



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

**DISCIPLINE  
COMMUNICATION**

**TECHNOLOGY HIGH SCHOOL**

**ENGLISH II**

Clave 322202-17DB

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# 1. Presentation

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

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

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

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

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

Because of this, High School Education must overthrow the disconnection with the curriculum, school and students, since it could lead to educational problems such as low results, failures and school dropouts.

As a result, it is necessary to understand firstly young people have different learning

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

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

Curriculum and syllabus suffered a transformation in the Integral Reform of High School Education in Mexico is known as (RIEMS) to fulfill its original rationale; however, the results of national and international evaluations show that the endeavored has not been sufficient and that progress has not been made in the development of core competences which are fundamental for the development of people and society.

Therefore, Public Education Department, through the Deputy of High School Education, proposed to modify the syllabus basic training component of General and Technological Baccalaureate in all disciplinary fields that forms the HSE curriculum.

The work was carried out based on an integral and cross-disciplinary vision, implied of this continuum in opposition to the disjunction with traditionally approach. Students are in the center of the educational activities with a Learning Network ("Key Learning Points") set up for each field of discipline. This network operates in the classroom through a Learning Community in which the change of roles is fundamental: to pass from a passive student to a proactive one and with critical thinking; and from an instructor teacher to one that is a "learning guide."

This change is vital because students learn better, when they are engaged; this doesn't happen, when lessons are centered, mainly, when the teacher take the word and students and do not receive feedback from students and they became passive.

Another factor to consider is subject and content transformation allows the connection with school and young people real world development.

It is important to mention, the Public Education Department in the national consultation process the Collegiate Teacher Academies throughout the country attended to the call,

and all the experiences, observations, and recommendations from the academy were for the New High School Education Curriculum designing.

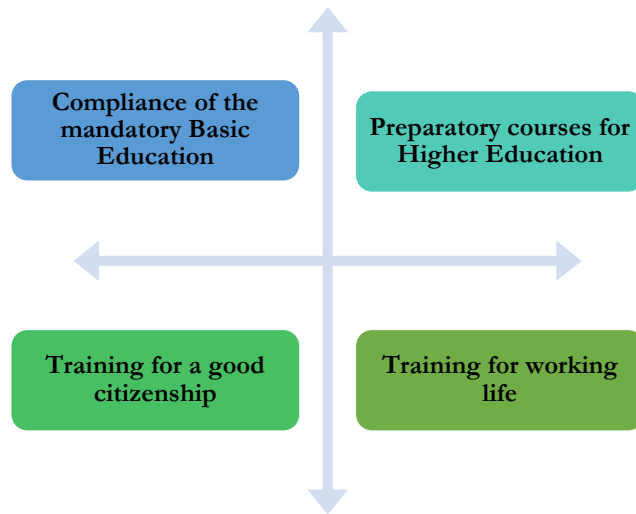
The world consensus indicates the purpose of education is not only to memorize curricular content, but, also students have to develop “soft skills” to set goals and achieve them. They must be instructed in such way they “can learn to learn”, to think critically, to act and to live with others to achieve significant challenges, regardless of the area of knowledge they are studying (Prensky, 2013).

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

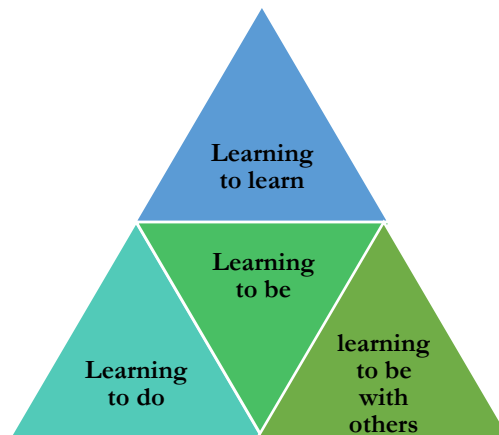
Several authors have devoted many pages to listing the skills, and abilities they must develop to respond to the challenges of the present. In this sense, they coincide in need to promote collaboration, creativity, communication, entrepreneurial spirit, problem-solving skills, social responsibility,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

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

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



4 functions of the HSE



4 purposes of the HSE

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

## 2. Introduction

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

English as a foreign language will allow students to insert themselves in different educational and work environments that will improve their quality of life, so this syllabus offers an overview of the English II course at High School level considering the following aspects:

1. Prior knowledge in A1 English level according to the Common European Framework.
2. The general performance expectations stated by the level A2 of the Common European Framework.
3. A special focus on writing and reading skills to enhance metacognitive abilities
4. The amount of time available to comply the objectives

The English II syllabus is designed to help students develop the four language skills (Reading, writing, speaking and listening), based in topics stated by the level A2 of the Common European Framework.

According to the new Educational Model, the level A2 goals have been divided to be part of the English II and III courses for the students to reactivate previous knowledge and obtain what they need in order to express themselves using different elements of grammar, vocabulary, and specific contents that will help them communicate in different situations.




The structural content will help teachers to develop the expected learning of the English level A2 program. To achieve this goal, it is necessary to systematize teacher planning. This document contains the relevant information to achieve the objectives for the new Educational Model of High School.



### 3. Content organization

English II is part of the disciplinary field of Communication. It is a second semester subject in General High School. It has 3 hours a week; according to the Secretary Agreement 653, published in the Official Diary of the Federation on September 4<sup>th</sup>, 2012.

Curriculum Structure of the Technological High school					
1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Algebra 4 hours	Geometry and Trigonometry 4 horas	Analytic Geometry 4 hours	Differential calculus 4 hours	Integral calculus 5 hours	Probability and Statistics 5 hours
English I 3 hours	English II 3 hours	English III 3 hours	English IV 3 hours	English V 5 hours	Philosophy topics 5 hours
Chemistry I 4 hours	Chemistry II 4 hours	Biology 4 hours	Physics I 4 hours	Physics II 4 hours	Propaedeutic subject* (1-12)** 5 hours
Technology of the Information and Communication 3 hours	Reading, Oral and Written expression II 4 hours	Ethics 4 hours	Ecology 4 hours	Science, Technology, Society and Values 4 hours	Propaedeutic subject* (1-12)** 5 hours
Logic 4 hours	Module I 17 hours	Module II 17 hours	Module III 17 hours	Module IV 12 hours	Module V 12 hours
Reading, Oral and Written expression 4 hours					
Preparatory areas					
Physics and Mathematics	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. Topics of contemporary biology 9. Topics of health science		10. Social science topics 11. Literature 12. History

 Basic training component     
  Propaedeutic component     
 training     
  Professional component     
 training

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

## 4. 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.

## 5. Purpose of the English II Syllabus

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

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

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

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

## 6. Scopes of the Graduate Profile to Contribute to the English II Syllabus

LANGUAGE AND COMMUNICATION
The students express themselves clearly in English in oral and written form. They identify the main ideas in a text or in an oral speech, and infers conclusions from them, the students get and recognize information and communicate efficiently. They communicate themselves fluently and naturally.
SOCIOEMOTIONAL SKILLS AND LIFE PROJECT
The student is aware of them and determined; he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and recognizes the necessity asking for support. They can build a living project with personal goals. They establish goals and seek to take advantage of their options and resources. They make decisions that give him/her current comfort, opportunities, and he/she knows how to deal with future risks.
COLLABORATION AND TEAMWORK

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

#### DIGITAL SKILLS

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

## 7. Curriculum Content

Six elements of curricular organization have been considered in the design of the study programs of the disciplinary field of Communication with the purpose of promoting the depth of student learning; of avoiding different curricular formats; of favoring inter-subject relationships and of bettering guidance of the teaching practice:

### Content structure

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

The following table describes the contents teachers must include in the lesson plans to achieve, by the end of the course, an A2 level of English. The table includes proposals of evidence of learning that teachers should use as part of their course design.

## 8. Content English II table

English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Students communicate, produce, interact, and collaborate with others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields).	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	<p>Collaborative work in classroom as a basis for the integration of the learning community.</p>	<p>How do I ask for the products I need in different situations?</p>	<p>Activation of previous knowledge.</p> <p>To ask for the correct amount in many products in different contexts.</p>	<p>Write a conversation between a shop assistant and a customer.</p>
Reading, writing, speaking and listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to writing in based argument.</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas</p>	<p>Describing my daily routine</p>	<p>To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)</p>	<p>A presentation with graphic support where the student describes his activities and those of a relative.</p>

English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Explain their point of view for producing a text	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	<p>The argumentative writing.</p> <p>The original argumentative writing.</p>	Using the book as a tool for writing	To provide simple arguments about a text.	Write and answer questions about a text
Technology, information, communication and learning.	<p>Technology and human development.</p> <p>Creation and responsible usage of the information for learning.</p> <p>Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web-based learning.</p>	<p>The impact of technology on human development.</p> <p>Responsible use of information.</p> <p>Learning and innovation.</p> <p>In and from the web.</p> <p>Programming to learn.</p>	Using technology to develop in XXI century skills.	To give orders or instructions in different contexts. (Imperatives, action verbs).	<p>How to start a blog</p> <p>How to make a videoconference</p> <p>How to use an electronic device.</p>
Students communicate, interact, and collaborate with	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	Talk about personal actions that happened before now. (Past simple)	Asking and answering questions about events and activities in the past.	A personal interview of activities in the past

English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields)				Referring to the time when an event happens.  Talking about the places one stayed at some time before.	A short story based on verbal and visual prompts  A paragraph about a place one visited in the past.
Reading, speaking and listening, writing, and	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the idea that something existed somewhere. (Singular and plural). (There was / there were)	To state where things have been found based on what they saw.  To express the quantity of something in past.  To describe what the characteristics of a place were like in the past.	A list of things they remember they saw at a certain place.  Descriptions using how many in past tense.  A dialogue where they describe how a place was and all the things it had.
Reading, speaking and listening, writing, and	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing others in past tense as a way to report a fact or an event. (descriptions in past)	To get information about other people using the (Wh-questions in past).	Write questions for an interview with a death famous character

English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Students communicate, interact, and collaborate with others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields).	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing situations that were happening in the past to show that something continued for some time (past continuous)	To communicate the specific situations of your school or relative's work (past continuous and the adverbs of frequency)	A short video showing what was happening in the past
Students communicate, interact, and collaborate with others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	What did I use to do? How did I use to be? (used to)	To compare the things, I used to do and the way I used to be with those I do now.	Perform a short conversation exchanging information about how they used to be and the things they used to do



English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the skills, the power or the means to do something in past (Could vs. be able to)	Discussing about past possibilities or past abilities.	Write sentences in past tense expressing abilities and classify them in a table.

## 9. English II Course Syllabus

In the New Educational Model, the classification of the academic contents of the English subject have a significant importance considering not only the comprehension processes and the key learning points of the disciplinary fields, but the language skills of listening, reading, writing and speaking. The Socio-Emotional skills to the Common Curricular Framework in the New Educational Model for the Technological High School are part of the design of the course plan.

It is important to mention that 25% of the class time of each partial will be used to promote the Socio-Emotional Skills.

### English II Course Plan

Evaluation Period I							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
Students communicate, interact, and collaborate with others (inter-subject competence for all subjects from Communication and Social Sciences as disciplinary fields).	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	How do I ask for the products I need in different situations?	Activating prior knowledge.	1	Activity to develop socio-emotional skills	Duolingo Activities and Flipped classroom
	Integration of learning communities.			To ask for the correct amount in several products in different contexts.	11		
	Contextualization of learning communities through students' interests and academic experiences.						

Evaluation Period II							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing my daily routine	To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)	6	Activity to develop socio-emotional skills	Duolingo Activities  Project Progress  Flipped classroom
	The importance of reading to writing production.	Argumentative text	Describing myself and others	To get information about other people using the (Wh questions in past).	6		
	The importance of reading to writing in based argument	The text as resource information and new ideas					

Evaluation Period II							
Competence	Component	Content	Specific Content	Learning Outcome	Class Core Hours 75%	SES 25%	Reinforcement
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing my daily routine	To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)	6	Activity to develop socio-emotional skills	Duolingo Activities  Project Progress  Flipped classroom
	The importance of reading to writing production.	Argumentative text	Describing myself and others	To get information about other people using the (Wh questions in past).	6		
	The importance of reading to writing in based argument	The text as resource information and new ideas					

## 10. Transversal content

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

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

Multidisciplinary: For all the subjects.

Interdisciplinary: That includes some of the subjects.

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

**Horizontal:** It refers to the reactivation of learnings from the subjects of the same semester.

### Second semester: Horizontal transversality

Competence 1 Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).				
DISCIPLINE	MATHEMATICS	EXPERIMENTAL SCIENCES	COMMUNICATION	ENGLISH
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	ENGLISH II
Content	Basic concepts of the space and shape: "Geometry I".	Quantifying chemical reactions. How do we number what we cannot see?	Team work in the classroom as a basis for the integration of a learning community.	Collaborative work in classroom as a basis for the integration of the learning community.
Specific Content	Angle measurement and trigonometric reasons in specific angles. What kind of trigonometric arguments are required to treat triangles, their properties and structures, relations and conversions?	Why is the chemical quantification important? What is the application of chemical quantification in industrial processes? What is it measured in an anti-doping process? Substance quantity and unit mole. Mass and molar formula.  Concentration units: Mass and volume percent concentration, mole concentration and parts of a million.  What is the carbon footprint and how is it numbered? Sweeteners measurements in energetic beverages.	The elaboration of a review starting from a text of the student's choice.	How do I ask for the products I need in different situations?  Activation of prior knowledge to ask for the correct amount in a number of products in different contexts.

Learning Outcome	Characterizes and classified triangle spatial configurations according to their willingness and relation.	The student: Solves chemical analysis problems about known reactions by using the description by means of chemical equations, emphasizing what they represent.	The student: <ul style="list-style-type: none"> <li>Reactivates previous learnings of the Reading, Oral and Written Expression I subject.</li> <li>Identifies a reading of his/her interest.</li> </ul>	Activation of prior knowledge to ask for the correct amount in a number of products in different contexts.  To ask for a number of products in different contexts.
Evidence of Learning	Calculates the value of a 30° sine. Argues why the 45° and 30° cosine are similar. But a 30° sine and a 30° cosine are different from each other.	Written analogies in a text or in a graphic representation pointing out its components  Solves chemical analysis of problems linked to substances of daily life by using chemistry tools.  Analyzes and proposes solutions for problematic situations that involve calculation of chemical mass and concentration.  Exercises to determine the concentration from the RBE colors intensity in a digital camera.	<ul style="list-style-type: none"> <li>The readings proposed by students.</li> <li>The production of a review.</li> </ul>	Write a conversation between a shop assistant and a customer.

Competence 2 Reading, writing, speaking and listening.				
Discipline	Mathematics	Experimental Sciences	Communication	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	ENGLISH II
Content	The processing of geometric formulas, congruence and similitude criteria in triangles.	Energy and chemical reactions.	Text as a source of information and expression of new ideas.	The importance of language and grammar role in it.  Argumentative text.  The text as source information and new ideas.
Specific Content	Triangles properties according to the number of sides and angles. How are they similar? What does it differentiate them from each other? Why are triangles used as rigid structures in buildings?	Environmental consequences on the fossil fuels burning.	By the using of analysis processes to evaluate a text (notes, synthesis, summary, paraphrases, review). The application of synonyms, antonyms and polysemy.	Describing my daily routine, Describing myself and others.
Learning Outcome	Defines perimeter formulas, areas and volumes in geometric objects by using physical and digital tools.	In teams, they make a research about the CO <sub>2</sub> sources in the atmosphere and the evolution of the levels through the time and they present the results in plenary.	The student: Reactivates prior knowledge of the Reading, oral and written expression I subject and ITC..  Creates a comparative critical review.  Applies tools on the analysis of text which will enable them to get the main idea of a text and then process information to be applied later on an analysis of texts that are meaningful to them (notes, synthesis,	To get information about other people by using the Wh questions in past.

			summary, paraphrases and review).  Implements the use of synonyms, antonyms and polysemy.  Acknowledges, places value on and infers the prospect on each argument.	
Evidence of Learning	To calculate and argue between solid objects the highest volume.	Argumentative written text about environmental problems based on the results of a bibliographic research and an evidence.	Comparison between two texts that have the same topic but different points of view. Writing a critic about both perspectives by using a reasonable judgement.	Write questions for an interview with a death famous character.

Competence 3 Providing reasonable opinions from the point of making a text						
Discipline	Mathematics	Experimental Sciences	Communication	Humanities	Social Sciences	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	IT DOES NOT APPLY	IT DOES NOT APPLY	English II
Content	The processing of geometric formulas, congruence and similitude criteria in triangles.	IT DOES NOT APPLY	The argumentative text.	IT DOES NOT APPLY	IT DOES NOT APPLY	The argumentative writing.
Specific Content	Triangles properties according to the number of sides and angles. How are they similar? What does it differentiate them from each other? Why are	IT DOES NOT APPLY	Creation of an original vision, by writing, as of the knowledge, the comprehension, and the analysis on the	IT DOES NOT APPLY	IT DOES NOT APPLY	Using the book as a tool for writing.



Competence 3 Providing reasonable opinions from the point of making a text						
Discipline	Mathematics	Experimental Sciences	Communication	Humanities	Social Sciences	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	IT DOES NOT APPLY	IT DOES NOT APPLY	English II
	triangles used as rigid structures in buildings?		reading and interpretation in the different sources. The enforcement of the elements on an essay.			
Learning Outcome	Defines perimeter formulas, areas and volumes in geometric objects by using physical and digital tools.	IT DOES NOT APPLY	The student:  Reactivates previous learnings of the Reading, Oral and Written Expression I subject.  Explores alternatives to analyze and evaluate the same topic.  Designs an oral and writing essay, the defense and the support of it.	IT DOES NOT APPLY	IT DOES NOT APPLY	To provide simple arguments about a text.
Evidence of Learning	To calculate and argue between solid objects the highest volume.	IT DOES NOT APPLY	Designing an essay and its defense and a debate in the class.	IT DOES NOT APPLY	IT DOES NOT APPLY	Write and answer questions about a text.

Competence 4 Technology, information, communication and learning.						
Discipline	Mathematics	Experimental Sciences	Communication	Humanities	Social Sciences	English
SUBJECT	GEOMETRY AND TRIGONOMETRY	CHEMISTRY II	READING, ORAL AND WRITTEN EXPRESSION II	IT DOES NOT APPLY	IT DOES NOT APPLY	English II
Content	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	The impact of technology on human development. Responsible use of information. Learning and innovation. In and from the web. Programming to learn.
Specific content	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	Using technology to develop in XXI century skills.
Learning outcome	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	To give orders or instructions in different contexts. (Imperatives, action verbs).
Evidence of learning	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	IT DOES NOT APPLY	How to start a blog How to make a videoconference How to use an electronic device

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

Semester	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Discipline	COMMUNICATION	COMMUNICATION	EXPERIMENTAL SCIENCES	EXPERIMENTAL SCIENCES	SOCIAL SCIENCES	COMMUNICATION
Subject	READING, ORAL AND WRITTEN EXPRESSION I	READING, ORAL AND WRITTEN EXPRESSION II	BIOLOGY	PHYSICS	SCIENCE, TECHNOLOGY, SOCIETY AND VALUES	ENGLISH II
Content	<ul style="list-style-type: none"> <li>The argumentative text.</li> <li>The original argued writing.</li> </ul>	Argumentative text	Biodiversity: the result of the evolution	Energy as an essential source for machinery operation.	Equity, inclusion and expectation in the quality of life: Challenges before population growth.	<ul style="list-style-type: none"> <li>The importance of language and grammar role in it.</li> <li>-Argumentative text.</li> <li>-The text as resource information and new ideas.</li> </ul>
Learning Outcome	<p>The student:</p> <ul style="list-style-type: none"> <li>Reactivates previous learning of ITC.</li> <li>Associates the data and ideas of read texts on an opinion.</li> <li>Provides and substantiate by writing an original opinion.</li> <li>Uses the elements of a critical review.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Reactivates previous learning of the subject Reading, Expression Oral and Written I subject and ITC</li> <li>Contrasts the arguments of two texts, through a critical review.</li> <li>Examines the syntactic elements of the argumentative paragraph.</li> </ul>	<p>The student understands the evolution process as a fact that can be represented through different models</p>	<p>The student: Identifys the different energy transformations.</p>	<p>Analysis on the digital revolution and the social consequences.</p>	<ul style="list-style-type: none"> <li>-To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency).</li> <li>-To get information about other people using the (Wh questions in past).</li> </ul>
Evidence of Learning	<ul style="list-style-type: none"> <li>Uses the elements of a review to prepare a critical review and its</li> </ul>	The production of an essay and its discussion and a group discussion.	The argumentative text on the topic of the	The student: Writes a report where they explain the transformation of the	The student: Creates a journalistic report related to the	-A presentation with graphic support where the student describes their

Semester	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Discipline	COMMUNICATION	COMMUNICATION	EXPERIMENTAL SCIENCES	EXPERIMENTAL SCIENCES	SOCIAL SCIENCES	COMMUNICATION
Subject	READING, ORAL AND WRITTEN EXPRESSION I	READING, ORAL AND WRITTEN EXPRESSION II	BIOLOGY	PHYSICS	SCIENCE, TECHNOLOGY, SOCIETY AND VALUES	ENGLISH II
	discussion in a groupal debate.		variety of opinions regarding evolution.	energy in any specific situation, the formulation of pictograms to illustrate the changes of energy.	corruption, drug trafficking, crime or violence. about a real topic.  Encloses the information about the chosen topic in various media and the student argues the chosen topic.	activities and a some relative's.  -Write questions for an interview about a deceased famous character.

## 11. Learning Outcomes and Competency Association

Competency' shows the outputs or results of training or competent performance.

It is essential to consider the performance of a competent student thru different subjects applies it to different situations in diverse contexts.

Learning Outcome	Evidence of Learning	Competency	Specific Competency	Disciplinary Competency
<p><b>-Activation of prior knowledge.</b></p> <p><b>-To ask for the correct products in different contexts.</b></p>	The student writes a conversation between a shop assistant and a customer.	4. The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	The student uses different communicative strategies according to the audience, context and their objectives.	4. The student produces texts based on the normative of use of the language, considering the intention and communicative situation.
<p><b>-To communicate the specific situations at school or work (present continuous and the adverbs of frequency)</b></p> <p><b>-To get information about other people using the (Wh questions in past).</b></p>	<p>-A presentation with graphic support where the student describes their activities and those from a relative.</p> <p>-Write questions for an interview about a deceased famous character.</p>	4. The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	The student expresses ideas and concepts by using linguistic, mathematic and graphic means.	11. The student communicates in a foreign language through a logical speech, oral or written form, coherent with the communicative situation.
<b>To provide simple arguments about a text.</b>	Write and answer questions about an article.	4. The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	The student uses different communicative strategies according to the audience, context and their objectives.	1. The student identifies, commands and interprets the ideas, data and explicit and implicit concepts in a text, considering the context where it was generated and received.
<b>To give orders or instructions in different contexts. (imperatives, action verbs).</b>	<p>-How to start a blog.</p> <p>-How to make a videoconference.</p> <p>-How to use an electronic device.</p>	4. The student listens, interprets, and communicates relevant messages for different contexts by using appropriate means, codes and tools.	The student deals with information and communication technologies in order to find information and the express of ideas.	12. The student uses information and communication technologies to investigate, solve problems, produce materials and transmit information.

## 12. Suggested Evaluation Process

An evaluation activity and a learning activity are different situations. Evaluation activities come from a need to monitor the advance or progress of the learning activities. Learning activities includes a teaching strategy while evaluation activities are part of the evaluation strategy (type of evaluation, form, moments, criteria, indicators, techniques and instruments).

Real evaluation tries to establish what the students know or what they are capable to do by using different strategies and evaluation processes.

Criteria	Learning outcomes and evidence of learning	Evaluation instrument	Percentage	Formative Evaluation	Objective Test	TOTAL
They use How much and How many properly. Students use correct grammar tenses. They use proper vocabulary and spelling	Write a conversation between a storekeeper and a customer.	Observation guide or check list	30%	40%	30%	100%
Students use correct grammar tenses. They are able to use a good number of verbs to describe routines. They can make concordances in their writings.	A presentation with graphic support where the student describes his activities and those from a relative.	Rubric	30%	40%	30%	100%
Students can use most of the Wh questions in past. They can identify and use simple past.	Write questions for an interview about a deceased famous character.	Rubric	30%	40%	30%	100%
	Write and answer questions about an article.	Rubric				
Students use correct grammar tenses. They are able to work with ITC. They are able to use writing skills to communicate with others.	-How to start a blog -How to make a videoconference -How to use an electronic device	Rubric or check list				

## Recommendations for evaluating learning outcomes in English II syllabus

### a) Identifying the Learning Outcome

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

### b) Selecting the Different Evaluation Instruments

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

### c) Applying different types of evaluation

It is essential to identify the most recommendable type of evaluation to evaluate the learning process concerning the agents that participate as teacher evaluation, peer-evaluation, and self-assessment, as well as, the kind of assessment 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: a test of a student´s knowledge or skill in a particular subject.

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: a learning technique, students evaluate their peer's work and have their work evaluated by peers.
- 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.



### **13. Teachers and Learning Network**

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

Educators make an analysis of selected contents plans and carry on assignments; he indicates learners ICT group activities where they want to participate, and students build on other´s ideas.

Thus, there are two types of learning networks: online communities and face-to-face community.

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

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

Specific contents:

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

For promoting inclusive activities, please visit the following links:

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

La Coordinación Sectorial para el Desarrollo Académico (COSDAC) website, teachers can find didactic resources as texts from different authors about general and discipline competencies.

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

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

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

Information and Communication Technologies are tools to assists learning besides; teachers must have pedagogical, technological, communicative and emotional skills.

Now a day, several educational platforms and free resources aid the learning process:

Digital banks for academic activity, collaborative work and file sharing (One drive, Google Drive, Dropbox).

- Design and creation of digital learning objects (ODA).
- Construction of personal learning environments with methodologies such as PLE, M-Learning, Flipped Learning.
- Use of common resources among different institutions through platforms such as Educational,
- Moodle, Blendspace, Web Quest.
- Preparation of reagents and tests through Google Drive or Exam View.
- Linking contents and face-to-face classes to digital learning objects.
- Creation of complementary activities, video editing, and testing through team ranking in KAHOOT.

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

Resource	Description
Schoology.com	A learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources.
Rubistar.4teachers.org	A tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch. RubiStar provides generic rubrics that can simply be printed and used for many typical projects and research assignments.
Duolingo	The most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company's mission is to make education free, fun and accessible to all.
Learn English with music (Lytrans English)	This application will help students to learn English much more quickly by using music.  This app can find the lyrics of the song while students listening to, they can read along when the music is playing.

## 15. Suggestions

All the subjects need to rely on the reading and writing processes to back up the development and achievement of the learnings. Based on this, the task will be to agree with teachers of other subjects to create integral products where teachers can evaluate the expected knowledge in a standard way but each teacher from its perspective.

Elements that the lesson plan must include

### 1. General identification data

- Institution: General Management
- Date
- Work Center Code (WCC)
- Campus Name
- Teacher name(s)
- Subject or Module
- Submodule
- Semester
- Training Program (if applicable)
- School term
- Number of estimated hours

\* In free format or in accordance with subsystem or school agreements.

### 2. Curriculum elements

Curricular context

- Purpose of the Subject: Intentions that are intended to achieve from the contents.

- Competency: Organizes and articulates concepts, abilities, skills, values, and attitudes of the disciplinary fields and is the reference to favor interdisciplinary inter-subject relationship.
- Expected learning outcome: Descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
- Evidence of learning: They correspond to the expected knowledge and the particular materials, and are the evidence of the achievement of the planned learning.
- Component: Generates and integrates the central contents and responds to specific organizational forms of each field or discipline.
- Core content: Corresponds to key learning points. It is the highest-ranking content in the study program.
- Explicit content: Corresponding to the central contents and their specificity, they establish the

Scope and depth of their approach.

- Impact on Generic Competency #: Corresponds to the competencies and attributes that favor the contents.
- Disciplinary or professional skills (as the case may be).
- Teaching structure
- Presentation: Introduce new knowledge.
- Practice: Integration, complement or extension of new learnings
- Production: Application and transfer of the learning achieved.

### 3 Learning activities

- Teaching activities: Refers to the mediation carried out by the teacher.
- Learning activities: Refers to the activities carried out by the student.

Evaluation strategy

- Moment of evaluation: In the presentation, during practice, in the production stage of the lesson.
- Mode of assessment: Self-assessment, peer-evaluation, Teacher evaluation.
- Types of assessment: Diagnostic, formative, summative.
- Evaluation instruments: Refers to the formats according to which the evaluation criteria are registered.

- Evaluation techniques: Refers to the ways of approaching the evaluation processes (observation, registration, questionnaire, etc.).
- Percentage: It refers to the value within the summative evaluation that is assigned to each learning activity to be performed.
- Resources and materials
- Teaching materials are those that contain, internally, pedagogical mediation for the achievement of learning purposes.
- Support materials: They are those that provide support on which medications for learning are designed externally.
- Sources of information: Refers to the sources on which the didactic strategy will be supported, either as a source of consultation or review

## 16. Lesson Planning

IDENTIFICATION DATA			
Institution: <b>UEMSTIS</b>			
School number: Centro de Bachillerato Tecnológico industrial y de servicios No. 150 (CBTis 150)		School's name: Carlos María de Bustamante".	
Work Center Code (WCC) : 20DCT0010B		Teacher: <b>Alarcón Villar María Isabel</b>	
Subject: ENGLISH II	Implementation period:	Semester: 2nd	Date:
		Length (hours): 11 hrs.	School year:
CONTENTS			
Purpose:			
Competency: Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).		Component: <ul style="list-style-type: none"> <li>● Communication and interpersonal relationships.</li> <li>● Integration of learning communities.</li> <li>● Contextualization of learning communities through students' interests and academic experiences.</li> </ul>	
Content: Collaborative work in classroom as a basis for the integration of the learning community.			
Specific content:			
How do I ask for the products I need in different situations?			
Expected learning outcomes:			
To ask for the correct amount in a number of products in different contexts.			

Generic competency: The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.

Disciplinary competency : 4. Produces texts based on the normative use of the language, considering the intention and communicative situation.

SOCIO-EMOTIONAL SKILLS

Aspect:	socio-emotional skills development
General ability:	socio-emotional skills development
Specific ability:	socio-emotional skills development
Teaching technique:	socio-emotional skills development

LEARNING ACTIVITIES								
Presentation								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
Activation: Ask students the places they know	board markers	students answer the places they know	-----	students use vocabulary of places	diagnostic assessment	hetero-evaluation	-----	10 min
The teacher will explain the expected learning, the specific content, activities, time,	Teaching planning form	Students pay attention	notebook	notes	-----	-----	-----	60 min.



<p>topic, evaluation types, mode of evaluation and expected learning evidence.</p> <p>He/she will also set the harmony agreement (the teacher will provide examples and encourage students to be part of the learning process)</p>								
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LEARNING ACTIVITIES								
Practice								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
How do I ask for a product in different situations?	graphic support (flashcards, video, poster, map)	Students participate about the situation set by the teacher	Notebook	student's participation	formative assessment	Teacher Evaluation	-----	15 min.

LEARNING ACTIVITIES								
Practice								
Set an imaginary situation to lead the answer to this question (eg. Let's imagine we travel to Qatar for the 2022 world cup)								
Once the students are situated in Qatar, the teacher asks for vocabulary to create a semantic web	board markers	vocabulary	dictionary	student's answers (vocabulary)	formative and summative assessment	Teacher Evaluation	-----	15 min.
-The teacher explains the concept of countable and uncountable nouns - The teacher gives examples of classification from the semantic web into countable and	board markers	The students pay attention	semantic web		formative and summative assessment	Teacher Evaluation	This activity can be assessed with a 10%	100 min.

LEARNING ACTIVITIES								
Practice								
uncountable nouns - The teacher asks students to complete individually the classification based on the examples - The teacher asks students to compare their classifications in pairs. -The teacher gives feedback		- Students classify nouns  Students compare their classifications	classifica tion chart	The student classifies countable and uncountable nouns				
The teacher asks students "How many souvenirs do you want to buy?" and "How much do they cost?" -He/she provides some examples	board markers	Answer the questions	Notebooks	The student identifies the difference between how much and how many	formative and summative assessment	hetero-evaluation	-----	50 min.

**LEARNING ACTIVITIES**

**Practice**

<p>-Homework: watch the video <a href="https://www.youtube.com/watch?v=r6SCMRrqRRQ">https://www.youtube.com/watch?v=r6SCMRrqRRQ</a> about how much and how many (activate subtitles in English, and writes as many questions and answers as possible in student's notebooks)</p>								
<p>The teacher asks for the questions and answers from the homework video and provides feedback</p>	<p>board markers</p>	<p>Students compare their Q and A from the video and correct each other</p>	<p>Notebooks</p>	<p>The student identifies the difference between how much and how many</p>	<p>formative and summative assessment</p>	<p>Self-assessment Peer-evaluation, Teacher Evaluation</p>	<p>assessed with 10%</p>	<p>20 min.</p>
<p>The teacher asks students to role-play the Q and A from the video in pairs.</p>	<p>-----</p>	<p>Students role play the dialogue</p>	<p>Notebooks</p>	<p>The student identifies the difference between how much and how many</p>	<p>formative and summative assessment</p>	<p>Peer-evaluation, Teacher Evaluation</p>	<p>-----</p>	<p>30min.</p>

**LEARNING ACTIVITIES**

**Practice**

<p>The teacher asks two pairs for showing their work in front of the others. The teacher provides them a feedback</p>								
<p>The teacher asks the students to write down questions in pairs, using how much and how many to ask to a famous soccer player in a press conference. The teacher gives feedback. The teacher plays the famous soccer player and at the end of the activity writes the answers on the board.</p>	<p>board markers</p>	<p>Students write down the questions and correct each other. They role play the journalists</p>	<p>Notebook Realia</p>	<p>Students use how much and how many correctly</p>	<p>formative and summative assessment</p>	<p>Peer-evaluation, Teacher Evaluation</p>	<p>Assessed with 10%</p>	<p>100 min.</p>

**LEARNING ACTIVITIES**

**Practice**

<p>The teacher asks the students the same questions they made for the famous soccer player, in order for them to practice answers with some, any, little and few. The teacher explains through the same examples the correct use of some, any, little and few. Homework: In teams of three people they will structure a complete dialog between a shop assistant and a costumer</p>	<p>board markers</p>	<p>Students answer the questions using some, any, little and few</p>	<p>Notebooks</p>	<p>Students answer correctly</p>	<p>formative and summative assessment</p>	<p>Peer-evaluation, Teacher Evaluation</p>	<p>-----</p>	<p>50 min.</p>

LEARNING ACTIVITIES								
Production								
Teaching (teacher)	Teaching materials	Learning (students)	Learning material	Evidence of learning	Evaluation types	Mode of Evaluation	Evaluation instrument	Time
The teacher asks a volunteer student to present briefly their dialogues	board markers	Students present their dialogues	dialogues	To ask for the correct amount in many products in different contexts.	summative assessment	Peer-evaluation, Teacher Evaluation	check list assessed with 30%	50 min.
The teacher applies a written test	test	-----	-----	answers to the test	summative assessment	Teacher Evaluation	test assessed with 30%	50 min.
Reinforcement activity (duolingo)							assessed with 10%	-----