correspondence with what the author requires, the feedback made by the teacher must be made throughout the learning process, and not at the end, when the Unit/ Subject or Module/Semester has already been completed).

It is important that the teachers who teach each subject and / or submodule are able to analyze and identify the level of learning achievement from the construction of the student's work, so the feedback process must be personalized, recovering the knowledge of each one.

The feedback process in the formative assessment process is an important and effective element in improving the educational experience.

## **11. TEACHING SUGGESTIONS**

When working with adults, just as in any other learning group, certain aspects such as context, learning styles, background, interests, etc., must be considered when carrying out the teaching-learning process of the program presented in this paper. This way, the focus is on achieving the objectives so that students can internalize the language in a meaningful way.

The program has been designed to develop accuracy in the four skills: reading, listening, writing and speaking. During oral fluency activities carried out in the classroom, it is important to go around the room and take notes of errors without interrupting. Instead, it is recommended to give feedback to the group in general to make students feel comfortable without being pointed out, especially for those students who struggle the most with the language. However, it is also necessary to encourage them to correct the errors, and praise for language used correctly as well.

Active learning is needed to lead to positive learning outcomes. This means that learners need lecture formats and other different input, based in natural contexts that will lead to meaningful learning.

Team based learning is also important to consider in class, specially according to the knowledge and conceptual gain through peer-to peer dialogue. English as a second language needs to be practiced in order to reinforce the four skills: reading, writing, listening and speaking, which might well be complicated just working alone. Therefore, working in a variety of settings: in pairs, group and as a class, increase students confident.

Digital learning is a must in actual pedagogy. Therefore, as powerful tools they need to be reinforced and used by the teacher and the learners in order to support learning processes and to motivate to consider these tools as a "normal" aspect of education.





This material is intended to lead the student to work, to research, to discover and to build. It thus acquires a functional and dynamic aspect, providing the opportunity to enrich the student's experience, bringing it closer to reality and offering them an opportunity to act.

**Types of didactic material suggested:**

- |            |          |
|------------|----------|
| Flashcards | Videos   |
| Posters    | Journals |
| Prints     | Recorder |
| Photos     |          |

**IDENTIFYING THE LEARNING OUTCOME**

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

**SELECTING THE DIFFERENT EVALUATION INSTRUMENTS**

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

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

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

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

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

**ASSESSMENT MOMENTS**

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

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





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

### **ASSESSMENT MODALITY**

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

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

### **IMPLEMENTATION CONSIDERATIONS**

Teaching a foreign language implies creating the necessary scenes to contextualize learning and make it meaningful. Thus, having an English classroom or an English lab is a useful tool since students can be exposed to the language through visual or audio input learning material. Furthermore, getting students to identify the classroom objects and school spaces, and to use essential everyday expressions in the target language, allows students to acquire knowledge and abilities from what they do in every class.

Since the program states 70% of independent study, it is quite important to choose a communication platform. Due to the economic and social background of the students which implies the lack of access to internet in many cases, instead of using a platform, the teacher could select a communication channel from the social media such as a WhatsApp or Facebook group to reduce economic constraints. This way, the teacher can monitor distance activities during the week and offer feedback if needed.

English syllabus II has specific grammar points which requires a background that students must have, therefore, former knowledge is paramount to let them learn in a correct and easy way.

Students must be willing to learn a foreign language, it involves spending time practicing as well as studying a large range of vocabulary.

Scaffolding is needed. Teachers must consider modeling the learning activity according to the learner's characteristics, such as: age, gender, context, interests, level of thinking, among others before letting them to work independently.

Consider also, the different learning styles on behalf of preparing and presenting different types and supporting materials to learners.

Clear instructions are necessary to assure that learners understand what is expected from them. Consider a logic teaching structure, such as the PPP model: Presentation to introduce new knowledge. Practice, such as integration, complement or extension of new learnings, through different techniques, and production, where learners use and transfer the learning achieved.



## 12. REFERENCE SOURCES TO INCLUDE MORE TYPE OF RESOURCES.

### Teachers and Learning Network

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

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

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

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

Specific contents:

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

For promoting inclusive activities, please visit the following links:

- Dirección General de Educación Indígena. Programa Nacional para la inclusión y equidad educativa · [www.inclusionyequidad.sep.gob.mx](http://www.inclusionyequidad.sep.gob.mx)
- Ministerio del interior-Consejo Nacional para Prevenir la Discriminación-Programa Nacional para la Igualdad y No Discriminación: [www.construye-t.org.mx/](http://www.construye-t.org.mx/)

La Coordinación Sectorial de Fortalecimiento Académico (COSFAC) website; teachers can find didactic resources as texts from different authors about general and discipline competencies.

As well as the COSFAC Teaching Platform, there is a forum where teachers can exchange experiences: <http://comunicacion.cosfac.sems.gob.mx>

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

Resource	Description	Type of material
<a href="https://es.lyricstraining.com">https://es.lyricstraining.com</a>	LyricsTraining is the new way to learn English and other languages through the music and lyrics of your favorite songs.	Visual, videos



<a href="https://wordwall.net/es/myactivities">https://wordwall.net/es/myactivities</a> <a href="https://eslactive.com/interactive">https://eslactive.com/interactive</a>	Platforms where you can create activities as a game to let students practice a specific topic.	Platform, video games
Interchange 1 Cambridge university press	A book which follows the path to make students to get a certification through the different levels.	Printed book
WhatsApp, Facebook, Youtube, Tiktok	Interaction Apps used with the computer or smartphone.	Social media resource
<a href="https://www.allthingsgrammar.com">https://www.allthingsgrammar.com</a> <a href="https://writeandimprove.com">https://writeandimprove.com</a> <a href="https://englishpost.org/ppp-method-presentation-practice-production">https://englishpost.org/ppp-method-presentation-practice-production</a>	Web pages where students and teachers can find all level grammar and vocabulary exercises.	Web pages
<a href="https://englishpost.org/ppp-method-presentation-practice-production">https://englishpost.org/ppp-method-presentation-practice-production</a> <a href="https://poorvucenter.yale.edu/FacultyResources/Teaching-Strategies">https://poorvucenter.yale.edu/FacultyResources/Teaching-Strategies</a> <a href="https://elizafferrie.com/how-to-make-a-lesson-plan-with-the-present-practice%E2%80%8B-produce-method">https://elizafferrie.com/how-to-make-a-lesson-plan-with-the-present-practice%E2%80%8B-produce-method</a>	Web pages where teachers can find useful information to do their lesson plans.	Web pages
<a href="https://speakandimprove.com">https://speakandimprove.com</a>	Web pages where students can practice their speaking in order to improve it.	Web pages

### 13. EXAMPLES FOR DIFFERENT ACTIVITIES ENGLISH II PROGRAM

#### DAILY ROUTINES

Unscramble the sentences and write them on the lines.

1. I / video games / usually / play / with my friends / at the weekend

I usually play videogames with my friends at the weekend

2. My / always / she / sister / checks / her / when / phone / wakes up

\_\_\_\_\_

3. usually / homework / do / doesn't / his / Rodolph

\_\_\_\_\_



4. He / work / is / late / for / always

---

5. I / go / to / bed / late / on Saturdays / usually

---

**MODAL VERBS**

Complete the sentences with the correct options.

1. **Could** I borrow your cell phone, please?

Would      Could      May      Will

2. \_\_\_\_\_ you like to come to the movies tonight?

May      Would      Could      Will

3. Would you \_\_\_\_\_ me with my suitcases in the airport?

Helping      helped      help      to help

4. \_\_\_\_\_ I use your bathroom, please?

Would      Could      May      Will

5. \_\_\_\_\_ you close the window, please?

May      Would      Could      Will

**SIMPLE PAST**

Choose from the box the correct verb conjugation putting the verbs in brackets in the Past Simple Tense (not all the options are correct).

go	drink	doesn't enjoy	drunk	was
don't enjoy	had	did	<b>went</b>	didn't enjoy
preferred	hated	drank	hate	preferring

1. My parents went (go) to the movie theater last night.
2. All of us \_\_\_\_\_ (have) a lot of fun at Mike's birthday party last Saturday.
3. Helena was very thirsty. She \_\_\_\_\_ (drink) two glasses of water after doing gymnastics.
4. Henry \_\_\_\_\_ (not enjoy) his violin lessons when he \_\_\_\_\_ (be) eight because he \_\_\_\_\_ (prefer) playing the guitar instead.
5. \_\_\_\_\_ you \_\_\_\_\_ (hate) broccoli when you were a child?



### PAST CONTINUOUS VS. PAST SIMPLE

Underline the correct Past Continuous and Past Simple forms to complete the sentences below.

1. He **(drove/was driving)** very fast when the police **(stopped/was stopping)** him.
2. Last Saturday we **(got up/were getting up)** late and we **(missed/were missing)** the train.
3. When I **(saw/was seeing)** her, she **(wore/was wearing)** a really nice pink dress.
4. This morning I **(was getting up/got up)** and I **(was making/made)** breakfast for everybody.
5. What **(were you doing/did you do)** when I **(was calling/called)** you last night?
6. I **(didn't say/was saying)** hello because you **(walked/were walking)** very fast.

### READING COMPREHENSION



Nowadays, it is easy to be a global citizen as the internet has removed the barriers and made everyone closer to each other. However, in the times of Marco Polo, it was more difficult to be a global citizen. Marco Polo (1254-1324) was a Venetian merchant that traveled across Asia at the height of the Mongol Empire. He first set out at age 17 with his father and uncle, traveling across what they knew later as the Silk Road. When he reached China, Marco Polo entered the court of powerful Mongol ruler Kublai Khan, who dispatched him on trips to help administer the realm. Marco Polo remained abroad for 24 years. He became famous for his travels thanks to a popular book he co-authored when he was in a Genoese prison.



Answer the following questions. Write (T) for true or (F) for false.

- |   |   |          |
|---|---|----------|
| Marco Polo was born in China.                           | T | <b>F</b> |
| He began his first trip in the year 1275.               | T | F        |
| It was the most important moment of the Chinese Empire. | T | F        |
| He wrote a book when he was in jail.                    | T | F        |
| Marco Polo lasted on the boat 24 years.                 | T | F        |



### USED TO

Complete the sentences with **used to** and the verbs in the box.

be	have	not drink	not eat	ride	watch
----	------	-----------	---------	------	-------

1. My brother **used to have** a CD player but he doesn't anymore.
2. They \_\_\_\_\_ "El Chavo del 8" on TV every night.
3. I \_\_\_\_\_ afraid of heights but I'm not now.
4. I \_\_\_\_\_ spicy food but I always eat it nowadays.
5. She \_\_\_\_\_ her bike every day.
6. Bill \_\_\_\_\_ coffee, but now he goes every day to Starbucks.

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