



**SELF-PLANNED EDUCATIONAL OPTION
MIXED MODALITY**

**Syllabus
English IV
Fourth Semester**

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 IV 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 IV, the development of the following areas will gradually be promoted according to their pace and progress.

English is taught in the fourth 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, so this syllabus offers an overview of the English IV course at High School level considering the following aspects:

1. Prior knowledge in A1 English level according to the Common European Framework of Languages.
2. The general performance expectations stated by the level B1 of the Common European Framework.
3. A special focus on writing and reading skills to enhance metacognitive abilities.
4. The amount of time available to comply the objectives.

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

The level B1 English IV (B2 goals have been divided to be part of the English V and VI courses) for the students to reactivate previous knowledge and obtain what they need in order to express themselves using different elements of grammar, vocabulary, and specific contents that will help them communicate in different situations. The organic content will help teachers to develop the expected learning of the English level B1 program. It is necessary for accomplishing this goal to systematize teacher planning.

2. IDENTIFICATION WITHIN THE CURRICULAR STRUCTURE

English IV is part of the disciplinary field of Communication. It is a fourth 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	English II 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 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.

4. PURPOSE OF THE ENGLISH IV SYLLABUS

The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.

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

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



	The importance of reading to writing in based argument.	The text as resource information and new ideas.
Providing reasonable opinions. Writing a text.	Students´ and opinion with an argument. The solid construction of one´s original perspective.	The argumentative writing. The original argumentative writing.
Technology, information, communication and learning.	Technology and human development. Generation and responsible use of information for learning. Web-based learning. Creation of contents for learning. Use of technology to enhance web-based learning.	The impact of technology on human development. Responsible use of information. Learning and innovation. In and from the web. Programming to learn.

5. SCOPES OF THE GRADUATE PROFILE TO CONTRIBUTE TO THE ENGLISH IV SYLLABUS

Scope	Graduate profile
Language and communication	The 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.

Besides, in a transversal vision it will benefit the gradual development of the following scopes:

Scope	Graduate profile
Language and communication	The student expresses 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	<p>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 to ask for help.</p> <p>They establish goals and seek to take advantage of their options and resources. They create goals and attempt to take advantage of their options and resources. They make decisions and seize opportunities, and learn how to deal with future risks.</p>
Collaboration and teamwork	The student works in teams in a constructive way and applies a participative and responsible leadership, 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.



6. CONTENTS TABLE OF ENGLISH IV

Guiding Axis	Component	Content	Specific content	Expected learning activities	Evidence of learning
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose what spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Describe actions with the use of adverbs.	Communicate with others using certain expressions and adverbs of manner to describe actions are in a particular context or situation.	Create a text which describes actions. Read and act out the written descriptions to identify the adverbs used.
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Compare the characteristics of two objects, people, or situations using correlative words. (both, either and neither).	Make descriptions of objects using correlative words to point out similarities and differences.	Students make a comparison chart including objects, people or places with similar characteristics to identify the correlation among them.
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Use of intensifiers in speech.	Use intensifiers to express levels of intensity in sentences.	Presentation of a case using intensifiers. Students present a situation applying intensifiers. Students do a presentation to the class using intensifiers.

Guiding Axis	Component	Content	Specific content	Expected learning activities	Evidence of learning
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Identified multiples use of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in different contexts.	Express similarities or differentiations about prices and personal interests.	Write commercial ads comparing objects, people, places or situations to present it.
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Identified multiples uses of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Use tag questions.	The student asks verbally and in writing for an answer from other people in order to confirm or refute information previously known or supposed.
The creation of a reasoning opinion starting with a text elaboration.	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.	The student argues verbally and in writing his position on a topic of interest in the context. Use linking words to explain, contrast, cause and effect to complement ideas.

7. DOSAGE OF ENGLISH IV

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose what spare time activities, students can do on a week. Design a survey to develop accurate vocabulary. Read, exchanges experiences, and analyze similarities about their answers.	Describe actions with the use of adverbs.	4. Students reproduce a message using the correct means codes and tools.	4.2. Students use different communicative strategies according to the audience, context, and objectives.	11. Students communicates in a foreign language through a logical speech, oral or written, in with the communicative activities.	2 hrs.	Communicate with others using certain expressions and adverbs of manner to describe actions are in a particular context or situation.	Create a text which describes actions. Read and act out the written descriptions to identify the adverbs used.	8 hrs.	15%	Sumative Rubric Heteroevaluation
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary. Read, exchanges experiences, and analyze similarities about their answers.	Compare the characteristics of two objects, people, or situations using correlative words. (both, either and neither).	4. Students reproduce a message using the correct means codes and tools.	4.3 Students Identify main ideas in text or oral speech infers conclusions through them.	10. Students identify and interpret main ideas in a spoken or written language using previous knowledge, nonverbal elements and cultural background.	3 hrs,	Make descriptions of objects using correlative words to point out similarities and differences.	Students make a comparison chart including objects, people or places with similar characteristics to identify the correlation among them.	8 hrs.	15%	Sumative Rubric Heteroevaluation

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary. Read, exchanges experiences, and analyze similarities about their answers.	Use of intensifiers in speech.	4. Students reproduce a message using the correct means codes and tools.	4.2 Students use different communicative strategies according to the audience, context and objectives.	11. Students can communicate in a foreign language with an organize speech, in spoken and written language, in different communicative activities.	2 hrs.	Use intensifiers to express levels of intensity in sentences.	Presentation of a case using intensifiers. Students present a situation applying intensifiers. Students do a presentation to the class using intensifiers.	6 hrs.	15%	Formative Check List Heteroevaluation
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Identified multiples use of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in different contexts.	6. Students express a personal opinion about some topics of their interest taking into consideration other people point of view.	6.4 Students organize ideas and arguments in a clear, coherent and synthetic way.	11. Students can communicate in a foreign language with an organize speech, in spoken and written language, in different communicative activities.	3 hrs	Express similarities or differentiations about prices and personal interests.	Write commercial ads comparing objects, people, places or situations to present it.	8 hrs	20%	Sumative Rubric Heteroevaluation

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Identified multiples uses of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Express and communicate. Think critically and reflectively.	Listen, interpret and emit pertinent messages in different contexts through the use of appropriate means, codes and tools. think critically and reflectively. Holds a person position on issues of interest and general relevance considering other points of view critically and reflectively.	1. Identifies, orders and interprets the explicit and implicit ideas, data and concepts in a text, considering the context in which it was generated and in which it is received. 10. Identifies and interprets the general idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements and cultural context.	3 hrs	Proper use of confirmation (tag) questions for confirming or refuting information previously supposed.	The student asks verbally and in writing for an answer from other people in order to confirm or refute information previously known or supposed.	8 hrs.	20%	Sumative Rubric Heteroevaluation
The creation of a reasoning opinion starting with a text elaboration.	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Express and communicate. Think critically and reflectively.	Listen, interpret and emit pertinent messages in different contexts through the use of appropriate means, codes and tools. think critically and reflectively. Holds a person position on issues of interest and general relevance considering other points of view critically and reflectively.	1. Identifies, orders and interprets the explicit and implicit ideas, data and concepts in a text, considering the context in which it was generated and in which it is received. 10. Identifies and interprets the general idea and possible development of an oral or written message in a second language, using previous knowledge,	3 hrs.	Properly use the linking words to complete ideas.	The student argues verbally and in writing his position on a topic of interest in the context. Use linking words to explain, contrast, cause and effect to complement ideas.	12 hrs.	15%	Sumative Rubric Heteroevaluation



Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	Teaching mediation (30%)	Expected learning activities	Evidence of learning	Independent Study (70%)	%	Evaluation
						non-verbal elements and cultural context.						



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 Ecology, Differential Calculus, Physics I; 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 different 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.

Horizontal: It refers to reactivation of learning of subjects of the same semester.

Discipline	Mathematics	Experimental Sciences	Experimental Sciences
Subject	Diferential calculus	Ecology	Physics I
Content	Basic concepts of coordinate systems, orientation and position. Introduction to algebraic functions, and elements of elementary transcendental functions.	Represents the successive sequence of numbers in tables and graphs.	Refraction of light.
Specific Content	The application of derivate of a function related notions as differential equation respect to that variable. Monotic if and only If it is either entirely non-increasing or entirely non-decreasing	Can student analyse the influence of moisture and temperature in a body? (Liebig ´s law of the minimum and Shelford ´s law of tolerance).	What elements are necessary to observe an object?
Learning Outcome	Builds and analyzes successive sequence of numbers.	Explain the environmental factors limit distribution and organism's abundance.	Compare waves of light and sound.
Evidence of Learning	Represents the successive sequence of numbers in tables and graphs.	Write a text where they explain in which regions coffee can grow	Construction of models based on observations (may

		and which ones it doesn't.	differ from the scientific).
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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.

2. 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.
3. 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:

1. Make decisions so that you make adjustments to your practice and improve student learning performance.
2. Consider that the results of a formative evaluation contribute to the improvement of practice in the different contexts in which it is carried out.
3. Focus evaluation on learning, and not on activities.
4. Carry out a feedback process that provides information to the teacher to adapt or adjust their didactic technique.
5. 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 the different activities that the student will do to achieve learning. The expected products are evidence that the student achieved the expected learning.

SELECTING THE DIFFERENT EVALUATION INSTRUMENTS

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

APPLY DIFFERENT TYPES OF EVALUATION

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

Evaluation instruments: 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.

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

Portfolio-based assessments: are collections of academic work-for example assignments, lab results, writing samples, speeches, student-created films, or art projects-that are compiled by students and assessed by teachers in consistent ways.

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 can 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) **Peer-assessment:** allows teachers to know students' perspectives among themselves in relation to task solving, favoring the identification of difficulties in terms of self-assessment and it offers more elements to determine their own and others' performances.
- c) **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.

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. RESOURCES FOR DIFFERENT ACTIVITIES ENGLISH IV SYLLABUS

Guiding Axis 1. Reading, writing, speaking & listening.

Specific content: Describe actions with the use of adverbs.

Description	Type of material	Resource
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Adverbs: Provides information, examples and flash cards.	https://www.twinkl.com.mx/teaching-wiki/adverb-of-manner#:~:text=An%20adverb%20of%20manner%20	Web page
Link where you may find a Power Point grammar game quiz to practice.	https://www.twinkl.com.mx/resource/t2-e-490-using-adverbs-of-manner-spag-grammar-powerpoint-quiz	Web page
Use of Adverbs explanation.	https://youtu.be/N9_8l4MqJzU	ESL video
Explains examples and provides exercises of practice and useful audios.	Interchange 1 Fifth Edition, Unit 6, Pg 37	Book

Exercises:

I Identifying and classifying adverbs. Draw one line under each adverb. Write how, when or where for each adverb that you underline.

- Victoria takes the bumps smoothly.
- John rides his skateboard outdoors.
- Luis plays football daily.
- Laura waits patiently for the light to turn green.
- It was raining heavily today.
- Our cousin lives nearby.
- We visit our grandmother often.

II Write a paragraph about something you enjoy doing. Use at least five adverbs in your paragraph.

Rubric example. It shows the elements to be evaluated of the learning product.

Elements				
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts



	Poor	Fair	Good	Excellent
Adverbs	Did not not identify adverbs that tel how, when, and where.	Correctly identified some adverbs that tell, how, when, and where.	Correctly identified most adverbs that tell how, when, and where.	Correctly identified all adverbs that tell how, when, and where.
Grammar & Mechanics	There are 3 or more spelling and/or punctuation mistakes.	There may be 1.2 spelling and/or punctuation mistakes.	Sentence is written correctly using proper spelling and punctuation whit a few mistakes.	Sentence is written correctly using proper spelling and punctuation with no mistakes.
Neatness and Organization	Handwriting is not neat and the directions are not followed in the proper order.	Handwriting is somewhat neat, however, direction are not all in the proper order.	Handwriting is neat and the directions are followed in proper order, with some mistakes.	Handwriting is neat and the directions are in proper order with no mistakes at all.

Guiding Axis 2. Reading, writing, speaking & listening.

Specific content: Compare the characteristics of two objects, people or situations using correlative words. (Both, either, neither).

DESCRIPTION	TYPE OF MATERIAL	RESOURCE
Use of correlative words BOTH, NEITHER and EITHER. Examples.	https://inglesparaprincipiantes.net/both-either-y-neither/ https://www.brixtonschool.com/2015/01/28/blog-nuevo-art%C3%ADculo/ https://www.inglesmundial.com/Intermedio/Leccion6/Gramatica.html	Web page
Use of correlative words BOTH, NEITHER and EITHER.	https://www.youtube.com/watch?v=hkwCxuHodWU	Video
Using BOTH...AND, NEITHER...OR and EITHER...OR	https://englishgrammarhere.com/conjunctions/using-either-or-neither-nor-both-and-in-english/	Web page

Exercises	https://www.myenglishpages.com/english/grammar-exercise-either-neither-both.php	Web page
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Material:

Teacher material for the class, explaining the correlative words through examples based on images.



Examples:

1. Both pictures show suvs.
2. Both suvs are useful for long trips.
3. Both of them are comfortable for ong trips.
4. Either the Honda or the Kia has a big space.
5. Either of the suvs is expensive.
6. Either of them runs up to 240 km/h.
7. Neither the Honda nor the Kia is black.
8. Neither of the suvs is cheap.
9. Neither of them is easy to afford.

Exercises:

I Choose the correct forms of both, either, neither to complete the sentences.

1. Can _____ you or Lisa take me to the station?
2. _____ of them could take me to the station, so I had to take a taxi.
3. Are you from Spain or from Italy?
_____. I'm from Portugal.
4. _____ of us can win this game.
5. With a tourist visa, you can _____ work nor study.
6. You can ____ drive or take the train.
7. I don't know which film to watch. ____ must be very good.
8. I didn't like ____ of the films. Both of them were boring.
9. He was ____ handsome nor unattractive. He was average.
10. We'll arrive _____ on Friday night or Saturday morning.

II These images are for the students to write their own sentences using the correlative words.





Evidence of learning. Comparative chart.

COMPARATIVE CHART	
<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 100px;"></div> <p>Utiliza este espacio para escribir información sobre la imagen 1.</p>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 100px;"></div> <p>Utiliza este espacio para escribir información sobre la imagen 2.</p>
<p>Aquí escribe 10 enunciados en los que utilices Both, Either y Neither para expresar similitudes entre las dos imágenes que elegiste.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	
<p>En este espacio anota tus datos de identificación: nombre, semestre y grupo, especialidad, fecha de entrega.</p>	





LISTA DE COTEJO PARA EVALUAR CUADRO COMPARATIVO			
NOMBRE:		GRADO Y GRUPO:	
ASIGNATURA: INGLÉS IV	PERÍODO DE EVALUACIÓN:		ESPECIALIDAD:
TIPO/AGENTE DE EVAL:	FECHA:	CALIFICACIÓN:	

Aprendizaje esperado	Competencia Genérica	Competencias Disciplinarias
Hacer descripciones de objetos utilizando palabras correlativas (both, either, and neither) para enfatizar similitudes y diferencias.	<p>4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados.</p> <p>4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.</p> <p>4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.</p> <p>4.4 Se comunica en una segunda lengua en situaciones cotidianas</p>	<p>4. Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.</p> <p>11. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.</p>

Valor del criterio en %	Criterios a evaluar	Cumple		Observaciones
		SI	NO	
10	Identifica adecuadamente los elementos a comparar.			
15	Incluye las características de cada elemento.			
40	Presenta enunciados donde se mencionan las semejanzas y diferencias más relevantes de los elementos comparados utilizando las palabras correlativas (both, neither, either).			
15	Presenta la información organizada lógicamente.			
10	Presenta limpieza y ortografía correcta.			
10	Entrega el producto en la fecha indicada.			
100%	CALIFICACIÓN			

Escala de Valoración del nivel de logro de los aprendizajes esperados		
10 o 9 – Desarrolla los aprendizajes esperados	8 a 6 – En vías de desarrollo	5 o menos – Aún no desarrolla los aprendizajes esperados

Guiding Axis 3. Reading, writing, speaking & listening.

Specific content: Use of intensifiers in speech.

Description	Type of material	Resource
This page explains the structures and rules for intensifiers.	https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/intensifiers	Web page
These web sites provide you different information about intensifiers, also show up some examples using them in posters, exercises and videos.	https://www.grammar-monster.com/glossary/intensifier.htm https://tomi.digital/es/49709/intensifiers?utm_source=google&utm_medium=seo	Web page



Here you may find out different kind of resources as worksheets, flash cards, power point presentations, etc.	https://www.twinkl.com/mt/search?q=intensifiers&c=138&r=parent	Web page
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Exercises:

I Choose the best intensifier for each sentence.

1. Though she is _____ beautiful, her behaviors make her unattractive.
 - a) Extremely
 - b) Very
 - c) Pretty
 - d) Really

2. It's _____ hot to go out today.
 - a) Too
 - b) So
 - c) Pretty
 - d) Very

3. He is _____ smart.
 - a) Too
 - b) A little
 - c) Very
 - d) Crazy

4. It was _____ an incredible movie.
 - a) Completely
 - b) So
 - c) Quite
 - d) Slightly

5. A lion is _____ more dangerous animal than a hyena.
 - a) Extremely
 - b) Quite
 - c) Kind of



d) A little

II Underline each intensifier.

1. Superman is an extremely brave hero.
2. Taylor Swift lived rather lavishly in USA.
3. The weather in the forest was somewhat foggy.
4. Antonio paintings are very colorful.
5. Quite soon we will have a very attractive garden here.

Check List. It shows the elements to be evaluated of the learning product.

Listening

ASPECTS	COMMENT		
	Strengths	Weaknesses	Suggestions
1. Language input / support			
Clarity Examples (strategies, language item, vocabulary, sound system)			
2. Language activities			
Prepare students for listening			
Purposeful			
Practice and develop focus skill(s)			
Help students to focus			
Engaging			

OBSERVED BY:

.....
Name:



EVALUATION CHECKLIST
Speaking

ASPECTS	COMMENT		
	Strengths	Weaknesses	Suggestions
1. Language input / support			
Clarity Examples (sentence pattern, language forms and functions, vocabulary, sound system)			
Practice			
2. Language activities			
Focus on communication			
Meaningful task			
Purposeful interaction			
Engaging			
Functional use of target language			

OBSERVED BY:

.....
Name:

Guiding Axis 4. Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).

Specific content: Use of comparatives and superlatives in different contexts.

Description	Type of material	Resource
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<p>These pages explain how the COMPARATIVES and SUPERLATIVES are formed, give examples and there are some links to practice with several exercises.</p>	<p>https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/comparative-superlative-adjectives https://www.ef.com/wwen/english-resources/english-grammar/comparative-and-superlative/ https://www.grammar.cl/Intermedate/Comparatives_Superlatives.htm</p>	<p>Web page</p>
<p>Explains how the COMPARATIVES and SUPERLATIVES are formed and gives a short exercise at the end.</p>	<p>https://www.youtube.com/watch?v=jz8Fv5qQXu8</p>	<p>Video</p>
<p>COMPARATIVES and SUPERLATIVES exercises.</p>	<p>https://agendaweb.org/exercises/grammar/comparison/comparative-superlative-adjectives.htm https://agendaweb.org/exercises/grammar/comparison/positive-comparative-superlative.htm https://agendaweb.org/exercises/grammar/comparison/superlative-forms.htm https://www.englishexercises.org/makeagame/viewgame.asp?id=6009</p>	<p>Web page</p>
<p>COMPARATIVES and SUPERLATIVES.</p>	<p>https://eslgrammar.org/comparative-and-superlative-adjectives/</p>	<p>Web page</p>

Material:




Teacher material for the class, explaining through examples based on images.







Write comparative and superlative sentences using the adjectives from the box below. Look at the example.

Big expensive nice dangerous funny cheap small interesting popular heavy

		
<i>Example: Basketball is <u>more interesting than</u> soccer. / The soccer ball is <u>bigger than</u> the football ball.</i>		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

These images are for the students to write their own sentences using the comparatives and superlatives.

		
Tom Age : 28 Height: 1.75 Weight: 78 Intelligent: + Happy: + Good: ++	Sally Age: 25 Height: 1.82 Weight: 67 Intelligent:+++ Happy: ++ Good: +	Ellen Age: 15 Height: 1. 60 Weight: 54 Intelligent: ++ Happy: +++ Good: ++++

Exercises:

I Write the degrees of comparison for each adjective.

Adjective	Comparative	Superlative
Short		
Low		
Bright		
Large		
Hot		

II Using adjective comparisons. Complete each sentence by choosing an adjective from the list. Use the degree of comparison named un parentheses.

large warm windy happy small young fine cold



1. Can you find the _____ boat on the lake? (superlative)
2. The weather was _____ this year than last year. (comparative)
3. The water was the _____ it has ever been. (superlative).
4. The winners were _____ and _____ than ever. (comparative)

III Write a letter to a friend describing a race you saw. Use adjectives to show different degrees of comparison.

Evidence of learning. Making a brochure with commercial ads comparing objects, people or places.

RÚBRICA PARA EVALUAR TRIPTICO			
NOMBRE:		GRADO Y GRUPO:	
ASIGNATURA: INGLÉS IV	PERÍODO DE EVALUACIÓN:	ESPECIALIDAD:	
TIPO/AGENTE DE EVAL:	FECHA:	CALIFICACIÓN:	

Aprendizaje esperado	Competencia Genérica	Competencias Disciplinarias
Describir y comparar objetos o personas con características similares y elaborar argumentos para decir por qué uno es mejor que el otro.	4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados. 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas. 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue. 4.4 Se comunica en una segunda lengua en situaciones cotidianas	4. Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. 11. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

CATEGORÍA	4	3	2	1
Presentación y organización	El tríptico tiene un formato excepcionalmente atractivo y la información está bien organizada.	El tríptico es atractivo y la información está poco organizada.	El tríptico no llama la atención a simple vista y la información no es suficiente.	No atrae la atención y la información no es legible.
Gráficos	Los gráficos son adecuados y tienen relación con el texto que representan.	Hay poca relación entre el texto y los gráficos seleccionados.	No hay buena combinación entre los gráficos utilizados y el texto que representan.	No hay gráficos, sólo texto/no hay texto, sólo gráficos.
Contenido	Los elementos que compara son precisos para todas las comparaciones que realiza.	Los elementos que compara son precisos para casi todas las comparaciones que realiza.	Los elementos que compara son precisos para la mitad o menos de las comparaciones que realiza.	Con frecuencia los elementos que compara son incorrectos para las comparaciones que realiza.
Ortografía y Uso de Mayúsculas	La ortografía y el uso de mayúsculas es correcto en todas sus instancias.	La ortografía y el uso de mayúsculas es correcto en la mayor parte del contenido.	La ortografía y el uso de mayúsculas es correcto en la mitad o menos de la mitad del proyecto.	Hubo muchos errores de ortografía y de uso de mayúsculas.
Vocabulario	El contenido del tríptico refleja un buen uso de los adjetivos comparativos y superlativos.	El contenido demuestra poco dominio de los adjetivos comparativos y superlativos.	El uso de los adjetivos comparativos y superlativos es incorrecto en más de la mitad del contenido.	No hay uso de adjetivos comparativos y superlativos.
Entrega en tiempo y forma	El producto es entregado en la fecha y forma estipuladas.	-----	-----	El producto no es entregado. (0 pts.)
SUMA:	TOTAL:	TOTAL:	TOTAL:	TOTAL:





ESCALA DE CALIFICACIÓN		NIVEL DE LOGRO
24-22 pts.	10	Desarrolla los aprendizajes esperados
21-19 pts.	9	
18-16 pts.	8	En vías de desarrollo
15-13 pts.	7	
12-10 pts.	6	
9-7 pts.	5	Aún no desarrolla los aprendizajes esperados
6-1 pts.	0	

Guiding Axis 5. Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).

Specific content: Questions to get information previously supposed.

Description	Type of material	Resource
This page explains how to ask a tag question.	https://www.perfect-english-grammar.com/tag-questions.html	Web page
A webpage where student can get an explanation about tag questions with two activities for self-study.	https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/question-tags	Web page
Video explanation about tag questions.	https://www.youtube.com/watch?v=iGMcOtg5Jls	Video
Exercise with a video for listening practice.	https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/question-tags	Video activity
Online exercise with multiple choice of answers.	https://www.aprenderinglesrapidoynfacil.com/2019/11/21/exercise-on-tag-questions/	Online written exercise
Rubric example. It shows the elements to be evaluated of the learning product.	https://www.readwritethink.org/sites/default/files/Essay%20Rubric.pdf	Rubric evaluation

Exercise:

Read the conversation that occurs on a television program and then complete the sentence with the correct question tag.

Samantha: Good evening Javier. Welcome to our show.
Javier: Thank you very much. I'm happy to be here.
Samantha: I heard you are a celebrity in your country, **1.** _____?
Javier: Hahaha, yes. Well, I am a famous actor in Mexico and now I am working here in the U.S.A.
Samantha: Your fans love you so much, **2.** _____?
Javier: Yes. They're the best fans in the world. I'm very charming, aren't I?
Samantha: Yes, of course. You are very charming and good-looking. I believe your wife is Brazilian, **3.** _____?
Javier: Yes, she is. But she lived in Mexico for many years.
Samantha: She didn't come with you to Los Angeles, **4.** _____?
Javier: No, she didn't. She is in Miami right now.
Samantha: So, you speak Spanish, Portuguese and English perfectly, **5.** _____?
Javier: I'm still learning to speak English.
Samantha: I found out you have worked in ten soap operas in Latin America, **6.** _____?
Javier: Actually twenty since I started my career.
Samantha: Awesome. And you had worked as a waiter before becoming an actor, **7.** _____?
Javier: It's true.
Samantha: I suppose you won't go back to Mexico soon, **8.** _____?
Javier: No, I won't. I want to stay here and act in American movies.
Samantha: I have read about your private life and I know you can also dance very well, **9.** _____?
Javier: Yes, I can dance different Latin rhythms such as salsa, merengue, and bachata.
Samantha: Great. Thank you for coming to our show. I hope to have you here again.
Javier: See you next time. Goodbye.

Complete with the correct question tag.

1. Paul can't dance, _____?
2. Sharks don't talk, _____?
3. Lucy is never happy, _____?
4. His car doesn't start, _____?
5. They aren't hungry, _____?
6. You don't smoke, _____?

Rubric example. It shows the elements to be evaluated of the learning product.



Name: _____

Date: _____

Essay Rubric

Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

Traits	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Reviewer's Comments				



Guiding Axis 6. Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).

Specific content: Using linking words to complement ideas.

Description	Type of material	Resource
This page explains the types of linking word and their use.	https://blog.cambridge.es/linking-words-en-ingles-como-usarlas-ejercicios-y-ejemplos/#:~:text=Se%20llaman%20linking%20words%20a,todas%20ellas%20son%20linking%20words.	Web page
A guide on how to prepare an opinion document is show.	https://www.aprendeinglessila.com/2014/05/opinion-essay-ingles/	Web page
Linking words clasification	https://lessonsforenglish.com/linking-words/linking-words-list-in-english/	Image ilustrative
Explain examples using linking words.	https://youtu.be/rCw9DPOV_J0	Video
Rubric example. It shows the elements to be evaluated of the learning product.	https://www.readwritethink.org/sites/default/files/Essay%20Rubric.pdf	Rubric evaluation

Material:

Teacher material for the class, explaining linking words and transition words.



Lista de palabras de enlace en inglés

Linking Words



Opinion	Concession	Purpose
- In my opinion - As far as I'm concern - To my mind - It seems to me that...	- Even though - But for - Despite - Apart from - Although - Though	- To - So that - So as to - In order to
Consequence	Contrast	Adding Ideas
- As a result - Thus - So - Therefore - As a consequence - Eventually - That's why	- However - But - Yet - Whereas - While - On the one hand - On the other hand	- Moreover - Also - Besides - In addition - What's more - Not only ... but also
Explaining	Condition	Choise
- As - Since - In so far as - Because - The reason why ...	- As long as - Unless - If - Provided that - Whether	- Or - Whatever - Whoever - Neither ... nor - Either ... or



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TRANSITION WORDS

CAUSE

- ★ **BECAUSE OF**
We were unable to go by train because of the rail strike.
- ★ **WITH THIS MIND**
With this in mind, we must ensure more job security.
- ★ **IN FACT**
In fact, the fighting became even more brutal on Sunday.
- ★ **IN ORDER TO**
In order to achieve this, we need a budget.
- ★ **DUE TO**
The event is off due to a scheduling error.



EFFECT

- ★ **AS A RESULT**
His wife left him. As a result, he became very depressed.
- ★ **AS A CONSEQUENCE (OF)**
She has lived in France, and as a consequence speaks French fluently.
- ★ **THEREFORE**
He's only 17 and therefore not eligible to vote.
- ★ **THUS**
He didn't work hard. Thus he was fired.
- ★ **CONSEQUENTLY**
My car broke down and consequently I was late.
- ★ **HENCE**
It is very late; hence you must go to bed.
- ★ **FOR THIS REASON**
For this reason, they are not a good choice for exterior use.
- ★ **DUE TO**
Due to a broken wing, this bird can't fly.



Exercises

I Choose however, although or despite.

7. _____ the rain, we still went to the park.
8. _____ it was raining, we still went to the park.
9. It was raining. _____ , we still went to the park.

II Choose the correct word for each sentence

moreover	firstly
on the other hand	whereas
at least	then
however	actually
besides	though

1. I had a terrible day at work and lost my umbrella too. _____ I spoke to that nice guy who works in the coffee shop at last!
2. Television turns people into lazy couch potatoes. _____ , there are some educational programmes on.
3. _____ , I would like to welcome you all to the conference today.
4. _____ the film was a little boring, we still had a nice evening out.
5. I've always known Caroline as a mean person _____ , she lent me \$10 yesterday without me having to ask twice!

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