



**SELF-PLANNED EDUCATIONAL OPTION
MIXED MODALITY**

Syllabus

English V

Fifth Semester

Extended 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 V 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).

English is taught in the fifth 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 V course at High School level considering the following aspects:

Prior knowledge in A2 English level according to the Common European Framework.

The general performance expectations stated by the level B1 of the Common European Framework.

A special focus on writing and reading skills to enhance metacognitive abilities.

The amount of time available to comply the objectives.

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

According to the new Educational Model, the level B1 goals have been divided to be part of the English V course for the students to reactivate previous knowledge and obtain what they need in order to express themselves using different elements of grammar, vocabulary, and specific contents that will help them communicate in different situations.

The structural content will help teachers to develop the expected learning of the English level B1 program. To achieve this goal, it is necessary to systematize teacher planning. This document contains the relevant information to achieve the objectives for the new Educational Model of High School.



2. IDENTIFICATION WITHIN THE CURRICULAR STRUCTURE

English V is part of the disciplinary field of Communication. It is a fifth semester subject in a Technology 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 V SYLLABUS

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, everything based on B1 level descriptor of the Common European Framework of Reference for Languages. 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 V 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. Integration of learning communities Contextualization of learning communities through students' interests and academic experiences.	Collaborative work in classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of practice reading is as 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,	Technology and human development.	The impact of



communication and learning.	<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>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 V 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
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 V

Guiding Axis	Component	Content	Specific content	Expected learning activities	Evidence of learning
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</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>	Expressing probability, concerns, obligations and prohibitions.	Recognize and produce sentences about obligations, piece of advice, predictions and concerns in both oral and written forms, based on informative texts such as newspapers and science books.	<p>A written text done in the Text processing which expressing their opinions, obligations, piece of advice, predictions and concern about a topic or issue in a specific article.</p> <p>A written text expressing his/her opinion about one of the classmate´s written.</p> <p>An oral discussion expressing their opinions, obligations, piece of advice, predictions and concern about an issue.</p>
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</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>	Talking about the chronology of past events.	Recognize and express ideas, an action or specific times in the past by using descriptive texts.	<p>A short text done in the text processing, describing student's last vacation/weekend/holiday, using simple past sentences.</p> <p>A power point presentation done using images, text and their own voice describing a specific nice memory.</p> <p>A video about a short conversation with a classmate about their activities done in the last vacations.</p>

<p>Providing a point of view with reasonable opinions and the production of a text.</p>	<p>Students' rationale and opinion with based on an argument.</p> <p>The original perspective.</p>	<p>The argumentative writing.</p> <p>The original argumentative writing.</p>	<p>Suspicion and speculation.</p>	<p>Read narrative texts to identify and express what they would generally do in hypothetical situations in present and past. They can describe what they would have done or could have.</p>	<p>Written text obtained from a reading of the narrative text about a problem, the student has to describe what they would have done or could have for to contribute to the solution of the problem using construction for hypothetical situations in present and past.</p> <p>A video in which the students act out in pairs a dialogue about asking and answering questions about opinion of life situation using hypothetical past and present constructions.</p> <p>A debate where the students expressing what they would generally do in specific situations and support their arguments using hypothetical language in present and past.</p>
<p>Technology, information, communication and learning.</p>	<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>	<p>The formal and informal use of English.</p>	<p>Identify and use phrasal verbs to express different ideas.</p>	<p>A classmate's interview written that contains phrasal verbs about the daily routine.</p> <p>A speaking conversation that contains phrasal verbs about the daily routine.</p> <p>A list of the phrasal verbs and their meaning found in a longer passage or article.</p>

Students will communicate, interact, and collaborate with others.	<p>Communication: interpersonal relationships. Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and school experiences.</p>	Collaborative work in class as a basis for the integration of the learning community.	Talking about activities in progress until now.	Expressing ideas or circumstances occurred in a certain point in the past and still happens in the present.	<p>A paragraph about the activities they have been doing for the last months.</p> <p>An oral conversation with a partner about the written paragraph.</p>
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</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>	Tense contrast.	Recognize the difference between actions that started and ended in the past at a specific time and activities that started in the past and continue until now or at any accurate time that might not be important.	<p>A list of events from the previous day.</p> <p>A presentation of a timeline about different experiences.</p>
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</p>	<p>The use of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas.</p>	Reporting what other people say.	Express and report what other people said.	<p>Make an interview to any person you want and then present the answers gotten during the interview to a classmate.</p> <p>Famous film quotes or lines from songs.</p> <p>Write these phrases on a piece of cardboard and stick them around the classroom walls.</p>



<p>Reading, writing, speaking & listening.</p>	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</p>	<p>The relevance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas.</p>	<p>Focusing on activities and objects.</p>	<p>Read instructive texts and describe actions and the object of a sentence emphasizing them rather than the subject.</p>	<p>A timeline about the discoveries and inventions done around the world by using the passive voice.</p> <p>A short paragraph using the passive voice to describe a process.</p> <p>A conversation written and acted out in pairs or small groups, students where they have to use the passive voice engage in a role-play scenario, which share information with their peers.</p>
<p>Reading, writing, speaking & listening.</p>	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</p>	<p>The function of the language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas.</p>	<p>Predicting the future.</p>	<p>Make predictions which might be certain or a possibility.</p>	<p>My future career (Project)</p> <p>Show a presentation about his/her plans for the next 10 years.</p> <p>Schedule plans. (Conversation)</p> <p>Write your plans and the person's name.</p>

7. DOSAGE OF ENGLISH V

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	TM* (30%)	Expected learning activities	Evidence of learning	IS* (70%)	%	Evaluation
Reading, writing, speaking & listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading for the writing production.</p> <p>The importance of reading to word with coherent arguments.</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>Expressing probability, concerns, obligations and prohibitions</p>	<p>The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools. The student effectively participates and collaborates on diverse teams.</p>	<p>– Express ideas and concepts through linguistic, mathematical or graphic representations.</p> <p>– He/she communicates in a second language on daily situations. – He/She shares points of view and considers others' opinions in a reflexive way.</p>	<p>1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>	3 hrs.	<p>Recognize and produce sentences about obligations, piece of advice, predictions and concerns in both oral and written forms, based on informative texts such as newspapers and science books.</p>	<p>A written text done in the Text processing which expressing their opinions, obligations, piece of advice, predictions and concern about a topic or issue in a specific article.</p>	6 hrs.	7%	Heteroevaluation Portfolio of evidence
									<p>A written text expressing his/her opinion about one of the classmate´s written.</p>			
									<p>An oral discussion expressing their opinions, obligations, piece of advice, predictions and concern about an issue.</p>	4%	Heteroevaluation Checklist	

* Teaching Mediation

** Independent Study

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	TM* (30%)	Expected learning activities	Evidence of learning	IS* (70%)	%	Evaluation				
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Talking about the chronology of past events.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	– Express ideas and concepts through linguistic, mathematical or graphic representations. -He/ She communicates in a second language on daily situations. – He/She deals with information and communication technologies in order to find information and express ideas	.1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11.Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	3 hrs.	Recognize and express ideas, an action or specific times in the past by using descriptive texts.	A short text done in the text processing, describing student's last vacation/weekend/holiday, using simple past sentences.	6 hrs.	3%	Heteroevaluation Checklist				
	The importance of reading for the writing production.	Argumentative text. The text as resource information and new ideas.							The student effectively participates and collaborates on diverse teams.						4%	Heteroevaluation Checklist
	The importance of reading to word with coherent arguments.														A video about a short conversation with a classmate about their activities done in the last vacations.	4%

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	TM* (30%)	Expected learning activities	Evidence of learning	IS* (70%)	%	Evaluation
Providing a point of view with reasonable opinions and the production of a text.	Students' rationale and opinion with based on an argument. The original perspective.	The argumentative writing. The original argumentative writing.	Suspicion and speculation.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools. The student effectively participates and collaborates on diverse teams.	<ul style="list-style-type: none"> - Express ideas and concepts through linguistic, mathematical or graphic representations. - He/ She communicates in a second language on daily situations. - He/ She shares points of view and considers others' opinions in a reflexive way. 	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	3 hrs.	Read narrative texts to identify and express what they would generally do in hypothetical situations in present and past. They can describe what they would have done or could have.	Written text obtained from a reading of the narrative text about a problem, the student has to describe what they would have done or could have for to contribute to the solution of the problem using construction for hypothetical situations in present and past.	6 hrs.	3%	Coevaluation Rubric
									A video in which the students act out in pairs a dialogue about asking and answering questions about opinion of life situation using hypothetical past and present constructions.		4%	Coevaluation Rubric
									A debate where the students expressing what they would generally do in specific situations and support their arguments.		4%	Coevaluation Heteroevaluation Rubric

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	TM* (30%)	Expected learning activities	Evidence of learning	IS* (70%)	%	Evaluation
Technology, information, communication and learning.	Technology and human development.	The impact of technology on human development	Ther formal and informal use of English.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	– Express ideas and concepts through linguistic, mathematical or graphic representations. – He/ She communicates in a second language on daily situations.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11.Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	3 hrs	Identify and use phrasal verbs to express different ideas.	A classmate's interview written that contains phrasal verbs about the daily routine.	6 hrs	7%	Heteroevaluation Portfolio of evidence
	Generation and responsible use of information for learning.	Responsible use of information							A list of the phrasal verbs and their meaning found in a longer passage or article			
	Web-based learning.	Learning and innovation in and from the web.							A spaking conversation that contains phrasal verbs about the daily routine.		4%	Heteroevaluation Check list
Creation of contents for learning. Use of technology to enhance web-based learning.	Use of technology to enhance web-based learning.	Programming to learn	The student effectively participates and collaborates on diverse teams.	– He/ She shares points of view and considers others' opinions in a reflexive way.								
	Students will communicate, interact, and collaborate with others.	Communication: interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and school experiences.	Collaborative work in class as a basis for the integration of the learning community.	Talking about activities in progress until now.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	The student effectively participates and collaborates on diverse teams.	– Express ideas and concepts through linguistic, mathematical or graphic representations. – He/ She communicates in a second language on daily situations. – He/ She shares points of view and considers others' opinions in a reflexive way.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11.Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	Expressing ideas or circumstances occurred in a certain point in the past and still happen in the present.	8 hrs	5%	Heteroevaluation Checklist
							4 hrs		An oral conversation with a partner about the written paragraph.	6%		Autoevaluation Rubric

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	TM* (30%)	Expected learning activities	Evidence of learning	IS* (70%)	%	Evaluation
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Tense contrast.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	– Express ideas and concepts through linguistic, mathematical or graphic representations. – He/ She communicates in a second language on daily situations.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.	4 hrs	Recognize the difference between actions that started and ended in the past at a specific time and activities that started in the past and continue until now or at any accurate time that might not be important.	A list of events from the previous day.	8 hrs	5%	Coevaluation Checklist
	The importance of reading for the writing production.	Argumentative text. The text as resource information and new ideas.		The student effectively participates and collaborates on diverse teams.	– He/ She deals with information and communication technologies in order to find information and express ideas.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.			A presentation of a timeline about different experiences		6%	Coevaluation Rubric
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice.	The use of language and grammar role in it.	Reporting what other people say.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	– Express ideas and concepts through linguistic, mathematical or graphic representations. – He/ She communicates in a second language on daily situations.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.	4 hrs	Express and report what other people said.	Make an interview to any person you want and then present the answers gotten during the interview to a classmate.	8 hrs	5%	Heteroevaluation Rubric
	The importance of reading for the writing production.	Argumentative text. The text as resource information and new ideas.		The student effectively participates and collaborates on diverse teams.	– He/ She shares points of view and considers others' opinions in a reflexive way.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.			Famous film quotes or lines from songs. Write these phrases on a piece of cardboard and stick them around the classroom walls.		6%	Heteroevaluation Rubric

Guiding Axis	Component	Content	Specific content	Competency	Specific Competency	Disciplinary Competency	TM* (30%)	Expected learning activities	Evidence of learning	IS* (70%)	%	Evaluation
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice.	The relevance of language and grammar role in it.	Focusing on activities and objects.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	– Express ideas and concepts through linguistic, mathematical or graphic representations.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.	4 hrs	Read instructive texts and describe actions and the object of a sentence emphasizing them rather than the subject.	A timeline about the discoveries and inventions done around the world by using the passive voice.	8 hrs	4%	Coevaluation Check list
	The importance of reading for the writing production.	Argumentative text. The text as resource information and new ideas.		The student effectively participates and collaborates on diverse teams.	– He/ She communicates in a second language on daily situations.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.			A short paragraph using the passive voice to describe a process.		3%	Coevaluation Check list
	The importance of reading to word with coherent arguments.				– He/ She shares points of view and considers others' opinions in a reflexive way.				A conversation written and acted out in pairs or small groups, students where they have to use the passive voice engage in a role-play scenario, which share information with their peers.		4%	Coevaluation Check list
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice.	The function of the language and grammar role in it.	Predicting the future.	The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	– Express ideas and concepts through linguistic, mathematical or graphic representations.	1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.	4 hrs	Make predictions which might be certain or a possibility.	My future career (Project)	8 hrs	12%	Heteroevaluation Rubric
	The importance of reading for the writing production.	Argumentative text. The text as resource information and new ideas.		The student effectively participates and collaborates on diverse teams.	– He/ She communicates in a second language on daily situations.	11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.			Show a presentation about his/her plans for the next 10 years. Schedule plans. (Conversation) Write your plans and the person's name.			



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 Science, Technology, Society and Values, Physics II, Integral Calculus; 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	Communication	Mathematics	Experimental Sciences	Human Sciences
Subject	English V	Integral Calculus	Physics II	Science, Technology, Society and Values
Content	-The importance of language and grammar role in it. -Argumentative text. -The text as resource information and new ideas.	Immediates. Integration by parts.	States of aggregation (States of matter)	Historicity.
Specific Content	Talking about the chronology of past events.	Antiderivative of the elemental functions (Algebraic and transcendental).	What is matter?	Development modes: Agrarian mode. Industrial mode. Informational and knowledge mode.
Learning Outcome	Recognize and express the idea that an action occurred before another action or specific time in the past, using descriptive texts.	Recognizes the definite integral meaning with the area below the curve.	Identify the characteristics of the matter.	Discerns how science and technology have influenced on the social coexistence and organizational changes.
Evidence of Learning	A short text done in the text processing, describing student's last vacation/weekend/holiday, using simple past sentences.	Complete a given integration table.	Write a report on a demonstrative practice on which the students observe the changes on the states of aggregation, specifying the temperature on which such changes occur.	Timeline to differentiate the production modes moments, specifying the science and technology surge.



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 /producto	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.

II. 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
Posters
Prints
Photos

Videos
Journals
Recorder

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 V SYLLABUS

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

Specific content: Expressing probability, concerns, obligations and prohibitions.

Activity. Establish rules for classroom. My behavior checklist for the week.

Directions: How are you behaving this week? The faces will tell you!

Monday	Tuesday	Wednesday	Thursday	Friday	Smile face Key
					😊 Great job
					🙂 Good job
					☹ Try harder

Class rules or behavior to work on

1. _____
2. _____
3. _____
4. _____
5. _____

Assessment instrument. Checklist

Item	Indicators	Meets performance	
		Yes	No
1	He/She masters the writing of sentences using the modal verbs of obligation.		
2	He/She identifies sentences where modal verbs of obligation are used.		
3	He/She knows how to specify the use of must, mustn't, have to and don't have to.		
4	The sentences he/ she writes are related to his/ her daily life.		
5	He/ She tries to elaborate conversations in English to communicate with others about his/ her prohibitions and obligations.		
6	Uses English to communicate with classmates in a school environment.		
7	He/She can say at least 2 sentences using modal verbs of obligation in front of the group.		
8	He/She speaks fluently in couples using the given vocabulary.		
9	He/She has an acceptable pronunciation.		
10	He/She tries to solve doubts by himself.		

Performance level	Evaluation of criteria	Number reference
Excellent	Ten shown criteria	10
Very good	Nine shown criteria	9
Good	Eight shown criteria	8
Regular	Seven shown criteria	7
Enough	Six shown criteria	6
Insufficient	Five shown criteria	5



Assessment instrument. Rubric for Evaluating Oral Expression¹

Subject: _____ SEMESTER: _____ GROUP: _____ DATE: _____
 STUDENT'S NAME: _____
 TEACHER'S NAME: _____
 TOPIC: _____
 Assignment score _____

RUBRIC FOR EVALUATING ORAL EXPRESSION IN ENGLISH					
	PERFORMANCE LEVELS				
CRITERIAS	Excellent (4= 10)	Good (3= 9 y 8)	Acceptable (2= 7 y 6)	Insufficient (1=5)	Points
FLUENCY (10%)	Expresses ideas smoothly and naturally without significant effort to find the appropriate expression.	Expresses ideas correctly with pauses that do not disrupt the message being conveyed.	Expresses with frequent hesitation, losing continuity in delivering the message.	Speaks with a slow and/or accelerated pace, constant pauses, resulting in a loss of natural expression.	
STRUCTURE (30%)	Speaks using correct grammatical structure (subjects, objects, verbs, articles, nouns, etc.) according to the topic being discussed.	The spoken texts used contain errors in grammatical structures that do not change the intention of the topic being discussed.	Most of the grammatical structures used in the spoken text are correct, and the intended message can be understood.	Does not use grammatical structures correctly, making it impossible to understand the intended message.	
VOCABULARY (20%)	Correctly uses all vocabulary covered in class and complements it with other words to reinforce the message.	Frequently uses vocabulary covered in class correctly and complements it with other words to reinforce the message.	Uses half of the vocabulary covered in class and does not complement it with new words to reinforce the message.	Uses very little or no vocabulary covered in class and does not complement it with new words to reinforce the message.	
PRONUNCIATION (20%)	Articulates all words properly with correct stress, intonation, and rhythm, expressing the message clearly.	Usually articulates all words properly with correct stress, intonation, and rhythm; The errors don't distort the message.	Articulates half of the words properly with correct stress, intonation, and rhythm; errors make the message confusing.	Expresses most words with errors in sound, stress, intonation, and rhythm; errors distort the message.	
VERB TENSE (20%)	Expresses ideas in the appropriate verb tense according to the topic and verb tense being studied in class. Accurate to the given context.	Frequently expresses ideas in the appropriate verb tense according to the topic and verb tense being studied in class. Accurate to the given context. Errors do not modify the objective of the message.	Occasionally expresses ideas in the appropriate verb tense according to the topic and verb tense being studied in class. Errors affect the objective of the message.	Rarely expresses ideas in the appropriate verb tense according to the topic and verb tense being studied in class. Errors modify the objective of the message.	
Total					

¹ This rubric can be used in all activities involving students' oral expression.



Digital Resources

Description	Type of material	Resource
This page let you to practice more about the Modal auxiliaries MUST/MUSTN´T SHOULD/ SHOULDN´T MAY/MIGHT.	https://elt.oup.com/student/solutions/elementary/grammar/grammar_05_022e?cc=mx&selLanguage=es https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice/modals-must-mustnt https://agendaweb.org/verbs/modals-may-might-execises.html	Web page
A guide that explains and describes in detail each of the Modal verbs.	https://www.eslbuzz.com/english-grammar-modal-verbs/	Web page
Description about the function of modal auxiliaries.	https://imgv2-1-f.scribdassets.com/img/document/536864417/original/20c37a9425/1663892426?v=1 https://www.mindmeister.com/es/1200259250/modal-verbs?fullscreen=1	Mental mapping Web page
Explain the use and function of the Modal auxiliary verbs	https://www.youtube.com/watch?v=POFFls0Uaio	Video

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

Specific content: Talking about the chronology of past events.

Activity: Simple Past



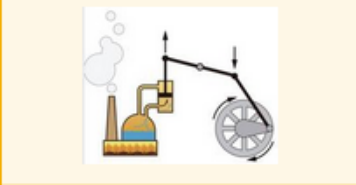



Directions:

- Make a Storyboard a timeline about the most important inventions in the world.
- Write the invention.
- Write the date.
- Write a brief description about the inventor and the invention.
- Draw a picture about the invention.

Example:

BUILD A TIMELINE

A HISTORY JOURNEY

<p>1ST CENTURY</p>  <p>The Chinese invented the first compass to guide navigators.</p>	<p>1440</p>  <p>Johannes Guttember creates the printing press. This helped the publication and distribution of more books.</p>	<p>1774</p>  <p>James Watt created the steam engine in 1774. His invention helped the development of more complex machines.</p>
<p>1854</p>  <p>Louis Pasteur discovered a method to eliminate bacteria from wine without ruining its flavor. This method was called pasteurization.</p>	<p>1915</p>  <p>John Logie Bard invented the television set. He made his first tests on a set that had two Nipkow disks.</p>	<p>2003</p>  <p>An international consortium of scientists from six countries deciphered the complete sequence of the human genome.</p>



Assessment Instrument. Rubric

Subject: _____ SEMESTER: _____ GROUP: _____ DATE: _____

STUDENT'S NAME: _____

TEACHER'S NAME: _____

TOPIC: _____

Assignment score _____

Criteria	Average	Exceptional	Admirable	Insufficient	Unacceptable
Content	50%	Appropriate details support main idea. Accurate and detailed information. Information adequately supports purpose of visual.	Most details support main idea. Accurate information for almost all subject matter. Information is mostly adequate and supportive of visual's purpose.	Few details support main idea. Lacking accurate information. Inadequate information is not clearly supportive of visual's purpose.	No details to support main idea. Information is not accurate. Information does not support the visual's purpose.
Focus	20%	Topic and title clear and easily identified. Main idea is clearly appropriate to the topic. All Illustrations complement purpose of visual.	Topic and title are mostly clear and easily identified. Main idea is appropriate to the topic. Most Illustrations complement purpose of visual.	Topic and title difficult to identify. Main idea is not clearly stated. Few Illustrations complement purpose of visual.	Topic and title are not clearly identified. No main idea. Illustrations do not complement purpose of visual.
Visual Appeal	20%	Outstanding use of color, design and space. Original and creative design. Overall design is pleasing and harmonious.	Adequate use of color, design and space. Design is adequate. Overall design is mostly pleasing and harmonious.	Inappropriate use of color, design, and space. Design lacks creativity. Lack of harmonious design and presentation	Little attempt to use color, design and space appropriately. Design is dull. Project has sloppy appearance.
Mechanics	10%	Free of grammatical errors. Words are legible and pertinent to the topic.	Mostly free of grammatical errors. Most words are legible and pertinent to the topic.	Frequent grammatical errors. Presentation is illegible and confusing.	Too frequent grammatical errors. Distractive elements make illustration ineffective.



Digital Resources

Description	Type of material	Resource
This page explains the correct way to use simple past tense.	https://www.britishcouncil.org.mx/blog/past-simple	Web page
This page provides an exercise to practice simple past tense.	https://www.perfect-english-grammar.com/past-simple-exercise-8.html	Web page
This page provides a wide description of features found on descriptive texts.	https://www.monash.edu/student-academic-success/improve-your-academic-english/the-language-of/describing-things,-actions-and-events/descriptive-writing-language-features	Web page
Shows tips on how to form a descriptive text in a practical way.	https://www.youtube.com/watch?v=9c4or0Nl5Fs	Video



Guiding Axis 3. Providing a point of view with reasonable opinions and the production of a text.

Specific content: Suspicion and speculation.

Activity. Modals of Deduction and Speculation Exercise

Answer this exercise on modals of deduction and speculation.

1. Their shop is easy to locate. It's right around the corner. She ____ miss it!

- a. might
- b. can't
- c. must

2. Chris's things are still here so he ____ gone home.

- a. shouldn't have
- b. might have
- c. can't have

3. What a great show! They ____ go on a world tour.

- a. can't
- b. might
- c. must

4. She can't remember the suspect's face. But she ____ seen a distinguishing feature.

- a. couldn't have
- b. must have
- c. may have

5. It ____ be sugar-free. It has ice cream in it.

- a. can't
- b. may not
- c. must

6. Clara and Laura weren't replying to my chat messages. Maybe they went to the movies or they ____ gone to a spa.

- a. might have
- b. couldn't have
- c. must have

7. Anthony is very stressed out lately. I am not sure but he ____ gone on vacation.

- a. can't have

- b. might have
- c. must have

8. Your sisters tell different versions of what happened. One of them ____ be lying.

- a. must
- b. may
- c. could

9. I ____ known about this faulty wiring. I would have noticed it.

- a. couldn't have
- b. must have
- c. might have

10. Look at this piece of art. Maybe it's Monet or it ____ be Van Gogh.

- a. would
- b. could
- c. couldn't

Assessment instrument. Rubric to check the communicative abilities of English.

Competency: The student communicates in a foreign language (English) through a logic speech, oral or written, according to the communicative situation.

Communicative ability	Excellent (4 = 10)	Good (3 = 9 y 8)	Regular (2 = 7 y 6)	Insufficient (1 = 5)	Points
Writing	They write sentences in English, using the corresponding grammar of the content; expressing what they would generally do in hypothetical situations in present and past, they write what they would have done or could have happened differently depending on the circumstances, without using the dictionary.	They write sentences in English, using the corresponding grammar of the content; expressing what they would generally do in hypothetical situations in present and past, they write what they would have done or could have happened differently depending on the circumstances, with the use of the dictionary.	They write sentences in English, using the corresponding grammar of the content; expressing what they would generally do in hypothetical situations in present and past, they write what they would have done or could have happened differently depending on the circumstances, with the use of the dictionary and guided by the teacher.	They write sentences in English, with grammar mistakes, even with the use of the dictionary and guided by the teacher.	

Digital Resources

Description	Type of material	Resource
This page provides information, examples and exercises about third conditional.	https://global-exam.com/blog/es/gramatica-en-ingles-tercer-condicional-reglas-ejemplos-de-uso-y-ejercicios/	Web page
This page provides further information and examples about third conditional.	https://madridingles.net/10-ejemplos-del-tercer-condicional/	Web page
This blog shows concrete information and example about third conditional.	https://iticenglish.blogspot.com/p/the-third-conditional.html	Blog
Shows third conditional features in a simple way.	https://www.youtube.com/watch?v=UO2op3sVQ5E	Video



Guiding Axis 4. Technology, information, communication and learning.

Specific content: The formal and informal use of English.

Activity. Informal and formal language

Name: _____		
Informal vs Formal		
Directions: When do we use informal language? When do we use formal language? Look at the activities below. Think about the setting and who is involved. Write if the activity would use formal or informal language.		
write a shopping list 1) _____	phone a friend 2) _____	write a book report 3) _____
explain a procedure 4) _____	phone call to the bank 5) _____	e-mail a family member 6) _____
write a letter to a business 7) _____	give instructions 8) _____	write a message 9) _____
share a joke with a friend 10) _____	meet your friend's parents 11) _____	made a speech 12) _____
leave a phone message at the doctor's 13) _____	apply for a job 14) _____	write in a journal 15) _____



Assessment Instrument. Checklist

Quality items		Register		Checks
		Yes	No	
1	The student uses phrasal verbs.			
2	The grammar is correct.			
3	The student translates the sentences into Spanish, correctly.			
4	The meaning of the sentences is appropriate to the context.			
5	The presentation of the activity is correct.			
Total				

Digital Resources

Description	Type of material	Resource
This blog shows wide information about phrasal verbs.	https://www.britishcouncil.org.mx/blog/phrasal-verbs	Web page/ Blog
Glossary with most common phrasal verbs.	https://www.astex.es/phrasal-verbs-list/	Web page
Shows several phrasal verbs exercises.	https://www.mansioningles.com/phrasal_verbs/phrasal_verbs01.htm	Web page
Shows phrasal verbs features in a simple way.	https://www.youtube.com/watch?v=EAAyzMvUNSO	Video

Guiding Axis 5. Students will communicate, interact, and collaborate with others.

Specific content: Talking about activities in progress until now.

Activity: Present Perfect Continuous

Directions: Look at the example and write the missing information according to the pictures which are about the activities that the student has been doing for the last month.

Subject: _____ SEMESTER: _____ GROUP: _____ DATE: _____

STUDENT'S NAME: _____

TEACHER'S NAME: _____

TOPIC: _____

Assignment score _____



Hi, Carlos! What have you been doing last month?



take driving lessons



Hello, Tomas! I **have been** taking driving lessons?



Hi, Sam! What have you been doing last month?



Practice the guitar



Hello, Carlos! I **have been** _____ ?



Hi, Tom! What have you been doing last month?



paint



Hello, Pedro! I _____ ?



Hi, Sammy! What have you been doing last month?



Play basketball



Hello, Jhonny! _____



Hi, Sammy! _____



cook



Hello, Jhonny! _____ ?



Assessment Instrument. Checklist

PROYECT: A paragraph about the activities that the student have been doing for the last month

Subject: _____ SEMESTER: _____ GROUP: _____ DATE: _____

STUDENT'S NAME: _____

TEACHER'S NAME: _____

TOPIC: _____

Assignment score _____

Disciplinary competency

- 1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.
- 11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

Generic competency- Attribute.

- Express ideas and concepts through linguistic, mathematical or graphic representations.
- He/she communicates in a second language on daily situations.
- He/She deals with information and communication technologies in order to find information and express ideas.

Specific content:

Tense contrast (Past Simple Tenses / Present Perfect Simple) Talking about activities in progress until now. Present Perfect Continuous

Quality items	Verifications				Comments
	Ye s	N o	Value %	Accomplis hed value	
The paragraph					
Does it contain the correct grammatical structure in English using the Past Simple Tenses / Present Perfect Simple?			3		
Does the text contain activities carried out in the professional module that the student is currently studying?			2		
Is this presented in an electronic medium in a cell phone application or computer program?			1		
Does it contain images or photographs consistent with the text?			2		
Can the voice of the students on the team be heard clearly and in English, explaining their timeline?			2		
Total			10		

SIGNATURE OF COMMON AGREEMENT

STUDENT

TEACHER



Digital Resources

Description	Type of material	Resource
This page shows a wide explanation of present perfect tense.	https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/present-perfect/#:~:text=El%20%22present%20perfect%22%20se%20utiliza,1984%20(%3D%20todav%C3%ADa%20vivo%20all%C3%AD.)	Web page
This page shows several examples of present perfect tense.	https://es.learniv.com/info/es/tiempos/10-oraciones-en-presente-perfecto/	Image/ Web page
Shows present perfect exercises.	https://www.curso-ingles.com/practicar/ejercicios/present-perfect	Web page
Shows the present perfect features in a simple way.	https://www.youtube.com/watch?v=6ATj9Do_RL8	Video



Guiding Axis 6. Reading, writing, speaking & listening.

Specific content: Tense contrast.

Activity. Present Perfect or Past Simple

Directions: Choose the present perfect or past simple.

1. I _____ (never / go) to Vienna.
2. My great great grandfather _____ (have) five sisters
3. He _____ (live) in Manila for a year when he was a student.
4. Oh no! I _____ (lose) my wallet!
5. _____ (you / see) Julie today?
6. At the weekend, they _____ (play) football, then they _____ (go) to a restaurant.
7. I _____ (read) six books this week.
8. Amy _____ (live) in Portugal when she was young.
9. She _____ (visit) her grandmother last month.
10. The Vandals _____ (invade) Rome in the year 455.
11. She _____ (live) in seven different countries, so she knows a lot about different cultures.
12. I _____ (go) to the cinema last night.
13. Ow! I _____ (cut) my finger!
14. _____ (you / see) 'The King's Speech'?
15. John _____ (never / understand) the present perfect.
16. She _____ (break) her leg the day before her exam.
17. We _____ (see) Oliver yesterday.
18. He _____ (be) here all morning.
19. They _____ (live) here for many years (and they still do).
20. King Henry the Eighth of England _____ (have) six wives.



**Assessment Instrument. Rubrics
Option A**

RUBRIC FOR EVALUATE THE TIMELINE				
Student´s name: _____				
Category	Outstanding	Noteworthy	Approved	Insufficient
Dates	An accurate and complete date has been included for each event.	An accurate and complete date has been included for almost every event.	A precise date has been included for almost every event.	The dates are incorrect and/or some events are missing.
Content / Facts	Facts are accurate for all reported events	The facts are accurate for almost all reported events	Facts are accurate for the majority (75%) of reported events	Facts are often incorrect for the events reported.
Knowledge of content	The student can accurately describe 75% or more the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% or more the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of the two events occurred first.	The student cannot use the timeline effectively to describe or compare two events.
Resources	The timeline contains at least 8-10 events related to the topic being studied.	The timeline contains at least 6-7 events related to the topic being studied.	The timeline contains at least 5 events related to the topic being studied.	The timeline contains less than 5 events.
Spelling and capitalization	The spelling and use of capital letter was checked by another student and is correct in all instances.	Spelling and capitalization were checked by another student and is mostly correct	Spelling and capitalization are mostly correct but was not checked by another student.	There were many spelling and capitalization errors.
Use of time	Class time was used to work on the project. The conversations were not harmful but focused on work.	Class time was used to work on the project most of time. The conversations were not harmful but focused on work.	Class time was used to work on the project most of time, but the conversations were harmful or not were focused on the work.	The student did not use the class time to work on the Project and/or was highly undisciplined.



**Assessment Instrument. Rubrics
Option B**

category	4	3	2	1
Quality of content	Included events are important and interesting. No major details are excluded.	Most of the included events are important or interesting. One or two major events may be missing.	Some events included are trivial, and major events are missing.	Many major events are excluded, and too many trivial events are included.
Quantity of facts	The timeline contains at least 8–10 events related to the topic being studied.	The timeline contains at least 6–7 events related to the topic being studied.	The timeline contains at least 5 events related to the topic being studied.	The timeline contains fewer than 5 events.
Accuracy of content	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most (~75%) of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Sequence of content	Events are placed in proper order.	Almost all events are placed in proper order.	Most (~75%) of the events are placed in proper order.	Most events are incorrectly placed on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate or missing for several events
Sentence fluency	Events are clearly described using accurate and vivid language	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate.	Events are described using vague language or inaccurate information
Mechanics	Punctuation, spelling and capitalization were checked by another student and are correct throughout.	Punctuation, spelling and capitalization were checked by another student and are mostly correct.	Punctuation, spelling, and capitalization are mostly correct, but were not checked by another student.	There are many punctuation, spelling, and capitalization errors.



Assessment Instrument. Checklist

Subject: _____ SEMESTER: _____ GROUP: _____ DATE: _____
 STUDENT'S NAME: _____
 TEACHER'S NAME: _____
 TOPIC: _____
 Assignment score _____

Disciplinary competency

1. Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. 11.
 Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

Generic competency- Attribute.

- Express ideas and concepts through linguistic, mathematical or graphic representations.
- He/she communicates in a second language on daily situations.
- He/She deals with information and communication technologies in order to find information and express ideas.

Specific content:

Tense contrast (Past Simple Tenses / Present Perfect Simple)

Quality items	Verifications				Comments
	Yes	No	Value %	Accomplished value	
Timeline					
Does it contain the correct grammatical structure in English using the Past Simple Tenses / Present Perfect Simple?			3		
Does the text contain activities carried out in the professional module that the student is currently studying?			2		
Is this presented in an electronic medium in a cell phone application or computer program?			1		
Does it contain images or photographs consistent with the text?			2		
Can the voice of the students on the team be heard clearly and in English, explaining their timeline?			2		
Total			10		

SIGNATURE OF COMMON AGREEMENT

STUDENT

TEACHER



Digital Resources

Description	Type of material	Resource
<p>Past Perfect Exercise 1</p> <p>This past perfect exercise practises making the positive and negative forms of the tense.</p>	<p>https://www.perfect-english-grammar.com/past-perfect-exercise-1.html</p>	Web page
<p>Present perfect Exercises: present perfect simple.</p>	<p>https://agendaweb.org/exercises/verbs/present-perfect/exercise-1.htm</p>	Web page
<p>Exercise on Past Perfect Simple</p>	<p>https://www.ego4u.com/en/cram-up/grammar/past-perfect-simple/exercises</p>	Web page
<p>Present Perfect Simple</p> <p>The Present Perfect Simple is used, if an action happened in the past and there is a connection to the present. This action has just stopped or is still going on. There's no exact time expressed when the action happened.</p>	<p>https://www.english-4u.de/en/grammar/present-perfect-simple.htm</p>	Web page



Guiding Axis 7. Reading, writing, speaking & listening.

Specific content: Reporting what other people say.

Activity. Reported Speech

Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

1. He said, "I like this song."
He said _____
2. "Where is your sister?" she asked me.
She asked me _____
3. "I don't speak Italian," she said.
She said _____
4. "Say hello to Jim," they said.
They asked me _____
5. "The film began at seven o'clock," he said.
He said _____
6. "Don't play on the grass, boys," she said.
She told the boys _____
7. "Where have you spent your money?" she asked him.
She asked him. _____
8. "I never make mistakes," he said.
He said _____
9. "Does she know Robert?" he wanted to know.
He wanted to know _____
10. "Don't try this at home," the stuntman told the audience.
The stuntman advised the audience _____

Assessment Instrument. Checklist

Quality items	Verifications				Comments
	Yes	No	Value %	Accomplished value	
Reported Speech					
Does the reported speech contain the correct grammatical structure in English, using the Past Simple Tense?			4		
Does the sentences (reported speech) have the correct use of the verbs in past tense?			3		
Do the sentences, in reported speech, are identified as a request, a statement or a question?			3		
Total			10		



Assessment Instrument. Rubric for assessing an interview

CRITERIA	4 PROFICIENT	3 ADVANCED	2 FAIR	1 REVISE CAREFULLY
Greetings	The interviewer greets and addresses the interviewee politely in a very effective way.	The interviewer greets and addresses the interviewee naturally and politely.	The interviewer greets and addresses the interviewee naturally and politely enough.	The interviewer does not greet or address the interviewee naturally or politely enough
Introduction	The interviewer fully introduces the topic of the interview and the interviewee and provides the audience with the all necessary information.	The interviewer briefly introduces the topic of the interview and the interviewee.	The interviewer briefly introduces the topic of the interview and the interviewee but does not provide the audience with the all necessary information.	The interviewer does not introduce the topic of the interview or the interviewee.
Questions made	The questions made perfectly match the various aspects of the topic of the interview.	The questions made match the various aspects of the topic of the interview.	The questions made fairly match the various aspects of the topic of the interview.	The questions made do not match the various aspects of the topics of the interview.
Interviewer's attitude	All along the interview, the interviewer looks at the interviewee; he/she speaks soundly, with good pronunciation and without fillers or wildcard words.	The interviewer mostly looks at the interviewee; he/she speaks soundly with good pronunciation and without fillers or wildcard words.	The interviewer sometimes looks at the interviewee; he/she speaks soundly enough, but sometimes he/she is not easy to understand and he/she uses fillers or wildcard words.	The interviewer scarcely looks at the interviewee; he/she does not speak soundly, and/or is not understood. He/she uses lots of fillers or wildcard words.

Digital Resources

Description	Type of material	Resource
Reported speech Reporting and summarizing When we want to report what people say, we don't usually try to report their exact words.	https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/reported-speech	Web page
Reported Speech Exercise 1	https://www.perfect-english-grammar.com/reported-speech-exercise-1.html	Web page
Indirect Speech – Reported Speech	https://test-english.com/grammar-points/b1/reported-speech-indirect-speech/	Web page
Exercise on Reported Speech	https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10	Web page

Guiding Axis 8. Reading, writing, speaking & listening.

Specific content: Focusing on activities and objects.

Activity: Timeline

Directions: Look at the images (discoveries and inventions). Locate the years and write sentences as the given example.

Thomas Edison invented the light bulb. The light bulb ... 1879

The Wright Brothers invented airplanes. Airplanes ... 1903

Gottlieb Daimler invented motorcycle. Motorcycle ... 1885

Alexander Graham Bell invented the telephone. The telephone ... 1876

Fleming discovered penicillin. Penicillin ... 1928

Columbus discovered America. America ... 1492

Assessment Instrument. Checklist

	Criteria	Achieved	Not achieved	Notes
1	Shows interest into learning new topics and make a click with his/her environment.			
2	Participates and collaborates in the activities proposed by the teacher.			
3	Feels motivated by the teacher.			
4	Identifies previously learned vocabulary.			
5	Identifies correctly sentences in passive voice.			
6	Uses passive voice to describe processes.			
7	Expresses ideas coherently. Uses adequate vocabulary and expresses fluently.			
8	Identifies keywords in text to recognize what is it about.			
9	Expresses doubts or concerns about the new topic.			
10	Cooperates in resolutions of doubts of his/her own and from partners.			



Digital Resources

Description	Type of material	Resource
Inventions and Discoveries	https://www.liveworksheets.com/w/en/english-second-language-esl/1843469	Web page
British English: Discoveries and inventions – worksheet	https://www.onestopenenglish.com/british-english-discoveries-and-inventions-worksheet/149852.article	Web page
Famous Scientists and their inventions	https://youtu.be/1ng2vBvb7Dg?si=sNbLtA3BRA67ajfa	Video
Inventors and their inventions Part-1.		

Guiding Axis 9. Reading, writing, speaking & listening.

Specific content: Predicting the future.

Activity: Find someone who...

Directions. The students fill the next checklist with the names of those students who are going to do the mentioned activities. On the second space, students will write the full sentence.

Find someone who...	Name	Sentence
... is going to play Nintendo tonight.	Fernando.	Fernando is going to play Nintendo tonight.
... is going to watch tv tonight.		
... is going on holiday next month.		
... is going to play a sport today.		
... is going to meet a friend tomorrow.		
... is going shopping today.		
... is going to the movies next weekend.		
... is going to bed late tonight.		
... is going to have dinner at home this evening.		
... is going to get a haircut this week.		
... is going to study English tomorrow.		



Assessment instrument: Checklist/Find someone who...

Evaluation criteria		Achived	Not achived	Observations
1	Shows interest into learning new topics making a connection with environment.			
2	Participates and collaborates in activities proposed by the teacher.			
3	Feels motivation from the teacher every moment.			
4	Identifies previous learnt vocabulary.			
5	Shows collaboration and is participative in activities.			
6	Pronounces correctly.			
7	Expresses ideas with coherence. Uses adequate vocabulary and expresses fluently.			
8	Identifies keywords in texts to recognize what they are about.			
9	Expresses doubts about the new topic.			
10	Cooperates in resolution of doubts of his own and his partners.			

Assessment Instrument. Rubric

PROYECT: "My Life Project, a presentation about his/her plans for the next 10 years"

Subject: _____ SEMESTER: _____ GROUP: _____ DATE: _____

STUDENT'S NAME: _____

TEACHER 'S NAME: _____

TOPIC: _____

Assignment score _____

RUBRIC FOR EVALUATING THE PROYECT "MY LIFE PROYECT". A PRESENTATION					
CRITERIA	PERFORMANCE LEVELS				Points
	Excellent (4= 10)	Good (3= 9 y 8)	Acceptable (2= 7 y 6)	Insufficient (1=5)	
Technological Product elaborated	The presentation is elaborated in a software or electronic application. The voice sound is clear and volume easy to hear. It shows a high level of visual quality.	The presentation is elaborated in a software or electronic application. It has minimal difficulties in the voice sound to be heard clearly and with volume. It shows good visual quality.	The presentation is elaborated in a software or electronic application. It has high difficulties in the voice sound to be heard clearly and with volume. Some items may be inaccurate or of low visual quality	The presentation is not elaborated in a software or electronic application. It has high difficulties in the voice sound to be heard clearly and with volume. It shows low visual quality.	
Content Cover/ predictions /plans / images.	The information is presented in an organized, clear, and concise manner. The cover contains in the following order, the full name of the institution, the name of the work (My life project), an image related to the theme, the student's name, the teacher's name, and the date of the day indicated for delivery, without spelling errors. Describes in writing and	Most items are accurate. The cover contains some inconsistencies in the order of the content starting with the full name of the institution, the name of the work (My life project), an image related to the theme, the student's name, the teacher's name, and the date of the day indicated for delivery, presents some spelling errors.	Most of the required data is presented correctly. The cover contains some inconsistencies, but most are in the indicated order starting with the full name of the institution, the name of the work (My life project), an image related to the theme, the student's name, the teacher's name, and the date of the day indicated for delivery, it has several spelling errors.	The items are incomplete and poorly integrated. The cover lacks most of the following information: full name of the institution, name of the work (My life project), an image related to the theme, the student's name, the teacher's name, and the date of the day indicated for delivery. Most of the required data is missing or incorrect. The information is	



	verbally what he/she wants to achieve, prediction his/her future in the professional field in 10 years. Expresses in four sentences the profession where he/she will work, the place where he/she will work and what position he/she will have, and what salary he/she will have. Using the auxiliary Will. Describes in writing and verbally his/her plans for the future, about his/her academic studies, family, health, and economic plans. Through a minimum of six sentences. or a maximum of ten sentences. Using the idiomatic future going to. It contains an image for each of the predictions and plans, images according to each text.	The written and verbal description has slight errors in its predictions of his/her future in the professional field in 10 years. Expresses in four sentences the profession where he will work, what position he/she will have, the place where he/she will work and what salary he/she will have. Using the auxiliary Will. Describes in writing and verbally his/her plans for the future, about his/her academic studies, family, health, and economic plans. It slight errors. Through a minimum of six sentences or a maximum of 10 sentences. Using the idiomatic future going to. Some predictions or written plans lacks its image, images according to each text.	The written and verbal description has slight errors in its predictions of his/her future in the professional field in 10 years. Expresses in four sentences the profession where he will work, what position he will have, the place where he/she will work and what salary he will have. Using the auxiliary Will. Despite the errors, it is possible to understand the message intended to be conveyed. Describes in writing and verbally his/her plans for the future, about his/her academic studies, family, health, and economic plans. It has slight errors. Through a minimum of five sentences. Using the idiomatic future going to. Most of the written predictions and plans contain an image, images according to each text.	confusing or non-existent.	
Structure and verb Tense Will/going to	The written and spoken text has the correct grammatical structure (subjects, objects, verbs, articles, nouns, etc.) and the verb tense correctly. Will/ be going to.	The written and spoken text has some errors in grammatical structures and the verb tense correctly, will/ going to, but do not change the intention of the text.	Most of the grammatical structures of the written and spoken text are correct and is possible to understand the message intended to be conveyed.	Does not use grammatical structures and verb tense correctly, so it is not possible to understand the message intended to be conveyed.	
Vocabulary	The vocabulary seen in class is used correctly and complemented with other words to reinforce the message.	Most the vocabulary seen in class is used correctly and complemented with other words to reinforce the message.	Half the vocabulary seen in class is used correctly and complemented with other words to reinforce the message.	Uses little or no vocabulary seen in classes and does not complement with other words to reinforce the message.	
Pronunciation	Articulates the sound of all words correctly, with correct accentuation	Usually articulates the sound of all words correctly, with correct accentuation. The errors do not distort the message.	Half of the words articulate the sound and accentuation correctly; The errors make the message confusing.	Most of the words are expressed with sound errors, accentuation errors. The errors distort of the message.	
Attitude Compliance with Rules and instructions	Completes all activities on time and as requested. Completes all activities on time and as requested. Conducts themselves with an attitude of respect, solidarity, and responsibility in all activities. Submits the presentation on the indicated date.	Their participation partially meets the following conditions. Completes all activities on time and as requested. Conducts themselves with an attitude of respect, solidarity, and responsibility in all activities. Submits the presentation on the indicated date.	Most of the time, completes the assigned activities on time. Most of the time, conducts themselves with an attitude of respect, solidarity, and responsibility in the assigned activities. When they fail due to a bad attitude or misbehavior, they express reflection, acknowledge their actions, and practice self-regulation to prevent recurrence. Submits the presentation on the indicated date.	Completes less than 60% of the activities on time and as requested. Shows disrespectful, unsupportive, and irresponsible attitudes frequently in the activities completed. Expresses not acknowledging their bad actions. Does not submit the presentation on the indicated date.	
Total					



Digital Resources

Description	Type of material	Resource
Probability Possibility We use may, might and could to say that something is possible, but not certain.	https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/probability	Web page
Will/ May/ Might Modals	https://phoneenglish.es/blog/2017/09/modals-might-may-will-probably/	Web page
The Super Easy Way to Learn Modal Verb in English Types of Modal Verbs	https://youtu.be/Nk9nQwoCFig?si=qpvjldZ88TrT3zw	Video
Use going to	https://dictionary.cambridge.org/grammar/british-grammar/future-be-going-to-i-am-going-to-work	Web page

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