

**MODALIDAD:  
COMERCIAL Y DE SERVICIOS**

**ESPECIALIDAD  
BILINGUAL SECRETARY**

**DISEÑO CURRICULAR BAJO EL MODELO DE EDUCACIÓN  
BASADA EN NORMAS DE COMPETENCIA**

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SECTOR:  
COMMERCIAL AND SERVICE

PROGRAM:  
**BILINGUAL SECRETARY**



ELEVENTH GRADE  
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*“Al desarrollo por la educación”*

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## Presentation of Fundamentals

In these times the access to information and its efficient use is the most important factor in determining the performance on the personal level and its organization. Starting from this point we can implement a strategy-definition process and make realistic and successful decisions according to developmental requirements of our environment's.

In this context the use of information technologies takes on strategic importance in many public and private organizations for their impact on the quality of productivity and services and in competitive growth.

Clearly, the effective use of technology has an important effect on our country's productive, economic and social sectors. Thus, we are promoting the introduction of technology in activities relating to performance by providing developmental factors and fundamental tools for attaining these goals.

Naturally, in order to realize the full potential offered by these technologies with its resulting momentum, it is necessary to train our population to a high level in accordance with our labor and management marketing requirements.

It should be point out the remarkable growth of our nationally installed technology base creates new information-technology workforce requirements. The demand for specialists in maintenance and updating is evident from technical support levels, resulting from growth in coverage and access to these technologies, to management and entrepreneurs.

The Ministry of Public Education, specially the Department of Technical Education, addresses new requirements in its sub-system which offers training of capable medium-level technicians. Starting from the principle that education is the fundamental instrument for developing useful citizens; the program increases the supply of technical specialists and includes information technology in computer networking.

Thus, in accordance with the educational policy we aim to:

- Strengthen the fundamental values of the Costa Rican society through the integrated formation of students.
- Stimulate respect for cultural, social and ethnic diversity.
- Build awareness in future citizens of their commitment to sustainable development in the national economy and society, in harmony with the environment.
- Develop a workforce that contributes to Costa Rica's competitiveness internationally.

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To respond to these objectives, various information technical programs appear. All of them have a curricular structure and a study program. These conform to subject areas which are integrated and organized so that they let the student develop knowledge, abilities and skills. This process allows the student to take an active part in building her/his own knowledge.

In addition to the technical programs' specific contents, we include generic study blocks of:

- Occupational health: This includes basic contents covering work security and hygiene, plus ways to prevent and control work risks and accidents.
- Entrepreneurial management: This promotes development of knowledge, abilities and skills that permit conversion into single or joint management, such that they not only prepare to perform as employees but also that they can form their own companies.
- Quality culture: This permits the student to build knowledge and skills necessary to continuous quality improvement processes in various performance tasks, such as a mechanism to grow competitiveness. Also customer service elements are included in this program.

This specialty was designed in the format of competency-based education. This program was approved by the *Consejo Superior de Educación* in session 05-2009, act 03-05-09 from 29-01-2009. Some subject-areas were translated, taking into account the following percentages to be given in English in each grade:

- In tenth grade, 60% of content in subject areas delivered in a second language.
- In eleventh grade, 80% of content in subject areas delivered in a second language.
- In the twelfth and final grade, 100% of content in subject areas delivered in a second language.

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## **RATIONALE BILINGUAL SECRETARY PROGRAM**

This Program is part of the educational provision of Technical Education, and it is influenced by the constant and rapid technological development that has been evolving. This requires a periodic reassessment of program content and an on-going search for graduates of the Bilingual Secretary Program, in order to meet the challenge of today's work needs. These must be consistent with elements of reality, both of technology and policy, to respond to the new models of economic globalization, sustainable development, high quality demands, technological alliances, the use of information technology, and both management and competitiveness, using a foreign language.

With constant changes, our country must prepare its population to face the new society that is being built every day, in which the new professional needs an open attitude towards change and research, with respect for the natural and social sciences. Being prepared to use technology and knowledge as an active participant in a process of sustainable development of the planet will allow Costa Rica to have a competitive society in this century.

To meet these new models for development the Bilingual Secretary Program is based on new curriculum frameworks and programs of study, which include integrated teaching units organized in a linear and sequential learning. These contents offer the necessary knowledge to empower students to have access to lifelong learning, recreating, or rebuilding their knowledge.

According to the guidelines of the “*Política Educativa hacia el Siglo XXI*”, (Educational Policy towards the 21<sup>st</sup> Century) Bilingual Secretary programs constitute a social, economic, and personal axis, providing added value to life in equal opportunity and access, without gender distinction of gender.

This Program, which includes 80 hours of business simulation, focuses on three core aspects:

- To meet the needs of a sector of the labor market
- To offer new topics such as: Quality Customer Service.
- To give students actual practice of newly-acquired knowledge

For these reasons, the Asesoría de Secretariado (Secretary Advisory) has implemented the program of Bilingual Secretary, based on a market study and national and regional forums, to respond to a specific production sector, which has expressed the need for these graduates in small, medium, large, and multinational companies.

## **DESCRIPTION OF THE BILINGUAL SECRETARY PROGRAM**

The Bilingual Secretary Program trains students to be capable of organizing and managing an office at management level, backing managers, working in departments at headquarters, in areas or divisions within companies and private institutions both national or international. These enterprises might be specialized in the productive management of software tools, with a high level of English language proficiency, in which the bilingual secretary must be proactive, trained in decision-making, and able to cope with business management.

This Program meets the requirements that modern businesses demand, such as the development of language skills in English and social skills that facilitate harmony and efficiency, the mastery of techniques to provide better customer service, administrative and accounting skills, a knowledge of computer databases, and the use of computer software, networking, Internet, and e-mails.

The modern design of the curricular Program trains graduates to develop expertise in the subject areas of Oral Communication, Written Communication, Composition, Translation and Interpretation, Computer Skills, Business Management, and Business Communication.

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## **CROSS CURRICULAR THEMES**



The social, economic, cultural, scientific, environmental and technological world today has demanded that the school curriculum; not only provide knowledge and information, but also promote the development of values, attitudes, abilities and skills aimed at improving the quality of lives of individuals and societies (Marco de Acción Regional de “Educación para Todos en las Américas”, Santo Domingo, 2000). However, there is in our education system, a real difficulty teaching new subjects and contents related to emerging and relevant issues of society because there is a risk of saturation and fragmentation of the curriculum.

An alternative to these limitations are the cross-curricular themes, which is understood as an "educational approach that takes advantage of the opportunities offered by the curriculum, incorporating in the design, development, assessment and curriculum management some lessons for life, overarching and significant, aimed at improving the quality of individual and social life. They are holistic, axiomatic, interdisciplinary and in context "(Comisión Nacional Ampliada de Transversalidad, 2002).

According to the guidelines issued by the Consejo Superior de Educación (CSE) (SE 339-2003), the only Costa Rican Cross- Curricular axis are those of values. Thus, the systematic approach of Values in the national curriculum aims at promote the socio-emotional and ethical development of students, starting from the humanist position expressed in the “Política Educativa y la Ley Fundamental de Educación” (Educational Policy and Fundamental Law of Education).

Starting from the values and obligations of the State based on legislation in Costa Rica, we have defined the following Cross- Curricular Themes: **Environmental Culture for Sustainable Development, Integral Sexual Education, Health Education, and Education Experience of Human Rights for Democracy and Peace.**

For each cross- curricular theme, we have defined a set of skills students develop in the area over the period of educational training. The competencies are understood as: "An integrated set of knowledge, procedures, attitudes and values, which allows satisfactory individual performance in the face of specific situations of personal and social life" (Comisión Nacional Ampliada de Transversalidad, 2002). They should guide the educational process and the very developmental Cross -Curricular themes.

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From the pedagogical viewpoint, Cross- Curricular Themes are defined mainstreaming as: "Those that pass through and permeate both horizontally and vertically, all subjects in the curriculum and are required for their development integrated

and coordinated contributions of different disciplines of study and joint educational action "(Beatriz Castellanos, 2002). In this way, they are present in the annual programs; as well as, throughout the entire educational system.

The following is a summary of each cross-curricular theme approach and its respective competencies:

### **Environmental Culture for Sustainable Development**

Environmental education is considered the ideal instrument for the construction of a culture of people and societies, in terms of achieving sustainable human development; through a process that allows them to understand their interdependence with the environment, from a critical and reflective awareness of reality.

Taking into account the knowledge gained, and activities of appreciation and respect, the students will draw from the reality, thus, causing active participation in the detection and resolution of problems at the local level, without ruling out a global vision.

Competencies to develop:

- Apply knowledge gained through critical processes reflective of reality, the resolution of issues (environmental, economic, social, political, and ethical) in creative ways and through attitudes, practices and values that contribute to sustainable development and better quality of life.
- Participate in committed, active and responsible projects aimed at the conservation, restoration and protection of the environment, identifying their main problems and needs, creating and developing alternative solutions to help improve the quality of life and the sustainable development.
- Practice harmonious relationships with one`s self, others and other living beings through responsible attitudes and skills, recognizing the need for interdependence with the environment.

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### **Integral Sexual Education**

From the document "Políticas de la Educación de la Expresión de la Sexualidad Humana" (Educational Policies for the Expression of Human Sexuality) (2001), a mature experience of human sexuality requires a comprehensive education and cannot be reduced to biological reproduction, or placed in a context devoid of values, ethical principles, moral life, love, and family and coexistence.

Human sexual education starts from early childhood and continues throughout life. In the first place, it is the right and the duty of the parents. It is up to the State to take subsidiary action to improve in the field of education and information, as expressed in Código de la Niñez y la Adolescencia (the Code of Childhood and Adolescence).

The education system must ensure experiences and teaching strategies that respond to the potential of the student population in accordance with their stage of development and socio-cultural contexts.

Competencies to develop:

- Interactions with men and women equally, supportive and respectful of diversity.
- Make decisions concerning their sexuality from a life plan based on critical understanding of themselves, their socio-cultural reality and their ethical and moral values.
- Identify appropriate internal and external resources when faced with signs of harassment, abuse and violence.
- Express your identity with authentic, responsible and comprehensive actions by encouraging personal development in a context of ongoing interaction and expression of feelings, attitudes, thoughts, opinions and rights.
- Promote constructive thought processes within the family, which dignifies the human condition, identifies and proposes solutions according to the socio-cultural context.

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## Health Education

Health education is a fundamental right of children and adolescents. Health status is related to school performance and quality of life. So to work in health education in schools, according to the needs of the student population at each stage of development, citizens are being educated about healthy lifestyles, therefore, people who build and seek healthy lifestyles, have quality of life for themselves and for those around them.

The health education should be a social process to organize, and systematically motivate and guide individuals to develop. This will enhance, modify and encourage those that are the most practical and healthy people; as well as, the relationships with others and their environment.

So health education in the school setting is not limited only to convey information, but seeks to develop knowledge, skills and abilities that contribute to the social production of health, by teaching in a learning environment which tends toward a two-way communication and critical participatory students.

Competencies to develop:

- Experience a lifestyle that allows you to critically and reflectively maintain and improve the overall health and quality of one's self life and that of others.
- Make decisions that support overall health of one's self and that of those around him, by having better knowledge of him/herself and others and the surrounding environment.
- Choose a process of critical self- appraisal, best- suited to deal with all situations which will encourage a safe environment for overall health of one's self and others.
- Use responsible, critical and participatory services available in the health sector, education and community, to make commitments on behalf of their quality.

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## **Experience of Human Rights Democracy and Peace**

Costa Rica is a consolidated democracy, but in a constant state of review and feedback, making the observance of human rights is inherent in the commitment to build a culture of peace and democracy.

In educational settings the use of appropriate management mechanisms will promote genuine participation in the family, community, at institutional and national levels. To this end, civil society must be informed and educated regarding the legal framework provided by the country. This will develop effective participation and increase their participation in the electoral actions. This should provide a democratic model system which makes citizenship an attractive and interesting activity involving civic rights and responsibilities.

Competencies to develop:

- Practice daily duties and responsibilities which are deserving of human beings. These are based on a democratic, ethical, tolerant and peaceful environment.
- Emphasize the rights and responsibilities of citizenship.
- Choose personal, family and social life alternatives that might promote tolerance, justice and equity between genders according to the contexts in which they operate.
- Participate in inclusive actions for the equity in all cultural contexts.
- Exercise the rights and responsibilities associated with democratic principles for the culture of peace.
- Show tolerance in order to accept and understand the cultural, religious and ethnic possibilities which are conducive and coexistence in a democratic culture of peace.
- Assess the cultural differences of different lifestyles.
- Practical actions, attitudes and behaviors directed to non-violence in schools, through work with groups of parents, family and citizens. Do this through conflict resolution, other peaceful means and expression of affection, tenderness and love.

- Apply strategies for peaceful resolution of conflicts in different contexts.
- Respect individual cultural, ethical, social, and generational differences.

### **Methodological approach of the Cross – Curricular Themes in the Study Programs and Planning**

Cross- Curricular Themes should be evident during the teaching –learning process in the National Education System from the study programs to the planning.

Regarding the curricula; it displays some procedures and values where processes explicitly promote Cross-Curricular Themes. However, the options for convergence are not limited to those mentioned in the program. The students and the teachers can identify other possibilities to develop cross-curricular themes.

In this case, the teacher must be able to identify from students' prior knowledge, the socio-cultural context, the relevant and current society events which program objectives represent opportunities to address cross-curricular themes.

The Cross-Curricular Themes should be displayed in planning ; specifically, in the teaching /learning strategies and Values and Attitudes columns. The application of Cross-curricular themes in the classroom should consider the students' characteristics and environment details to achieve more meaningful learning.

Further than teacher's planning, the educational institution should take actions to integrate Cross–Curricular Themes into the institutional plan, promoting active participation, critical and reflective thinking of the parents and caregivers, community leaders, and the community education.

In this sense, the school must take the corresponding decisions to ensure consistency between daily institutional practice and the Cross–Curricular Themes becoming a critical challenge for every educational institution.

### **CROSS-CURRICULAR THEMES COMMITTEE**

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## TEACHING GUIDELINES

This study program adds value to the student's lives. Its program structure explains the contents to be developed in each subject area and every study block. This will be helpful to teachers organizing the process of developing the student's knowledge both in or out of the classroom. While teachers may make additions to the content of the programs, they should not eliminate any, so that all Technical Schools may offer equal opportunities to learn.

**Learning results** included in this program are general in nature in order to give teachers the opportunity to add more specific information to their planning which must be consistent with the program. Learning results should reflect behavioral changes, knowledge, values, attitudes, skills and abilities which the student must master in the short term, either daily or weekly.

**Teaching and Learning Strategies** allow teachers to use their creativity and expertise in choosing the most appropriate strategy for the best learning results. Teaching and learning strategies are a point of departure for teachers who may then consider more appropriate ones, remembering that their strategies should facilitate learning by developing students' thinking process. The application of cognitive strategies, including comparison, classification, organization, interpretation, implementation, testing, analysis, identification, discussion, synthesis, evaluation, problem solving contribute to shape a critical and analytical student.

A checklist is included to determine basic elements that students must master upon completion of each study block.

**Performance Criteria** assess competency which leads to measurable evidence through observation of the student. Achieving these will allow the teacher to monitor and give individual feedback about learner's progress. These criteria which reflect the expected result of each study block, are the basis for theoretical or performance testing.

The beginning of each study block establishes an estimated time for the program. This time allocation is flexible and teachers are free to add or subtract hours, based on their experience and using appropriate teaching procedures without affecting the in-depth study of the material.

**Values and Attitudes** which are specified in each study block can be shared with the students at the beginning of the school day. These might include learning experiences such as case studies, projects to illustrate values by living them.



According to the competency-based educational framework, the teaching-learning process aims at providing knowledge, developing skills and abilities in order to improve students' attitudes and skills. The following teaching and learning steps should be taken into account:

- Identify and assess students' learning needs (diagnostic evaluation)
- Identify learning results and assessment criteria.
- Plan teaching-learning strategies to be developed, based on students profile and content.
- Design and implement appropriate assessment rubrics.
- Evaluate and give feedback on the teaching process (formative and summative evaluation)

A teaching- learning strategy is a means for achieve learning results using a specific methodology. Strategies include material, technical and human resources which together to content promote students' learning.

Strategy, moreover, provides the link between the content to be taught and the learning expected of the student. At the same time, it gives teachers the opportunity to measure the actual learning results. Therefore, it's a priority to define the method before defining the strategy. As strategies are complementary to each other, their results should be consistent with the method used.

Competency- Based Education defines basic concepts related to the educational and must be taught according to this new methodological approach:

- Teaching should be based on creating an educational environment that:

- recognizes students' previous knowledge.
- is based on cognitive and metacognitive strategies.
- accomplishes complete and complex tasks.

- Learning takes place through:

- gradually building knowledge.
- the relationship between prior knowledge and new information.
- meaningful organization of knowledge for the student.



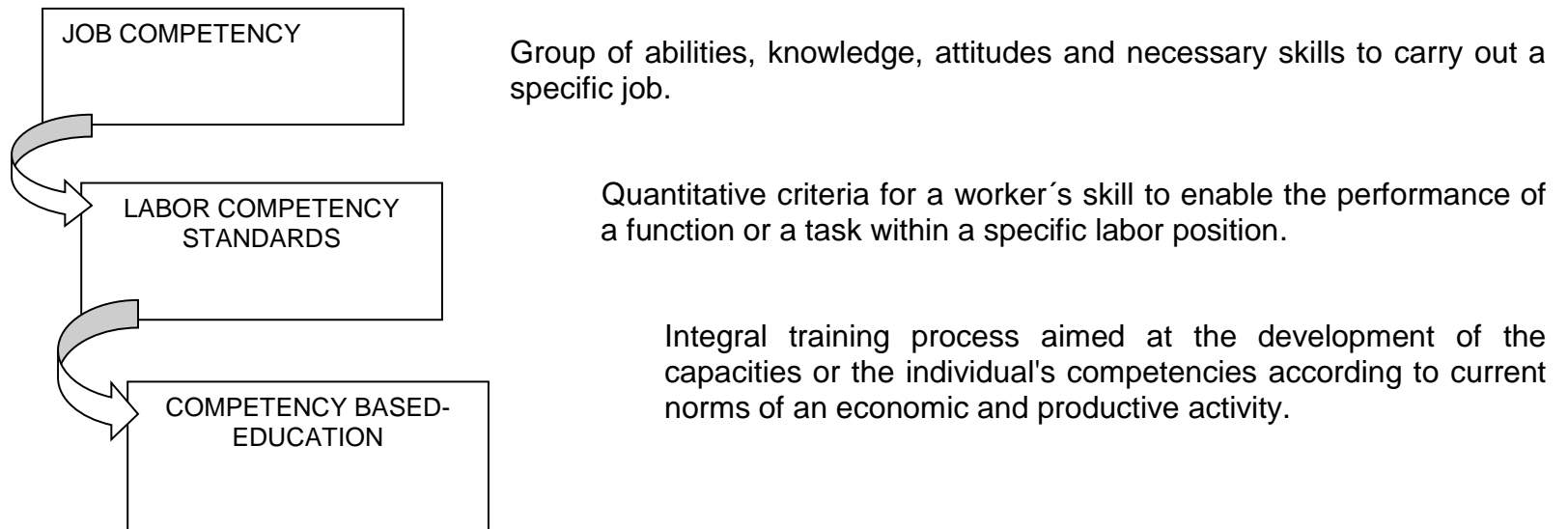
Thus, **General Recommendations** assist in achieving program learning results and purposes:

- The Technical High School must provide adequate infrastructure, equipment and materials.
- To teach effectively, the teacher must be able and willing to upgrade.
- Both inductive and deductive processes must be developed in the study block, using attractive and dynamic teaching techniques to motivate students to achieve their goals. These techniques, which have been planned and oriented by the teacher, include discussions individual and team work, and searching for information.
- Encourage students to make use of magazines, newsletters and other printed material in order to acquire up-to-dated information and reading matter.
- Internships are essential in eleventh grade for the fulfillment of the teaching-learning process and must be planned according to the program contents or as a teacher deems necessary in order to establish a relationship with the local area businesses.
- Educational tours are necessary in tenth grade for learning results in the study block. Nevertheless, the teacher is in charge of deciding when to take students out of school.
- It is important for the teacher to be aware of the correspondent use of tools and working habits in the laboratory, workshop and in the classroom.
- Basic technical literature for each subject area of the three grades.
- All subject area teachers must provide necessary tools to solve problems in order to create analytical men and women who will be able to provide solutions and alternatives.

- The time allotted to practice and theory must be evenly distributed in accordance with the learning results to be developed.
- Workshops or labs relevant to the subject areas of each program.
- An up-to-dated computer lab with correspondent software based on the requirements of the labor market.
- Provide manual, catalogs and technical literature in English to be consulted by students.
- It is essential to make good use of technological devices such as audiovisual equipment, available material on Internet and others.
- This program should stimulate students' creativity through developing specific projects associated with its contents.
- Teachers should ensure equipment and tool-maintenance, and report regularly to the Principal or Technical Coordinator to make the arrangements for technician assistance.

## COMPETENCY BASED EDUCATION <sup>1</sup>

Competency-Based Education is a learning model that promotes the individual's integral and harmonic development and empowers students in all the competencies which the student needs to be successful in a specific activity. In this way, our student's needs are filled and also the requirements of the economic sectors.



A competency refers to the performance of an activity that includes cognitive and psychomotor abilities, or socio-affective, which are necessary to carry out this activity that belongs to a personal, social or professional group.

From the perspective of the Competency- Based Education, academic training aims at the development of personal attributes and applying them in an intelligent way in work tasks, allowing the learner to transfer this competency to different contexts and work situations.

<sup>1</sup> Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

### Comparison between Technical Traditional Education And Competency- Based Education <sup>2</sup>

| Technical Traditional Education  | Competency- Based Education  |
|--|--|
| The traditional pattern of learning responds to the needs of productive highly specialized processes.                              | The student adapts easily to different forms of production organization, including those used by the traditional style.  |
| The contents of programs are highly academic. The link to the needs of the productive sector is neither systematic nor structured. | The productive sector establishes the results that the student expects to obtain from training, yielding norm-based system of job competency.                            |
| The programs and courses are inflexible.   | Programs and courses are structured in subject-areas based on standard-based systems, allowing students to progress gradually and acquire levels of advanced competency. |

Source: Morfín, Antonio. La nueva modalidad educativa: Educación basada en normas de competencia.

<sup>2</sup> Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

## ASSESSMENT GUIDELINES

In the educational context in general, and particularly in the educational framework Competency-Based Education, evaluation is a continuous and permanent process and an integral part of the teaching learning process. For that reason, the following aspects can be taken into account:<sup>3</sup>

Performance evaluation is a process requiring evidence and criteria about the level and nature of the achievement of performance requirements established in Learning Results or in Labor Competency Standards. At the same time the criteria determines if a person achieves the competency or not.

In the context of Competency-Based Education evaluation of students follows Learning Results, then evaluation of the competency is focused on the performance. For this purpose, the teacher should collect evidence to determine if the student has accomplished the required knowledge, ability or skills.

From this previous idea, it follows that evaluation is the main aim of Competency-Based Education, which identifies strengths and weaknesses, not only from the students learning process, but also from the same teaching learning process in general, and all aspects that influence it: the teacher, learning atmosphere, strategies, materials, resources, among others.

Competency by itself is not observable, and it has to be inferred starting from performance. Therefore, it is important to define the type of performance that will allow gathering evidence of quantity in enough quality to make reasonable judgements on the individual's performance. The evaluation process deals with observation, gathering and interpreting evidence which later will be compared to the performance criteria of technical norms in a job competency. This comparison is the base that allows inferring whether the student is competent or not.

In this way, Competency-Based Education evaluation uses performance criteria based upon the norm helping to determine the quantity and quality of the required evidence to be able to assess the individual's performance. Thus, the evaluation process comprises the following sequence of activities:

- Define requirements or evaluation objectives.

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<sup>3</sup> Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

- Collect evidence.
- Compare evidence with the requirements.
- Assess based on this comparison.

This leads to a continuous learning process that guides a new development process and evaluation. It is not necessary to collect evidence of students acquired knowledge (learning to know), but rather the actual performance that achieves (learning to do).

The recommended methods of evaluation based on competency standards are the following:

- Observation performance.
- Simulation exercises.
- Designing projects.
- Written or oral tests.
- Performance tests.

Another technique used for assessment is the "Portfolio of Evidence" used as part of the teaching-learning process. Competency-Based Education, besides being a technique or strategy to gather the evidence of *knowledge, performance and output* which are shown and confirmed during the whole learning process. The Portfolio of evidence developed by a student has aims at quantifying the progress as a function of acquisition of competencies.

The technique allows the teacher to collect evidence and compare evidence with the requirements and assess them.

**It is the student's responsibility to organize the portfolio, with the teacher's guidance and orientation. Some guidelines for building the portfolio are in Annex 1 of this document.**

## TEACHERS` PLANNING

### 1. ANNUAL PLAN FOR SUBJECT AREA

This timeline comprises a distribution of months and weeks for the annual course, which will be used in the development of study blocks of each subject-area and their respective learning results. For its development, the following criteria should be taken into account:

- Emphasize values and attitudes that will be part of this subject-area during the course.
- Show the amount of hours per study block that make up the subject-area and its logical sequence.
- Provide a list of materials and/or equipment to be provided by the institution for the program development.
- "This plan must be delivered to the Principal at the beginning of the school year."

### Scheme for Annual Plan

### ANNUAL PLAN

Technical High School: \_\_\_\_\_

|                              |               |                 |
|------------------------------|---------------|-----------------|
| Program: Bilingual Secretary | Subject area: | Grade: ELEVENTH |
| Teacher:                     | Year:         |                 |
| Values and attitudes:        |               |                 |

| Learning Results                 | FEB. |   |   |   | MARCH |   |   |   | APRIL |   |   |   | MAY |   |   |   | JUNE |   |   |   | JULY |   |   |   | AUG. |   |   |   | SEPT. |   |   |   | OCT. |   |   |   | NOV. |   |   |   | DEC. |   |   |   | HOOR |   |   |   |  |
|----------------------------------|------|---|---|---|-------|---|---|---|-------|---|---|---|-----|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|-------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|--|
|                                  | 1    | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 1   | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |      |   |   |   |      |   |   |   |  |
| <b>Study Block</b>               | 1    | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 1   | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |  |
| Material and Equipment required: |      |   |   |   |       |   |   |   |       |   |   |   |     |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |  |

## 2. PEDAGOGICAL PRACTICE PLAN FOR THE EDUCATIONAL SUBJECT-AREA.

This plan must be made for each study block. It is used daily and must be delivered to the Principal who evaluates the needs of checking it. This plan should correspond to the annual plan prepared at the beginning of the school year. This is the official format for planning:

### Pedagogical Practice Plan

|                                 |                              |                 |
|---------------------------------|------------------------------|-----------------|
| Technical High School:          |                              |                 |
| Sector: Commercial And Services | Program: Bilingual Secretary |                 |
| Subject Area:                   | Year:                        | Grade: ELEVENTH |
| Study block:                    | Time:                        |                 |
| Purpose:                        |                              |                 |

| LEARNING RESULTS | CONTENTS | TEACHING – LEARNING STRATEGIES | VALUES AND ATTITUDES | PERFORMANCE CRITERIA | TIME |
|------------------|----------|--------------------------------|----------------------|----------------------|------|
|                  |          |                                |                      |                      |      |

Learning results of the study program must agree with contents, teaching, learning strategies and performance criteria. The teacher should specify methods, teaching techniques and practices developed in the learning strategies; as well as, identify those tasks that must be developed by each student.

Besides that, values and attitudes must be linked to the learning result. The actions must be indicated in the column of teaching and learning strategies.

Performance criteria are taken from the evidence that is defined in the curriculum in terms of criteria for assessment of competencies and the evidence contained in the standard.

The time is the amount of hours that the teacher considers necessary to develop contents depending on the learning strategies.



## **PROFESSIONAL PROFILE BILINGUAL SECRETARY**

- Applies knowledge and skills in the field.
- Makes technological advances for the development of work.
- Uses technical terminology in Spanish and expertise in a universal language.
- Adapts technical processes of the Program to existing resources.
- Applies occupational standards and ethics to professional development.
- Strengthens customs, beliefs, and values of the Costa Rican idiosyncrasy.
- Performs work at high quality level on behalf of the country's socio-economic development.
- Organizes activities of the Program with excellence.
- Organizes the physical space in accordance with the requirements of the Program.
- Makes sound and timely decisions in the administrative process.
- Works efficiently in teams.
- Uses materials, equipment, and supplies rationally as required in the program.
- Applies knowledge of English as a second language in the development of this profession.
- Adapts his/her personality to different work situations, according to the continuous changes in techniques, work organization, and other aspects related to the secretarial profession.
- Protects the environment, and is aware of the importance of protecting natural resources.
- Plans, organizes, and carries out all works with quality, when using initiative or following directions.

## **BILINGUAL SECRETARY OCCUPATIONAL PROFILE**

- Applies quality in the development of the functions of the program.
- Presents a positive attitude to change, adapting to different work situations.
- Applies occupational health standards to perform tasks associated with the program, preventing accidents and occupational illnesses with physical and mental health, personal and group level.
- Applies professional ethics in carrying out tasks.
- Uses natural resources rationally and protects the environment, contributing to the well-being of the country.
- Incorporates values education in the daily life.
- Applies technological processes in secretarial functions with quality and competitiveness.
- Provides excellent customer service, supporting the business process.
- Presents professional image of the program.
- Applies principles of public relations when interacting in the business world.
- Demonstrates ability to work under pressure.
- Demonstrates skills in the management of modern office equipment.
- Uses materials and supplies from the secretarial office correctly.
- Applies knowledge in the performance of tasks.
- Organizes work to achieve high efficiency.
- Applies teamwork principles in the business environment.

- Demonstrates, appropriately, knowledge in organizing travel, meetings, and conferences, applying the national and international rules of protocols.
- Demonstrates basic knowledge of accounting procedures especially in petty cash.
- Applies communication channels effectively.
- Applies effective communication in business language skills.
- Applies principles of quality customer service both by phone and in person nationally and internationally.
- Applies basic knowledge about visitors' personality, filtering visits and calls.
- Makes notes or takes messages quickly and accurately.
- Uses appropriate communication techniques in the preparation of the documents at modern office.
- Manages basic knowledge of English to perform with quality at workplace.
- Manages documentation at modern office standards, applying laws according to National Archives.
- Uses computer and updated software packages for information processing at modern office.
- Applies procedures for processing, sent, and received correspondence properly.
- Applies basic knowledge about tourism and first aid.
- Applies in-rules about the computer lab usage.
- Applies appropriate English language skills.

## **GENERAL OBJETIVES**

### **BILINGUAL SECRETARY PROGRAM**

- Foster mid-level technicians in Bilingual Secretary Program with knowledge, skills and relevant competencies for the labor market demands.
- Promote skills and knowledge to work correctly in public and private companies, and create their own individual or collective enterprise, which lead them to a better quality life economically and socially.
- Promote customer service philosophy in the executive secretarial functions according to company's vision, mission and objectives.
- Foster occupational health standards in all secretarial duties for preventing accidents and illnesses in favor of personal and social health.
- Contribute to a humanistic vision of human rights.
- Respect for laws, values, and equity, gender, race, language, color, ethnic group, social status for a healthy and harmonious coexistence, avoiding all forms of violence.
- Strengthen customs and beliefs of Costa Rican idiosyncrasy.
- Promote creative and critical thinking adapting to different work situations due to changes in attitudes, technology, techniques and procedures in secretarial profession.
- Promote quality in all functions of this program such as: preparation and presentation of business documents using updated computer programs.
- Develop skills in English as a second language.

## CURRICULAR STRUCTURE PROGRAM BILINGUAL SECRETARY (EBNC)

| <i><b>SUBJECT AREA</b></i>   | <i><b>HOURS PER WEEK</b></i> |           |            |
|------------------------------|------------------------------|-----------|------------|
|                              | <i><b>LEVEL</b></i>          |           |            |
|                              | <b>X</b>                     | <b>XI</b> | <b>XII</b> |
| COMUNICACIÓN EMPRESARIAL     | 4                            |           |            |
| GESTION EMPRESARIAL          | 4                            | 4         |            |
| ORAL COMMUNICATION           | 6                            | 8         | 4          |
| WRITTEN COMMUNICATION        | 6                            |           |            |
| COMPUTER SKILLS              | 4                            | 4         | 4          |
| COMPOSITION                  |                              | 8         |            |
| BUSINESS MANAGEMENT          |                              |           | 4          |
| BUSINESS COMMUNICATION       |                              |           | 8          |
| TRANSLATION AND INTERPRETING |                              |           | 4          |
| <b>TOTAL</b>                 | <b>24</b>                    | <b>24</b> | <b>24</b>  |

## CURRICULAR FRAMEWORK BILINGUAL SECRETARY (EBNC)

### STUDY BLOCK IN EACH LEVEL

| SUB AREA                            | TENTH                          |              | ELEVENTH                      |              | TWELFTH |  |
|-------------------------------------|--------------------------------|--------------|-------------------------------|--------------|---------|--|
| <b>Comunicación<br/>Empresarial</b> | • Comunicación oral            | 30 H         |                               |              |         |  |
|                                     | • Comunicación escrita         | 40 H         |                               |              |         |  |
|                                     | • Principios de redacción      | 30 H         |                               |              |         |  |
|                                     | • Administración de documentos | <u>60 H</u>  |                               |              |         |  |
|                                     | <b>TOTAL</b>                   | <b>160 H</b> |                               |              |         |  |
| <b>Gestión Empresarial</b>          | • Cultura de la calidad        | 30 H         | • Trámites empresariales      | 20 H         |         |  |
|                                     | • Administración de oficinas   | 40 H         | • Fundamentos de contabilidad | 60 H         |         |  |
|                                     | • Etiqueta y Protocolo         | 30 H         | • Estadística descriptiva     | 40 H         |         |  |
|                                     | • Funciones ejecutivas         | 40 H         | • Mercadeo                    | <u>40 H</u>  |         |  |
|                                     | • Human Development            | <u>20 H</u>  | <b>TOTAL</b>                  | <b>160 H</b> |         |  |
|                                     | <b>TOTAL</b>                   | <b>160 H</b> |                               |              |         |  |

## CURRICULAR FRAMEWORK BILINGUAL SECRETARY (EBNC)

| SUBJECT AREA                            | STUDY BLOCK IN EACH LEVEL                   |              |  |              |                                       |              |
|---|---|--------------|--|--------------|---------------------------------------|--------------|
|   | TENTH                                       |              | ELEVENTH                                 |              | TWELFTH                               |              |
| <b>Oral Communication in English</b>    | • Personal interaction at the company.      | 100 H        | • Job manufacturing and job performance. | 110 H        | • Workplace management                | 50 H         |
|   | • Company Structure and working conditions. | 100 H        | • Routine business activities.           | 110 H        | • Customer service                    | <u>50 H</u>  |
|   | • Company furniture, equipment and tools.   | <u>40 H</u>  | • Safety at work.                        | <u>100 H</u> | <b>TOTAL</b>                          | <b>100 H</b> |
|   | <b>TOTAL</b>                                | <b>240 H</b> | <b>TOTAL</b>                             | <b>320 H</b> |                                       |              |
| <b>Written Communication in English</b> | • Writing to communicate                    | 64 H         |  |              |                                       |              |
|   | • Sentence structure                        | 94 H         |  |              |                                       |              |
|   | • Types of paragraphs                       | <u>82 H</u>  |  |              |                                       |              |
|   | <b>TOTAL</b>                                | <b>240 H</b> |  |              |                                       |              |
| <b>Computer Skills</b>                  | • Computer tools                            | 100 H        | • Network – User                         | 20 H         | • Databases                           | 40 H         |
|   | • Procesador de texto Word                  | <u>60 H</u>  | • Computer applications                  | 100 H        | • Production of Documents in Computer | <u>60 H</u>  |
|   | <b>TOTAL</b>                                | <b>160 H</b> | • Internship                             | <u>40 H</u>  | <b>TOTAL</b>                          | <b>100 H</b> |
|   |   |              | <b>TOTAL</b>                             | <b>160 H</b> |                                       |              |

| SUBJECT AREA                        | STUDY BLOCK IN EACH LEVEL |  |   |              |   |   |
|-------------------------------------|---------------------------|--|---|--------------|---|---|
|                                     | TENTH                     |  | ELEVENTH  |              | TWELFTH   |   |
| <b>Composition</b>                  |                           |  | <ul style="list-style-type: none"> <li>• Processing written business communications.</li> </ul>   | 110 H        |   |   |
|                                     |                           |  | <ul style="list-style-type: none"> <li>• Compose business - legal documents, accounting and financial reports.</li> </ul>   | 100 H        |   |   |
|                                     |                           |  | <ul style="list-style-type: none"> <li>• Preparation of variety of documents, minute, agenda, curriculum vitae, resume, catalogues, booklets, advertising, journal writing and others.</li> </ul> | <u>110 H</u> |   |   |
|                                     |                           |  | <b>TOTAL</b>  | <b>320 H</b> |   |   |
| <b>Business Management</b>          |                           |  |   |              | <ul style="list-style-type: none"> <li>• Labor law</li> <li>• Entrepreneurial Didactic Management</li> </ul>                                | 20 H<br><u>80 H</u><br>100 H                          |
| <b>Business Communication</b>       |                           |  |   |              | <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Written communication</li> <li>• Quality customer service</li> </ul> | 40 H<br>40 H<br><u>120 H</u><br><b>TOTAL</b><br>200 H |
| <b>Translation and Interpreting</b> |                           |  |   |              | <ul style="list-style-type: none"> <li>• Translation</li> <li>• Interpreting</li> </ul>   | 50 H<br><u>50 H</u><br><b>TOTAL</b><br>100 H          |



## CURRICULAR MAP TENTH GRADE

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

| SUBAREA  | UNIDAD DE ESTUDIO                         | RESULTADOS DE APRENDIZAJE  |
|--|---|--|
| <p><b>COMUNICACIÓN<br/>EMPRESARIAL<br/>160 horas</b></p> | <p>Comunicación<br/>oral<br/>30 horas</p> | <ul style="list-style-type: none"> <li>• Analizar el proceso de la comunicación oral en el entorno empresarial.</li> <li>• Aplicar el lenguaje apropiado en la oficina tomando en cuenta el estilo, las características y las técnicas de comunicación oral.</li> <li>• Desarrollar las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes</li> <li>• Aplicar las normas y los principios del servicio telefónico nacional e internacional.</li> <li>• Aplicar las habilidades y las destrezas en la atención telefónica.</li> </ul> |
|  | <p>Comunicación escrita<br/>40 horas</p>  | <ul style="list-style-type: none"> <li>• Aplicar las normas del idioma para la redacción de todo tipo de comunicación.</li> <li>• Redactar, documentos empresariales aplicando las técnicas de redacción comercial.</li> </ul>   |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

| SUBAREA   | UNIDAD DE ESTUDIO                   | RESULTADOS DE APRENDIZAJE  |
|---|-------------------------------------|--|
| <b>COMUNICACIÓN<br/>EMPRESARIAL<br/>160 horas</b> | Principios de redacción<br>30 horas | <ul style="list-style-type: none"><li>• Aplicar las diferentes técnicas de redacción utilizadas en la oficina.</li></ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

| SUB AREA   | UNIDAD DE ESTUDIO                                | RESULTADOS DE APRENDIZAJE   |
|--|--|---|
| <p><b>COMUNICACIÓN<br/>EMPRESARIAL<br/>160 horas</b></p> | <p>Administración de documentos<br/>60 horas</p> | <ul style="list-style-type: none"> <li>• Ejecutar procedimientos para la localización, seguimiento y registro de los documentos con rapidez y exactitud.</li> <li>• Argumentar la importancia de la archivística como parte esencial de la oficina moderna</li> <li>• Valorar la importancia de la legislación archivística para la empresa pública.</li> <li>• Examinar las cualidades personales y profesionales del o la archivista.</li> <li>• Seleccionar los equipos y los materiales para archivar.</li> <li>• Aplicar las reglas y las normas generales para clasificar y ordenar la información</li> <li>• Ejecutar procedimientos para el registro y seguimiento de los documentos.</li> <li>• Organizar un archivo de acuerdo con la técnica archivística que le corresponde, ya sea orgánica funcional y por asuntos ( ORFUAS)</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

| SUBÁREA   | UNIDAD DE ESTUDIO                              | RESULTADOS DE APRENDIZAJE  |
|---|--|--|
| <p><b>GESTIÓN<br/>EMPRESARIAL<br/>160 horas</b></p> | <p>Cultura de la calidad<br/>30 horas</p>      | <ul style="list-style-type: none"> <li>• Argumentar la importancia de las técnicas de calidad, productividad y competitividad.</li> <li>• Identificar la importancia del trabajo en equipo en la toma de decisiones</li> <li>• Utilizar herramientas y métodos con el fin de lograr un mejoramiento continuo en las diferentes áreas de acción.</li> <li>• Analizar la necesidad de satisfacer al cliente como condición indispensable en la competitividad de una empresa.</li> </ul> |
|   | <p>Administración de oficinas<br/>40 horas</p> | <ul style="list-style-type: none"> <li>• Identificar las características del proceso administrativo de una organización.</li> <li>• Examinar el contexto, la planificación y la ergonomía en la administración de la oficina.</li> <li>• Utilizar los equipos técnicos, mecánicos y tecnológicos de la oficina moderna</li> </ul>  |
|   | <p>Etiqueta y Protocolo<br/>30 horas</p>       | <ul style="list-style-type: none"> <li>• Diferenciar los conceptos de etiqueta y protocolo, para lograr una buena imagen.</li> </ul>   |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

| SUBÁREA   | UNIDAD DE ESTUDIO                        | RESULTADOS DE APRENDIZAJE   |
|---|--|---|
| <p><b>GESTIÓN<br/>EMPRESARIAL<br/>160 horas</b></p> | <p>Funciones ejecutivas<br/>40 horas</p> | <ul style="list-style-type: none"> <li>• Organizar con calidad las labores secretariales para el buen manejo de la oficina moderna.</li> <li>• Planificar los viajes de negocios nacionales e internacionales propios de una oficina.</li> <li>• Aplicar las normas de protocolo que competen a una secretaria en la organización de reuniones y eventos corporativos.</li> <li>• Organizar seminarios, congresos y ferias en lo que corresponde a una secretaria.</li> </ul> |

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

Gestión  
Empresarial  
160 Horas

Human Development: Personal  
and Cultural Values

Hours: 6

Human Development :  
Social and Work Values

Hours: 6

Human Development :  
Organizational Values

Hours: 8

- Understand the importance of personal and cultural values.
- Recognize social and working values presented at specific community and in different workplaces.
- Identify the purpose of organizational values for a working community.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE  
TARGET**

| SUBJECT AREA  | STUDY BLOCK   | TARGET   | LINGUISTIC COMPETENCIES   |
|---|---|--|---|
| <p><b>Oral<br/>Communication<br/>in English</b></p> <p><b>240 Hours</b></p> | <p>Personal interaction at the company</p> <p>100 hours</p>   | <p>Target content 1<br/>Exchanging information about:<br/>Personal interaction at the company, Ways of interacting, Ethics, Personal skills, Cultural aspects<br/>Hours: 100</p>   | <ul style="list-style-type: none"> <li>• Understanding family simple phrase and short statements.</li> <li>• Predicting meaning through the use of context.</li> <li>• Asking and responding to questions in clearly defined situations.</li> <li>• Expressing personal responses, likes, dislikes and feelings.</li> </ul> |
|   | <p>Company structure and working conditions<br/>100 hours</p> | <p>Target content 2<br/>Expressing information about:<br/>Company structure and working conditions, Activities, organization and background, Employment policy, Fringe benefits, Importance of motivation, Work relations<br/>Hours: 100</p> |   |



**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**TARGET**

**LINGUISTIC  
COMPETENCIES**

**Oral  
Communication  
in English**

Company furniture,  
equipment and tools  
40 hours

Target content 3  
Company furniture, equipment and  
tools  
Hours: 40

- Understanding family simple phrase and short statements.
- Communicating messages with little or non-difficulty.
- Expressing and seeking ideas and opinions.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

**SUBJECT AREA**

**UNITS**

**TARGET**

**LINGUISTIC COMPETENCIES**

Writing to  
communicate  
64 hours

Target content 1  
Basic English Skills  
Hours: 30

Target content 2  
Introduction to Academic  
Writing  
Hours: 34

- Understanding words and sentences in context using certain grammar structure.
- Completing written forms with the appropriate information.
- Understanding language varieties to complete a task successfully.
- Writing sentences using certain grammar structure.

- Learning why and how people write.
- Completing written forms with appropriate information.
- Distinguishing the different parts of paragraphs.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

| SUBJECT AREA   | STUDY BLOCK                                   | TARGET   | LINGUISTIC COMPETENCIES   |
|--|---|--|---|
| <p><b>Written<br/>Communication</b></p> <p><b>in English</b></p> <p><b>240 Hours</b></p> | <p>Sentence<br/>Structure</p> <p>94 hours</p> | <p>Target content 1<br/>Types of Sentences<br/>Hours: 40</p>   | <ul style="list-style-type: none"> <li>• Understanding words in different types of sentences.</li> <li>• Recognizing the different types of sentences.</li> <li>• Writing different types of sentences using certain grammar structure.</li> <li>• Offering the right written response.</li> </ul>  |
|  |   | <p>Target content 2<br/>Noun, adverbial and relative clauses and participial phrases<br/>Hours: 54</p> | <ul style="list-style-type: none"> <li>• Performing in written English.</li> <li>• Understanding language varieties to complete a task successfully.</li> <li>• Writing sentences using certain grammar structure.</li> <li>• Distinguishing the different types of clauses and phrases.</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE  
TARGET**

**SUBJECT AREA**

**STUDY BLOCK**

**LINGUISTIC COMPETENCIES**

**Written  
Communication  
in English  
240 Hours**

Types of paragraphs  
82 hours

Target content 1  
Narrative, Descriptive and expository paragraphs  
Hours: 36

- Writing sentences using certain grammar structure.
- Understanding relations between the different paragraphs.
- Writing short imaginative paragraphs.
- Expressing information explicitly.
- Understanding language varieties to complete a task successfully.

Target content 2  
The Writing process  
Hours: 46

- Understanding the mechanics of the different types of paragraphs.
- Completing written forms with the appropriate information.
- Distinguishing between different steps of the writing process.
- Understanding the correct organization of a paragraph
- Performing factual communication to start and end up a good paragraph.
- Understanding and be understood by others.

**CURRICULAR MAP BILINGUAL  
SECRETARY (EBNC)  
TENTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Computer Skills  
160 Hours**

**Computer tools  
100 hours**

- Identify rules and principles for caring, cleaning, use of materials, equipment, and the organization at workplace.
- Apply principles of ergonomics while typing in order to create documents at office.
- Identify the hardware and software that integrate a computer.
- Select programs to detect and remove viruses.
- Use tools of the Windows environment for information management.
- Write letters, numbers and others that conform the keyboard up to 50 w.p.m.
- Use applications related to Internet use and services for searching and accessing information.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TENTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Computer Skills  
160 Hours**

**Word Text Processor  
60 hours**

- Identify menus, functions and tools in the word processor.
- Identify symbols and special characters.  
Identifies elements of charts and graphs.
- Use menus, functions and tools.
- Distinguish functions to manage text and documents.
- Apply functions to manage texts and documents.

**CURRICULAR MAP  
ELEVENTH GRADE**

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUBÁREA                                      | UNIDAD DE ESTUDIO                  | RESULTADOS DE APRENDIZAJE   |
|--|------------------------------------|---|
| <b>GESTIÓN<br/>EMPRESARIAL<br/>160 horas</b> | Trámites empresariales<br>20 horas | <ul style="list-style-type: none"><li>• Definir conceptos básicos de economía y su relación con las funciones empresariales.</li><li>• Aplicar los elementos de matemática financiera en operaciones contables.</li><li>• Elaborar los documentos comerciales sencillos y complejos.</li><li>• Examinar los diversos trámites relacionados con las actividades empresariales.</li></ul> |



**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUBÁREA                                      | UNIDAD DE ESTUDIO                       | RESULTADOS DE APRENDIZAJE   |
|--|---|---|
| <b>GESTIÓN<br/>EMPRESARIAL<br/>160 horas</b> | Fundamentos de contabilidad<br>60 horas | <ul style="list-style-type: none"> <li>• Aplicar los elementos básicos de la contabilidad.</li> <li>• Distinguir cada uno de los elementos básicos que intervienen en la ecuación contable y el principio de la partida doble.</li> <li>• Analizar transacciones y ubicarlas en los elementos de la ecuación contable.</li> <li>• Elaborar una clasificación definida de las cuentas de los estados de resultados y de los balances generales (reales y nominales).</li> <li>• Examinar cada uno de los componentes de los elementos básicos en los estados financieros y económicos de la contabilidad financiera.</li> <li>• Emplear la cuenta como instrumento de registro y síntesis de transacción contable.</li> <li>• Construir los diferentes estados económicos y financieros para una empresa de servicios.</li> <li>• Elaborar un ciclo contable para una empresa de servicios.</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUBAREA   | UNIDAD DE ESTUDIO                               | RESULTADOS DE APRENDIZAJE  |
|---|---|--|
| <p><b>GESTIÓN<br/>EMPRESARIAL<br/>160 horas</b></p> | <p>Estadística<br/>descriptiva<br/>40 horas</p> | <ul style="list-style-type: none"> <li>• Aplicar la estadística descriptiva en el procesamiento de la información.</li> <li>• Elaborar instrumentos estadísticos para el control de la calidad.</li> </ul> |
|   | <p>Mercadeo<br/>40 horas</p>                    | <ul style="list-style-type: none"> <li>• Analizar la influencia del mercadeo en la gestión empresarial.</li> </ul>   |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUBAREA                                 | STUDY BLOCK   | TARGET   | LINGUISTIC<br>COMPETENCIES  |
|---|---|--|---|
| <b>Oral Communication<br/>320 Hours</b> | Job manufacturing and<br>Job performance<br>110 hours | Target content 1<br>Personal interaction at the<br>company<br>Hours: 110 | <ul style="list-style-type: none"> <li>• Reacting to language spoken at normal speed in everyday life.</li> <li>• Identifying the main rules of filing.</li> <li>• Understanding variety of registers.</li> <li>• Listening between lines about the topic studied.</li> <li>• Understanding ideas.</li> <li>• Talking in simple language about familiar and concrete situations of our own world.</li> <li>• Reporting information gathered from texts, web sites, and others.</li> <li>• Speaking appropriately.</li> <li>• Responding to a request with appropriate expressions.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUBJECT AREA                                   | STUDY BLOCK   | TARGET   | LINGUISTIC<br>COMPETENCIES  |
|--|---|--|---|
| <p><b>Oral Communication<br/>320 Hours</b></p> | <p>Routine business<br/>activities<br/><br/>110 hours</p> | <p>Target content 2<br/>Routine<br/>Business<br/>Activities<br/>Hours: 110</p> | <ul style="list-style-type: none"> <li>• Reacting towards instructions.</li> <li>• Identifying details in familiar material.</li> <li>• Summarizing messages and narratives.</li> <li>• Responding and giving opinions about events and issues .</li> <li>• Responding to messages and dialogues in short situation context.</li> <li>• Reporting information to complete a task.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Asking for repetition / confirmation.</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUBAREA   | STUDY BLOCK                         | TARGET  | LINGUISTIC<br>COMPETENCIES   |
|---|-------------------------------------|---|--|
| <p><b>Oral Communication</b><br/><b>320 Hours</b></p> | <p>Safety at work<br/>100 hours</p> | <p>Target content 3<br/>Safety at Work<br/>Hours: 100</p> | <ul style="list-style-type: none"> <li>• Identifying relevant information.</li> <li>• Giving directions to carry out a task.</li> <li>• Expressing main points and personal response.</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Computer Skills  
160 Hours**

Network User  
20 hours

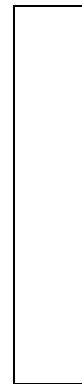
- Analyze basic concepts associated with the communication of data communication and network use.
- Use the local area network.
- Determine responsibilities of users and administrators of a net.
- Identify concepts, characteristics and applications on Internet.
- Execute applications on Internet.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE  
STUDY BLOCK**

**SUBJECT AREA**

**LEARNING RESULTS**

**COMPUTER SKILLS  
160 hours**



Computer applications  
100 hours

- Typing simple and complex documents using functions of Word processor with techniques, as well as the revision tools.
- Perform speed building exercises in the computer until the student is able to type 60 words per minute.
- Apply elements of the menu and tools bar of the electronic spreadsheet.
- Apply tools of the electronic spreadsheet in the preparation of business documents.
- Create charts in the electronic spreadsheet.
- Analyze basic terminology and the elements of the menu and tools bar of the presentations program.
- Use the special equipment to project images from the computer.
- Analyze basic terminology and elements of the menu and tools bar of the office Publisher program.
- Apply tools of the office Publisher program in the preparation of informative materials.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**COMPUTER SKILLS  
160 hours**

Internship  
40 hours

- Execute with quality all types of works characteristic of a service platform.



**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

| SUJECT AREA   | STUDY BLOCK  | LEARNING RESULTS  |
|---|--|---|
| <p><b>COMPOSITION</b><br/><br/><b>320 HOURS</b></p> | <p>Processing written business communications.<br/><br/>Hours: 110</p>                         | <ul style="list-style-type: none"> <li>• Write business documents using specific guidelines.</li> <li>• Apply rules of language grammatical rules for writing all types of business communication.</li> </ul> |
|   | <p>Compose Business-legal documents, accounting and financial reports.<br/><br/>Hours: 100</p> |   |

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
ELEVENTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**COMPOSITION**

**320 HOURS**

Preparation of variety of documents,  
minute, agenda, curriculum vitae,  
resumes, catalogues, booklets,  
advertising, journal writing.

Hours: 110

- Writes documents for meetings, marketing, advertising according to writing techniques and style.

## CURRICULAR MAP TWELFTH GRADE

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)**

| SUBJECT AREA   | STUDY BLOCK                         | TARGET   | LINGUISTIC<br>COMPETENCIES   |
|--|-------------------------------------|--|--|
| <b>Oral Communication<br/>in English</b><br><br><b>100 Hours</b> | Workplace<br>management<br>50 hours | Target content 1<br>Workplace<br>management<br>Hours: 50 | <ul style="list-style-type: none"> <li>• Identifying speakers' specifications, request, and others.</li> <li>• Understanding variety of language forms to complete a task.</li> <li>• Asking for repetition.</li> <li>• Responding with the appropriate response.</li> <li>• Identifying the purpose of short messages.</li> <li>• Copying with unfamiliar names expressions and places to complete a procedure.</li> <li>• Negotiation of meaning with the other speaker.</li> <li>• Responding to messages and dialogues in situations in different contexts.</li> <li>• Speaking with intelligible pronunciation and</li> </ul> |
|  | Customer Service<br>50 hours        | Target content 2<br>Customer service<br>Hours: 50        |  |

**TWELFTH GRADE**

intonation.

**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TWELFTH GRADE**

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**COMPUTER SKILLS  
100 Hours**

Databases  
40

- Analyze concepts of databases.
- Differentiate elements of Access.
- Apply basic operations and assistants in Access.
- Execute types of queries in Access.
- Select Access tools for managing databases.

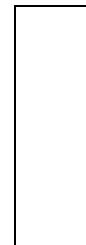
**CURRICULAR MAP  
BILINGUAL SECRETARY (EBNC)  
TWELFTH GRADE**

**SUBJECT AREA**

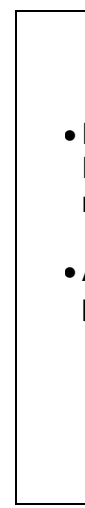
**STUDY BLOCK**

**LEARNING RESULTS**

**COMPUTER SKILLS  
100 Hours**



Production of documents in  
computer  
60 hours



- Practice speed building exercises in Spanish and English using the computer until attaining a minimum of 70 w.p.m.
- Apply correct techniques in the preparation and presentation of documents in English and Spanish.

**CURRICULAR MAP  
BILINGUAL SECRETARY  
TWELFTH GRADE**

**SUBAREA**

**STUDY**

**LEARNING RESULTS**

Labor law  
20 hours

- Value the importance of labor law.
- Interpret elements of work contracts that govern rights, and duties of workers and employers (hiring and firing).
- Analyze types of working time in various forms of payment.
- Infer obligations and the workers' prohibitions on employers and employees in accordance with current regulations.
- Distinguish workers' prohibitions on employers and employees in accordance with current regulations.
- Calculate compensations for ceasing labor related to employer's responsibility.
- Calculate vacations and bonuses, and Christmas gift with the information given in each case.
- Infer social security's contributions and deductions from the payroll in enterprises.
- Analyze the elements of the law "Igualdad social de la mujer" (Women Social Equity Law) in labor law.
- Examine concepts of microenterprise according to the Costa Rican laws.

## CURRICULAR MAP BILINGUAL SECRETARY (EBNC) TWELFTH GRADE

### SUBJECT AREA

### STUDY BLOCK

### LEARNING RESULTS

BUSINESS  
MANAGEMENT  
100 Hours

Entrepreneurial Didactic Management  
180 hours

- Promote employment and educational experiences of Labor@ classroom practice for service centers.
  
- Perform practical work in companies through different workstations in L@bora classroom practice efficiently.



**CURRICULAR MAP  
BILINGUAL SECRETARY  
TWELFTH GRADE**

**SUBJECT AREA**

**Business  
Communication  
200 Hours**

**STUDY BLOCK**

Oral expression techniques  
40 hours

**LEARNING RESULTS**

- Apply oral communication techniques in different discourses regarding organizational activities.

Written communication  
40 hours

- Drafts personal and legal documents using correct writing techniques according to individual characteristics.
- Plans writing and document presentations required for a meeting.
- Applies techniques for drafting advertising messages.
- Produces different types of reports used at the office.
- Produces national and international commercial agreements and/or contracts.

**CURRICULAR MAP  
BILINGUAL SECRETARY  
TWELFTH GRADE**

| SUBJECT AREA   | STUDY BLOCK   | LEARNING RESULTS   |
|--|---|--|
| <p><b>Business<br/>Communication<br/>200 Hours</b></p> | <p>Quality Customer Service<br/>1. Attitude<br/>Hours: 4</p>                  | <ul style="list-style-type: none"> <li>• Apply techniques which maximize effectiveness in receiving and handling routing calls.</li> </ul> |
|  | <p>Quality Customer Service<br/>2.How to say hello<br/>Hours: 4</p>           | <ul style="list-style-type: none"> <li>• Provide excellent service and competitive edge to the organization.</li> </ul>                    |
|  | <p>Quality Customer Service<br/>3.Call screening and probing<br/>Hours: 4</p> | <ul style="list-style-type: none"> <li>• Apply techniques for improving effectiveness ace to listener.</li> </ul>                          |

| SUBJECT AREA                                      | STUDY BLOCK   | LEARNING RESULTS   |
|---|---|--|
| <b>Business Communication</b><br><b>200 Hours</b> | Quality Customer Service<br><br>4. Call transfer and holding<br><br>Hours: 8        | <ul style="list-style-type: none"> <li>• Apply proper telephone techniques in providing excellent service to customers.</li> </ul> |
|   | Quality Customer Service<br><br>5.Handing complaint callers<br><br>Hours: 12        | <ul style="list-style-type: none"> <li>• Solve handling complaint callers by providing excellent service.</li> </ul>               |
|   | Quality Customer Service<br><br>6.How do your customers picture you<br><br>hours: 8 | <ul style="list-style-type: none"> <li>• Recognize positive phrases and others which should be avoided on the phone.</li> </ul>    |

| SUBJECT AREA   | STUDY BLOCK  | LEARNING RESULTS   |
|--|--|--|
| <p><b>Business<br/>Communication<br/>200 Hours</b></p> | <p>Quality Customer Service<br/>7. Communication styles<br/>Hours: 4</p>                       | <ul style="list-style-type: none"> <li>Apply techniques to be proactive with customers by telephone or in personal.</li> </ul> |
|  | <p>Quality Customer Service<br/>8. Delivering coaching, receiving and giving<br/>Hours: 12</p> | <ul style="list-style-type: none"> <li>Apply the four step model for effective coaching.</li> </ul>                            |

**SUBJECT AREA**

**STUDY BLOCK**

**LEARNING RESULTS**

**Business  
Communication  
200 Hours**

Quality customer  
service  
9. Hearing is not  
listening  
Hours: 8

- Recognize effective strategies or techniques for avoiding errors on the job.

Quality customer  
service  
10. Telephone courtesy  
Hours: 12

- Develop effective telephone communication and state the courteous techniques.

Quality customer  
service  
11. What is wrong with  
the Picture.  
Hours: 4

- Identify oral techniques about what's wrong with this picture.

Quality customer  
service  
12. Emotional leakage  
Hours: 8

- Apply specific techniques which are effective in preventing emotional leakage.

**SUBJECT AREA**

**Business  
Communication  
200 Hours**

**STUDY BLOCK**

Quality customer service  
13. We are customers to  
each others.  
Hours: 8

Quality customer service  
14. How to deal with the  
foreign accent  
Hours: 8

Quality customer service  
15. Escape from voice  
mail jail.  
Hours: 4

Quality customer service  
16. Telesales tips form A  
to Z  
Hours: 12

**LEARNING RESULTS**

- Recognize between the companies' internal telephone techniques and customer service.
- Apply at least one effective alternative technique for avoiding mistakes.
- Practice six techniques on how to leave an effective voice mail message.
- Provide high quality customer services using the telesales tips from A to Z.

**CURRICULAR MAP  
BILINGUAL SECRETARY  
TWELFTH GRADE**

| SUBJECT AREA   | STUDY BLOCK                     | TARGET  | LINGUISTIC COMPETENCIES  |
|--|---------------------------------|---|--|
| <p><b>TRANSLATION<br/>AND<br/>INTERPRETING</b></p> <p><b>100 Hours</b></p> | <p>TRANSLATION<br/>50 hours</p> | <p>Target content 1<br/>Translation<br/>Hours:<br/>50</p> | <ul style="list-style-type: none"> <li>• Analyzing the main features of the translation and interpreting process.</li> <li>• Using different strategies in order to obtain accurate translation.</li> <br/> <li>• Analyzing the most important techniques used to translate different types of texts.</li> <br/> <li>• Translating different texts according to content and level of difficulty.</li> <br/> <li>• Using different techniques for error correction.</li> <br/> <li>• Obtaining accurate result in the translation process.</li> </ul> |

**CURRICULAR MAP  
BILINGUAL SECRETARY  
TWELFTH GRADE**

| SUBJECT AREA                                       | STUDY BLOCK                      | TARGET   | LINGUISTIC COMPETENCIES  |
|--|----------------------------------|--|--|
| <p><b>TRANSLATION<br/>AND<br/>INTERPRETING</b></p> | <p>INTERPRETING<br/>50 hours</p> | <p>Target content 2<br/>Interpreting<br/>Hours:<br/>50</p> | <ul style="list-style-type: none"> <li>• Distinguishing between translating and interpreting.</li> <li>• Identifying the main skills and attitudes involved in the interpreting process.</li> <li>• Determining different strategies in order to obtain accurate interpreting.</li> <li>• Overcoming the most relevant barriers in the interpreting process.</li> <li>• Using different techniques used to translate different types of texts.</li> <li>• Implementing different interpreting techniques according to content and level of difficulty.</li> <li>• Taking advantage of the interpreting activity in the different offices located in Costa Rica.</li> </ul> |



***CONTENIDOS PROGRAMÁTICOS***

***UNDÉCIMO AÑO***

***CONTENIDOS PROGRAMÁTICOS***

***SUBÁREA***

***GESTION EMPRESARIAL***

## GESTIÓN EMPRESARIAL

Con esta subárea se pretende que el estudiantado aplique los conocimientos acerca de los trámites empresariales actuales, economía, matemática básica, procesos contables, elementos de estadística descriptiva y mercadeo necesarios para el mundo de los negocios, con 4 horas semanales, para un total de 160 horas anuales.

Está integrada por cuatro unidades de estudio:

- **Trámites empresariales:** Se examinan los diferentes trámites bancarios y administrativos.
- **Fundamentos de contabilidad:** Se estudian los procedimientos básicos para elaborar estados financieros de una empresa de servicios.
- **Estadística descriptiva:** Se desarrollan métodos para organizar estadísticamente datos generados por las empresas.
- **Mercadeo:** Permite analizar el mercadeo y su influencia en la gestión empresarial.

Los docentes y las docentes deben propiciar el aprendizaje, apoyándolo con estrategias y procedimientos metodológicos que estimulen la participación grupal, la criticidad, la autogestión y la construcción del conocimiento.

### OBJETIVOS GENERALES DE LA SUBÁREA

1. Analizar los diferentes trámites empresariales.
2. Adquirir fundamentos contables aplicados a la oficina.
3. Adquirir destrezas en cuanto a la estadística descriptiva en general.
4. Identificar los principios de mercadeo y su influencia en la gestión empresarial.
5. Aplicar los fundamentos básicos contables en la realización e interpretación de estados financieros de una empresa de servicios.

## DISTRIBUCIÓN DE LAS UNIDADES DE ESTUDIO DE LA SUB ÁREA DE GESTION EMPRESARIAL

| <b>Unidades</b> | <b>Nombre de la unidad de estudio</b> | <b>Tiempo estimado en horas</b> | <b>Tiempo estimado en semanas</b> |
|-----------------|---------------------------------------|---------------------------------|-----------------------------------|
| <b>I</b>        | <b>Trámites empresariales</b>         | <b>20 horas</b>                 | <b>5 semanas</b>                  |
| <b>II</b>       | <b>Fundamentos de Contabilidad</b>    | <b>60 horas</b>                 | <b>15 semanas</b>                 |
| <b>III</b>      | <b>Estadística Descriptiva</b>        | <b>40 horas</b>                 | <b>10 semanas</b>                 |
| <b>IV</b>       | <b>Mercadeo</b>                       | <b>40 horas</b>                 | <b>10 semanas</b>                 |
|                 | <b>TOTAL</b>                          | <b>160 HORAS ANUALES</b>        | <b>40 SEMANAS</b>                 |

**UNIDAD DE ESTUDIO**  
**TRÁMITES EMPRESARIALES**

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

|                       |   |
|-----------------------|---|
| Título:               | Trámites empresariales  |
| Propósito:            | Demostrar habilidades y destrezas para realizar trámites empresariales de acuerdo con las exigencias empresariales. |
| Nivel de competencia: | Básica  |

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

| Título   | Clasificación |
|--|---------------|
| Identifica claramente el concepto de economía.   | Específica    |
| Distingue con certeza la microeconomía de la macroeconomía.  | Específica    |
| Explica con precisión los factores de producción.  | Específica    |
| Concientiza adecuadamente acerca de la importancia del desarrollo sostenible.                                  | Específica    |
| Cita correctamente el concepto de las operaciones matemáticas básicas.   | Específica    |
| Calcula con exactitud operaciones matemáticas básicas.   | Específica    |
| Reconoce con eficacia el concepto de descuento simple y descuento por pronto pago.                             | Específica    |
| Resuelve acertadamente operaciones de descuento simple y descuento por pronto pago.                            | Específica    |
| Identifica con exactitud los documentos sencillos, complejos y otros.  | Específica    |
| Efectúa acertadamente los pasos correctos para completar información en los diferentes documentos comerciales. | Específica    |
| Realiza eficientemente el llenado de la documentación comercial.   | Específica    |
| Define ampliamente todos los aspectos que forman parte de los servicios bancarios.                             | Específica    |
| Interpreta acertadamente la importancia de los servicios bancarios.  | Específica    |
| Ejemplifica con exactitud los diferentes servicios bancarios.  | Específica    |

## ELEMENTOS DE COMPETENCIA

| Referencia | Título del Elemento  |
|------------|--|
| 1 - 1      | Realizar trámites empresariales de acuerdo con los lineamientos establecidos por las empresas. |

## CRITERIOS DE DESEMPEÑO

Define conceptos básicos de economía y su relación con las funciones empresariales.

Aplica los elementos de matemática financiera en operaciones contables.

Elabora los documentos comerciales sencillos y complejos.

Examina los diversos trámites relacionados con las actividades empresariales.

## CAMPO DE APLICACIÓN

| Categoría | Clase  |
|-----------|--|
| Servicios | Prestación de servicios de Educación Técnica |

### **EVIDENCIAS DE CONOCIMIENTO**

Identifica el término economía.

Reconoce la diferencia entre economía y macroeconomía

Cita el concepto de las operaciones matemáticas básicas.

Reconoce el concepto de descuento simple y descuento de pronto pago.

Identifica los documentos sencillos, complejos y otros.

Define todos los aspectos que forman parte de los servicios bancarios.

### **EVIDENCIAS DE DESEMPEÑO**

Describe los factores de producción.

Interpreta la importancia del desarrollo sostenible.

Efectúa los pasos correctos para completar información en los diferentes documentos comerciales.

Interpreta la importancia de los servicios bancarios

### **EVIDENCIAS DE PRODUCTO**

Calcula operaciones matemáticas básicas

Resuelve operaciones de descuento simple y descuento por pronto pago.

Realiza el llenado de la documentación comercial.

Ejemplifica los diferentes servicios bancarios.



Modalidad: Comercial y Servicios

Especialidad: **SECRETARIADO BILINGUE**

Sub-área: **Gestión Empresarial**

Año: Undécimo

Unidad de Estudio: **Trámites empresariales**

Tiempo Estimado: 40 horas

Propósito: Demostrar habilidades y destrezas necesarias para realizar trámites empresariales en general.

| RESULTADOS DE APRENDIZAJE   | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|---|---|---|---|---|
| 1. Definir conceptos básicos de economía y su relación con las funciones empresariales. | <ul style="list-style-type: none"> <li>Fundamentos de economía:</li> </ul> <p>Conceptos básicos:</p> <ul style="list-style-type: none"> <li>Definición, diferencia entre microeconomía y macroeconomía</li> <li>Desarrollo Sostenible.</li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>Define el concepto de economía</li> <li>Distingue la microeconomía de la macroeconomía.</li> <li>Explica los factores de producción</li> <li>Concientiza acerca de la importancia del desarrollo sostenible.</li> </ul> | <ul style="list-style-type: none"> <li>Disciplina para atender las normativas.</li> </ul> | <ul style="list-style-type: none"> <li>Define los conceptos básicos de economía y su relación con las funciones empresariales.</li> </ul> |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|---|---|---------------------|------------------------|
|                           | <p>Factores de producción:</p> <ul style="list-style-type: none"> <li>• Tierra, trabajo, capital, desarrollo empresarial y tecnológico.</li> <li>• Agentes económicos.</li> <li>• Oferta y demanda.</li> <li>• Mercado y precios.</li> <li>• Indicadores económicos.</li> </ul> | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica el término economía.</li> <li>• Reconoce la diferencia entre economía y macroeconomía.</li> <li>• Describe los factores de producción.</li> <li>• Interpreta la importancia del desarrollo sostenible.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|--|---|---|---|---|
| <p>2. Aplicar los elementos de matemática financiera en operaciones contables.</p> | <ul style="list-style-type: none"> <li>• Matemática Financiera:</li> <li>Operaciones básicas:               <ul style="list-style-type: none"> <li>• Redondeo</li> <li>• Regla de tres</li> <li>• Interés simple:                   <ul style="list-style-type: none"> <li>• Concepto</li> <li>• Importancia</li> <li>• Simbología</li> <li>• Fórmulas</li> <li>• Tiempo exacto</li> <li>• Tiempo ordinario</li> </ul> </li> <li>• Descuento simple:                   <ul style="list-style-type: none"> <li>• Concepto</li> <li>• Importancia</li> <li>• Fórmulas</li> </ul> </li> <li>• Descuento por pronto pago:                   <ul style="list-style-type: none"> <li>• Importancia</li> <li>• Concepto</li> <li>• Fórmulas</li> </ul> </li> </ul> </li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica el concepto de las operaciones básicas.</li> <li>• Desarrolla operaciones matemáticas básicas.</li> <li>• Define conceptos de descuento simple y descuento por pronto pago.</li> <li>• Realiza operaciones con descuento simple y descuento por pronto pago.</li> </ul> | <ul style="list-style-type: none"> <li>• Disciplina para atender las normativas.</li> </ul> | <ul style="list-style-type: none"> <li>• Aplica los elementos de matemática financiera en operaciones contables.</li> </ul> |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|------------|--|---------------------|------------------------|
|                           |            | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Cita el concepto de las operaciones matemáticas básicas.</li> <li>• Calcula operaciones matemáticas básicas.</li> <li>• Reconoce el concepto de descuento simple y descuento por pronto pago.</li> <li>• Resuelve operaciones de descuento simple y descuento por pronto pago.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE                                     | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|---|---|--|---|---|
| 3. Elaborar los documentos comerciales sencillos y complejos. | <ul style="list-style-type: none"> <li>• Documentación comercial sencilla:               <ul style="list-style-type: none"> <li>• Vale</li> <li>• Recibo</li> <li>• Factura</li> </ul> </li> <li>• Compleja:               <ul style="list-style-type: none"> <li>• Pagaré</li> <li>• Certificado de prenda</li> <li>• Cheque</li> <li>• Letra de cambio</li> <li>• Hipoteca</li> <li>• Certificados de depósitos.</li> </ul> </li> <li>• Otros:               <ul style="list-style-type: none"> <li>• Órdenes de compra</li> <li>• Orden de pedido</li> </ul> </li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Define los documentos sencillos, complejos y otros.</li> <li>• Demuestra los pasos para completar información en los diferentes documentos comerciales.</li> <li>• Prepara prácticas relacionadas con la elaboración de documentos comerciales.</li> </ul> | <ul style="list-style-type: none"> <li>• Disciplina para atender las normativas.</li> </ul> | <ul style="list-style-type: none"> <li>• Elabora los documentos comerciales sencillos y complejos.</li> </ul> |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|---|--|---------------------|------------------------|
|                           | <ul style="list-style-type: none"> <li>• Nota de débito</li> <li>• Nota de crédito</li> <li>• Cotizaciones</li> </ul> | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los documentos sencillos, complejos y otros.</li> <li>• Efectúa los pasos correctos para completar información en los diferentes documentos comerciales.</li> <li>• Realiza el llenado de la documentación comercial.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE   | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|---|---|---|---|---|
| 4. Examinar los diversos trámites relacionados con las actividades empresariales. | <ul style="list-style-type: none"> <li>• Servicios Bancarios:               <ul style="list-style-type: none"> <li>• Cuentas corrientes</li> <li>• Cuentas de ahorro</li> <li>• Depósitos</li> <li>• Cajeros automáticos</li> <li>• Documentos</li> <li>• Cheque viajero</li> <li>• Tarjeta de crédito</li> <li>• Tarjeta de débito</li> <li>• Otros servicios</li> </ul> </li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica los aspectos que forman parte de los servicios bancarios.</li> <li>• Analiza la importancia de los servicios bancarios.</li> <li>• Describe las características de cada uno de los servicios bancarios</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Define todos los aspectos que forman parte de los servicios bancarios.</li> <li>• Interpreta la importancia de los servicios bancarios</li> <li>• Ejemplifica los diferentes servicios bancarios.</li> </ul> | <ul style="list-style-type: none"> <li>• Disciplina para atender las normativas.</li> </ul> | <ul style="list-style-type: none"> <li>• Examina los diversos trámites relacionados con las actividades empresariales.</li> </ul> |

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Trámites empresariales

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: Aula -Taller

DURACIÓN:

| MATERIALES | MAQUINARIA | EQUIPO | HERRAMIENTAS |
|------------|------------|--------|--------------|
|            |            |        |              |



## PROCEDIMIENTOS

El y la docente:

- Define el concepto de economía.
- Distingue la microeconomía de la macroeconomía.
- Explica los factores de producción.
- Concientiza acerca de la importancia del desarrollo sostenible.
- Explica el concepto de las operaciones básicas.
- Desarrolla operaciones matemáticas básicas.
- Define conceptos de descuento simple y descuento de pronto pago.
- Realiza operaciones con descuento simple y descuento de pronto pago.
- Define los documentos sencillos, complejos y otros.
- Demuestra los pasos para completar información en los diferentes documentos comerciales.
- Prepara prácticas sobre elaboración de documentos comerciales.
- Explica los aspectos que forman parte de los servicios bancarios.
- Analiza la importancia de los servicios bancarios.
- Describe las características de cada uno de los servicios bancarios.

|                          |        |
|--------------------------|--------|
| LISTA DE COTEJO SUGERIDA | FECHA: |
|--------------------------|--------|

|                            |
|----------------------------|
| NOMBRE DE CADA ESTUDIANTE: |
|----------------------------|

Instrucciones:  
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.  
De la siguiente lista marque con una “X” la columna correspondiente, de acuerdo al desempeño de cada estudiante.

| DESARROLLO   | SI | AUN NO | NO APLICA |
|--|----|--------|-----------|
| Identifica claramente el concepto de economía.   |    |        |           |
| Distingue con certeza la microeconomía de la macroeconomía.  |    |        |           |
| Explica con precisión los factores de producción.  |    |        |           |
| Concientiza adecuadamente acerca de la importancia del desarrollo sostenible.                                  |    |        |           |
| Cita correctamente el concepto de las operaciones matemáticas básicas.   |    |        |           |
| Calcula con exactitud operaciones matemáticas básicas.   |    |        |           |
| Reconoce con eficacia el concepto de descuento simple y descuento de pronto pago.                              |    |        |           |
| Resuelve acertadamente operaciones de descuento simple y descuento de pronto pago.                             |    |        |           |
| Identifica con exactitud los documentos sencillos, complejos y otros.  |    |        |           |
| Efectúa acertadamente los pasos correctos para completar información en los diferentes documentos comerciales. |    |        |           |
| Realiza eficientemente el llenado de la documentación comercial.   |    |        |           |
| Define ampliamente todos los aspectos que forman parte de los servicios bancarios.                             |    |        |           |
| Interpreta acertadamente la importancia de los servicios bancarios.  |    |        |           |
| Ejemplifica con exactitud los diferentes servicios bancarios.  |    |        |           |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE  | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS  | TIPO         | SUFICIENCIAS DE EVIDENCIAS  |
|--|---|---|--------------|---|
| Definir conceptos básicos de economía y su relación con las funciones empresariales. | Define conceptos básicos de economía y su relación con las funciones empresariales. | Identifica el concepto de economía.                                   | Conocimiento | Identifica claramente el concepto de economía.                                      |
|  |   | Distingue la microeconomía de la macroeconomía                        | Conocimiento | Distingue con certeza la microeconomía de la macroeconomía                          |
|  |   | Explica los factores de producción.                                   | Desempeño    | Explica con precisión los factores de producción.                                   |
|  |   | Concientiza acerca de la importancia del desarrollo sostenible.       | Desempeño    | Concientiza adecuadamente acerca de la importancia del desarrollo sostenible.       |
| Aplicar los elementos de matemática financiera en operaciones contables.             | Aplica los elementos de matemática financiera en operaciones contables.             | Cita el concepto de las operaciones matemáticas básicas.              | Conocimiento | Cita correctamente el concepto de las operaciones matemáticas básicas.              |
|  |   | Calcula operaciones matemáticas básicas.                              | Producto     | Calcula con exactitud operaciones matemáticas básicas.                              |
|  |   | Reconoce el concepto de descuento simple y descuento por pronto pago. | Conocimiento | Reconoce con eficacia el concepto de descuento simple y descuento por pronto pago.  |
|  |   | Resuelve operaciones de descuento simple y descuento por pronto pago. | Producto     | Resuelve acertadamente operaciones de descuento simple y descuento por pronto pago. |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE  | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS   | TIPO         | SUFICIENCIAS DE EVIDENCIAS   |
|--|---|--|--------------|--|
| Elaborar los documentos comerciales sencillos y complejos.                     | Elabora los documentos comerciales sencillos y complejos.                     | Identifica los documentos sencillos, complejos y otros.  | Conocimiento | Identifica con exactitud los documentos sencillos, complejos y otros.  |
|  |   | Efectúa los pasos correctos para completar información en los diferentes documentos comerciales. | Desempeño    | Efectúa acertadamente los pasos correctos para completar información en los diferentes documentos comerciales. |
|  |   | Realiza el llenado de la documentación comercial.  | Producto     | Realiza eficientemente el llenado de la documentación comercial.   |
| Examinar los diversos trámites relacionados con las actividades empresariales. | Examina los diversos trámites relacionados con las actividades empresariales. | Define todos los aspectos que forman parte de los servicios bancarios.                           | Conocimiento | Define ampliamente todos los aspectos que forman parte de los servicios bancarios.                             |
|  |   | Interpreta la importancia de los servicios bancarios.  | Desempeño    | Interpreta acertadamente la importancia de los servicios bancarios.  |
|  |   | Ejemplifica los diferentes servicios bancarios.  | Producto     | Ejemplifica con exactitud los diferentes servicios bancarios.  |

**UNIDAD DE ESTUDIO**  
**FUNDAMENTOS DE CONTABILIDAD**

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

|                       |  |
|-----------------------|--|
| Título:               | Fundamentos de Contabilidad  |
| Propósito:            | Construir los diferentes estados económicos y financieros para una empresa de servicios. |
| Nivel de Competencia: | Básica.  |

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

| Título  | Clasificación |
|---|---------------|
| Define claramente cada elemento básico de la contabilidad.  | Específica    |
| Cita correctamente las características de cada elemento básico de la contabilidad.                                    | Específica    |
| Resuelve acertadamente ejercicios donde identifica cada uno de los elementos básicos de la contabilidad.              | Específica    |
| Interpreta con claridad cada elemento de la ecuación contable y el principio de partida doble.                        | Específica    |
| Identifica con exactitud los elementos de la ecuación contable.   | Específica    |
| Señala eficazmente la ubicación de cada elemento de la ecuación contable.   | Específica    |
| Realiza con precisión ejercicios con transacciones de activos, pasivos y capital.                                     | Específica    |
| Analiza eficientemente los estados de resultados.   | Específica    |
| Distingue claramente en el cuadro comparativo, las cuentas reales de los nominales.                                   | Específica    |
| Ejecuta con acierto los procedimientos para la elaboración de un estado de resultados.                                | Específica    |
| Soluciona correctamente ejercicios relacionados con los estados de resultados.  | Específica    |
| Cita con exactitud cada elemento que conforma los estados financieros y económicos.                                   | Específica    |
| Describe con precisión cada elemento que conforma los estados financieros y económicos.                               | Específica    |
| Resuelve correctamente ejercicios orientados a reconocer los elementos básicos en los estados financieros económicos. | Específica    |
| Describe claramente las partes de las cuentas.  | Específica    |
| Esquematiza gráficamente y con exactitud los componentes que conforman una cuenta.                                    | Específica    |
| Resuelve correctamente ejercicios de transacciones considerando el nombre de la cuenta, el importe y su saldo.        | Específica    |
| Elabora con precisión estados económicos de una empresa de servicios.   | Específica    |
| Realiza con exactitud prácticas contables para empresas de servicios.   | Específica    |
| Identifica con eficiencia los pasos que componen el ciclo contable en una empresa de servicios.                       | Específica    |
| Construye correctamente un ciclo contable para una empresa de servicios.  | Específica    |

## ELEMENTOS DE COMPETENCIA

| Referencia | Título del Elemento   |
|------------|---|
| 1– 2       | Preparar documentación contable para las empresas de servicios. |

## CRITERIOS DE DESEMPEÑO

Aplica los elementos básicos de la contabilidad.

Distingue cada elemento básico que interviene en la ecuación contable y el principio de la partida doble.

Analiza transacciones y las ubica en los elementos de la ecuación contable.

Elabora una clasificación definida de las cuentas de los estados de resultados y de los balances generales (reales y nominales).

Examina cada componente de los elementos básicos en los estados financieros y económicos de la contabilidad financiera.

Emplea la cuenta como instrumento de registro y síntesis de transacción contable.

Construye los diferentes estados económicos y financieros para una empresa de servicios.

Elabora un ciclo contable para una empresa de servicios.

## CAMPO DE APLICACIÓN

| Categoría | Clase   |
|-----------|---|
| Servicios | Prestación de servicios de Educación Técnica. |

## **EVIDENCIAS DE CONOCIMIENTO**

- Define cada uno de los elementos básicos de la contabilidad.
- Cita las características de cada elemento básico de la contabilidad.
- Identifica los elementos de la ecuación contable.
- Señala la ubicación de cada elemento de la ecuación contable.
- Distingue en el cuadro comparativo las cuentas reales de los nominales.
- Cita cada elemento que conforma los estados financieros y económicos.

## **EVIDENCIAS DE DESEMPEÑO**

- Resuelve ejercicios donde identifica cada elemento básico de la contabilidad.
- Interpreta cada elemento de la ecuación contable y el principio de partida doble.
- Describe cada elemento que conforma los estados financieros y económicos.
- Analiza los estados de resultados.
- Describe las partes de las cuentas.
- Esquematiza gráficamente los componentes que conforman una cuenta.

## **EVIDENCIAS DE PRODUCTO**

- Realiza ejercicios con transacciones en activos, pasivos y capital.
- Ejecuta los procedimientos para la elaboración de un estado de resultados.
- Soluciona ejercicios relacionados con los estados de resultados.
- Resuelve ejercicios de transacciones considerando el nombre de la cuenta, importe y su saldo.
- Elabora estados económicos de una empresa de servicios.
- Realiza prácticas contables para empresas de servicios.
- Construye los diferentes estados económicos y financieros para una empresa de servicios.
- Elabora un ciclo contable para una empresa de servicios.
- Construye correctamente un ciclo contable para una empresa de servicios.



Modalidad: Comercial y de Servicios

Especialidad: **SECRETARIADO BILINGUE**

Sub-área: **Gestión Empresarial**

Año: Undécimo

Unidad de Estudio: **Fundamentos de Contabilidad**

Tiempo Estimado: 60 horas

Propósito: Construir los diferentes estados económicos y financieros para una empresa de servicios.

| RESULTADOS DE APRENDIZAJE                            | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO                           |
|--|--|---|---|--|
| 1. Aplicar los elementos básicos de la contabilidad. | <ul style="list-style-type: none"> <li>• Conceptualización de los elementos básicos:               <ul style="list-style-type: none"> <li>• Activo,</li> <li>• Pasivo,</li> <li>• Capital,</li> <li>• Ingreso,</li> <li>• Gasto,</li> <li>• Utilidad y pérdida.</li> </ul> </li> </ul> | <u>El y la docente:</u> <ul style="list-style-type: none"> <li>• Define cada elemento básico de la contabilidad.</li> <li>• Describe las características de cada elemento básico de la contabilidad.</li> <li>• Elabora prácticas para identificar cada elemento básico.</li> </ul> | <ul style="list-style-type: none"> <li>• Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</li> </ul> | Aplica los elementos básicos de la contabilidad. |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|------------|--|---------------------|------------------------|
|                           |            | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Define cada elemento básico de la contabilidad.</li> <br/> <li>• Cita las características de cada elemento básico de la contabilidad.</li> <br/> <li>• Resuelve ejercicios donde identifica cada elemento básico de la contabilidad.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|--|---|---|---|---|
| <p>2. Distinguir los elementos básicos que intervienen en la ecuación contable y el principio de la partida doble.</p> | <ul style="list-style-type: none"> <li>Elementos de la ecuación contable y el uso de la partida doble:               <ul style="list-style-type: none"> <li>Activos</li> <li>Pasivos</li> <li>Capital Social (patrimonio).</li> </ul> </li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>Explica la importancia de la ecuación contable y el principio de partida doble.</li> <li>Describe mediante un cuadro comparativo los elementos de la ecuación contable.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>Interpreta cada elemento de la ecuación contable y el principio de partida doble.</li> <li>Identifica los elementos de la ecuación contable.</li> </ul> | <ul style="list-style-type: none"> <li>Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</li> </ul> | <ul style="list-style-type: none"> <li>Distingue cada uno de los elementos básicos que intervienen en la ecuación contable y el principio de la partida doble.</li> </ul> |

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|--|------------|--|---|---|
| <p>3. Analizar transacciones y ubicarlas en los elementos de la ecuación contable.</p> |            | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Demuestra la ubicación de cada elemento de la ecuación contable, mediante una lista de transacciones.</li> <li>• Resuelve ejercicios con transacciones en activos, pasivos y capital.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Señala la ubicación de cada elemento de la ecuación contable, mediante una lista de transacciones.</li> <li>• Realiza ejercicios con transacciones en activos, pasivos y capital.</li> </ul> | <ul style="list-style-type: none"> <li>• Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</li> </ul> | <ul style="list-style-type: none"> <li>• Analiza transacciones y las ubica en los elementos de la ecuación contable.</li> </ul> |

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES  | CRITERIOS DE DESEMPEÑO   |
|--|--|---|--|--|
| <p>4. Elaborar una clasificación definida, de las cuentas de los estados de resultados y del balance general (Real y nominal).</p> | <ul style="list-style-type: none"> <li>• Clasificación de las cuentas reales y nominales:               <ul style="list-style-type: none"> <li>• activos,</li> <li>• pasivos,</li> <li>• patrimonio,</li> <li>• ingresos,</li> <li>• gastos,</li> <li>• ganancias,</li> <li>• pérdidas y utilidades,</li> <li>• retiros</li> <li>• (Balance General).</li> </ul> </li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Presenta modelos de un estado de resultados para ser analizado en clase.</li> <li>• Construye un cuadro comparativo para identificar las cuentas reales de los nominales.</li> <li>• Demuestra los procedimientos para la elaboración de un estado de resultados.</li> <li>• Resuelve ejercicios relacionados con el estado de resultados.</li> </ul> | <p>Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</p> | <p>Elabora una clasificación definida, de las cuentas de los estados de resultados y del balance general (real y nominal).</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"><li>• Analiza los estados de resultados.</li><li>• Distingue en el cuadro comparativo las cuentas reales de los nominales.</li><li>• Ejecuta los procedimientos para la elaboración de un estado de resultados.</li><li>• Soluciona ejercicios relacionados con los estados de resultados.</li></ul> |  |  |
|--|--|--|--|--|

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|--|--|---|---|---|
| <p>5. Examinar cada uno de los componentes de los elementos básicos en los estados financieros y económicos de la contabilidad financiera.</p> | <ul style="list-style-type: none"> <li>• Definición de los componentes de los elementos básicos de la contabilidad financiera: activo, pasivo, patrimonio, utilidad, ingreso, gasto.</li> <li>• Clasificación de los componentes por grupo:               <ul style="list-style-type: none"> <li>• <b>Activo:</b> activo circulante, propiedad, planta y equipo, activo diferido, activo acumulado.</li> <li>• <b>Pasivo:</b> corto plazo, largo plazo, diferido y acumulado.</li> </ul> </li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Define los componentes que conforman los estados financieros económicos.</li> <li>• Explica la importancia de cada elemento que conforma los estados financieros.</li> <li>• Ejecuta las prácticas alusivas a los diversos componentes básicos de los estados financieros.</li> </ul> | <ul style="list-style-type: none"> <li>• Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</li> </ul> | <ul style="list-style-type: none"> <li>• Examina cada uno de los componentes de los elementos básicos en los estados financieros y económicos de la contabilidad financiera.</li> </ul> |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|--|--|---------------------|------------------------|
|                           | <ul style="list-style-type: none"> <li>• <b>Patrimonio:</b> capital, retiros, utilidades, gastos, ingresos, clasificación fiscal de los activos para el cálculo del impuesto.</li> </ul> | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Cita los elementos que conforma los estados financieros y económicos.</li> <li>• Describe cada elemento que conforma los estados financieros y económicos.</li> <li>• Resuelve ejercicios orientados a reconocer cada elemento básico en los estados financieros y económicos.</li> </ul> |                     |                        |



| RESULTADOS DE APRENDIZAJE   | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|---|--|---|---|---|
| 6. Emplear la cuenta como instrumento de registro y síntesis de transacción contable. | <ul style="list-style-type: none"> <li>• La cuenta y sus componentes:               <ul style="list-style-type: none"> <li>• Nombre de la cuenta</li> <li>• Importe</li> <li>• Saldo</li> </ul> </li> <li>• Tratamiento de la cuenta:               <ul style="list-style-type: none"> <li>• Debe, haber</li> <li>• débito, crédito,</li> <li>• cargos, abonos.</li> </ul> </li> <li>• Movimientos de las cuentas:               <ul style="list-style-type: none"> <li>• Activos-Pasivos</li> <li>• Capital-Ingresos</li> <li>• Gastos-Utilidad</li> <li>• Pérdida</li> </ul> </li> <li>• Registro de transacciones contables.</li> </ul> | <p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Define la cuenta y las partes que la integran.</li> <li>• Analiza los componentes que conforman una cuenta.</li> <li>• Realiza prácticas relacionadas con las cuentas y sus componentes.</li> </ul> | Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer. | Emplea la cuenta como instrumento de registro y síntesis de transacción contable. |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|---|---|---------------------|------------------------|
|                           | <ul style="list-style-type: none"> <li>• El proceso contable en libros legales:</li> <li>• Requisitos y reglas para llevar los libros de contabilidad.</li> </ul> | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Elabora estados económicos de una empresa de servicios.</li> <li>• Realiza prácticas contables de empresas de servicios.</li> <li>• Resuelve correctamente ejercicios de las transacciones considerando el nombre de la cuenta, importe y su saldo.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO   |
|--|---|---|---|--|
| <p>7. Construir los diferentes estados económicos y financieros para una empresa de servicios.</p> | <ul style="list-style-type: none"> <li>• Estado de resultados y utilidades no distribuidas:               <ul style="list-style-type: none"> <li>• Cierre de libros.</li> <li>• Estados de situación financiera.</li> </ul> </li> <li>Estado de capital.</li> </ul> | <p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Demuestra la elaboración de estados económicos en una empresa de servicios.</li> <li>• Resuelve prácticas contables para empresas de servicios.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Elabora con precisión estados económicos de una empresa de servicios.</li> <li>• Realiza con exactitud prácticas contables para empresas de servicios.</li> </ul> | <ul style="list-style-type: none"> <li>• Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</li> </ul> | <ul style="list-style-type: none"> <li>• Construye los diferentes estados económicos y financieros para una empresa de servicios.</li> </ul> |

| RESULTADOS DE APRENDIZAJE   | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO   |
|---|--|--|---|--|
| <p>8. Elaborar un ciclo contable para una empresa de servicios.</p> | <ul style="list-style-type: none"> <li>• Análisis de Transacciones:               <ul style="list-style-type: none"> <li>• Asientos de diario.</li> <li>• Mayorización.</li> <li>• Balance General.</li> <li>• Balance de Comprobación.</li> <li>• Estados de resultados.</li> </ul> </li> </ul> | <p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Describe los pasos que componen el ciclo contable de una empresa de servicios.</li> <li>• Elabora un ciclo contable de una empresa de servicios.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los pasos que componen el ciclo contable en una empresa de servicios.</li> <li>• Construye un ciclo contable para una empresa de servicios.</li> </ul> | <ul style="list-style-type: none"> <li>• Responsabilidad: conciencia acerca de las consecuencias que tiene todo lo que hacemos o dejamos de hacer.</li> </ul> | <ul style="list-style-type: none"> <li>• Elabora un ciclo contable para una empresa de servicios.</li> </ul> |

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Fundamentos de contabilidad

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: Aula -taller

DURACIÓN:

| MATERIALES | MAQUINARIA | EQUIPO | HERRAMIENTAS |
|------------|------------|--------|--------------|
|            |            |        |              |

## PROCEDIMIENTOS

El y la docente:

- Define cada elemento básico de la contabilidad.
- Describe las características de cada elemento básico de la contabilidad.
- Elabora prácticas para identificar cada elemento básico.
- Explica la importancia de la ecuación contable y el principio de partida doble.
- Describe mediante un cuadro comparativo los elementos de la ecuación contable.
- Demuestra la ubicación de cada elemento de la ecuación contable.
- Resuelve ejercicios con transacciones en activos, pasivos y capital.
- Presenta modelos de un estado de resultados para ser analizado en clase.
- Construye un cuadro comparativo para identificar las cuentas reales de los nominales.
- Demuestra los procedimientos para la elaboración de un estado de resultados.
- Resuelve ejercicios relacionados con el estado de resultados.
- Define cada componente que conforma los estados financieros y económicos.
- Explica la importancia de cada elemento que conforma los estados financieros.
- Ejecuta las prácticas alusivas a los diversos componentes básicos de los estados financieros.
- Define la cuenta y las partes que la integran.
- Analiza los componentes que conforman una cuenta.
- Realiza prácticas relacionadas con las cuentas y sus componentes.
- Demuestra la elaboración de estados económicos en una empresa de servicios.
- Resuelve prácticas contables para empresas de servicios.
- Describe los pasos que componen el ciclo contable en una empresa de servicios.
- Demuestra los pasos que componen el ciclo contable en una empresa de servicios.
- Elabora un ciclo contable para una empresa de servicios.

|                          |        |
|--------------------------|--------|
| LISTA DE COTEJO SUGERIDA | FECHA: |
|--------------------------|--------|

|                               |
|-------------------------------|
| NOMBRE DE EL O LA ESTUDIANTE: |
|-------------------------------|

Instrucciones:  
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.  
De la siguiente lista marque con una “X” la columna correspondiente, de acuerdo al desempeño de cada estudiante.

| DESARROLLO   | SI | AUN<br>NO | NO APLICA |
|--|----|-----------|-----------|
| Define claramente cada elemento básico de la contabilidad.   |    |           |           |
| Cita correctamente las características de cada elemento básico de la contabilidad.                                     |    |           |           |
| Resuelve acertadamente ejercicios donde identifica cada elemento básico de la contabilidad.                            |    |           |           |
| Interpreta con claridad cada elemento de la ecuación contable y el principio de partida doble.                         |    |           |           |
| Identifica con exactitud los elementos de la ecuación contable.  |    |           |           |
| Señala eficazmente la ubicación de cada elemento de la ecuación contable.  |    |           |           |
| Realiza con precisión ejercicios con transacciones de activos, pasivos y capital.                                      |    |           |           |
| Analiza eficientemente los estados de resultados.  |    |           |           |
| Distingue claramente en el cuadro comparativo las cuentas reales de los nominales.                                     |    |           |           |
| Ejecuta con acierto los procedimientos para la elaboración de un estado de resultados.                                 |    |           |           |
| Soluciona correctamente ejercicios relacionados con los estados de resultados.   |    |           |           |
| Cita con exactitud cada elemento que conforma los estados financieros y económicos.                                    |    |           |           |
| Resuelve correctamente ejercicios orientados a reconocer cada elemento básico en los estados financieros y económicos. |    |           |           |

|                          |        |
|--------------------------|--------|
| LISTA DE COTEJO SUGERIDA | FECHA: |
|--------------------------|--------|

|                               |
|-------------------------------|
| NOMBRE DE EL O LA ESTUDIANTE: |
|-------------------------------|

Instrucciones:  
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.  
De la siguiente lista marque con una "X" la columna correspondiente, de acuerdo al desempeño de cada estudiante.

| DESARROLLO  | SI | AUN<br>NO | NO APLICA |
|---|----|-----------|-----------|
| Describe claramente las partes de las cuentas.  |    |           |           |
| Esquematiza gráficamente con exactitud los componentes que conforman una cuenta.                                |    |           |           |
| Resuelve correctamente ejercicios de las transacciones considerando el nombre de la cuenta, importe y su saldo. |    |           |           |
| Elabora con precisión estados económicos de una empresa de servicios.   |    |           |           |
| Realiza con exactitud prácticas contables para empresas de servicios.   |    |           |           |
| Identifica con eficiencia los pasos que componen el ciclo contable en una empresa de servicios.                 |    |           |           |
| Construye correctamente un ciclo contable para una empresa de servicios.  |    |           |           |



### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE   | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS  | TIPO         | SUFICIENCIAS DE EVIDENCIAS   |
|---|---|---|--------------|--|
| 1. Aplicar los elementos básicos de la contabilidad.  | Aplica los elementos básicos de la contabilidad.  | Define cada elemento básico de la contabilidad.                                   | Conocimiento | Define claramente cada elemento básico de la contabilidad.                                     |
|   |   | Cita las características de cada elemento básico de la contabilidad.              | Conocimiento | Cita correctamente las características de cada elemento básico de la contabilidad.             |
|   |   | Resuelve ejercicios donde identifica cada elemento básico de la contabilidad.     | Producto     | Resuelve acertadamente ejercicios donde identifica cada elemento básico de la contabilidad.    |
|   |   | Interpreta cada elemento de la ecuación contable y el principio de partida doble. | Desempeño    | Interpreta con claridad cada elemento de la ecuación contable y el principio de partida doble. |
| 2. Distinguir cada elemento básico que interviene en la ecuación contable y el principio de la partida doble. | Distingue cada elemento básico que interviene en la ecuación contable y el principio de la partida doble. | Identifica los elementos de la ecuación contable.                                 | Desempeño    | Identifica con exactitud los elementos de la ecuación contable.                                |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE   | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS   | TIPO         | SUFICIENCIAS DE EVIDENCIAS   |
|---|---|--|--------------|--|
| 3. Analizar transacciones y ubicarlas en los elementos de la ecuación contable.   | Analiza transacciones y ubica en los elementos de la ecuación contable.   | Señala la ubicación de cada elemento de la ecuación contable, mediante una lista de transacciones. | Conocimiento | Señala eficazmente la ubicación de cada elemento de la ecuación contable, mediante una lista de transacciones. |
|   |   | Realiza ejercicios con transacciones en activos, pasivos y capital.                                | Conocimiento | Realiza con precisión ejercicios con transacciones en activos, pasivos y capital.                              |
| 4. Elaborar una clasificación definida, de las cuentas de los estados de resultados y del balance general (Real y nominal). | Elabora una clasificación definida, de las cuentas de los estados de resultados y del balance general (Real y nominal). | Analiza los estados de resultados.   | Desempeño    | Analiza eficazmente los estados de resultados.   |
|   |   | Distingue en el cuadro comparativo las cuentas reales de los nominales.                            | Desempeño    | Distingue claramente en el cuadro comparativo las cuentas reales de los nominales.                             |
|   |   | Ejecuta con acierto los procedimientos para la elaboración de un estado de resultados.             | Desempeño    | Ejecuta con acierto los procedimientos para la elaboración de un estado de resultados                          |
|   |   | Soluciona ejercicios relacionados con el estado de resultados.                                     | Producto     | Soluciona correctamente ejercicios relacionados con el estado de resultados.                                   |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE   | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS   | TIPO   | SUFICIENCIAS DE EVIDENCIAS   |
|---|---|--|--|--|
| 5. Examinar cada componente de los elementos básicos en los estados financieros y económicos de la contabilidad financiera. | Examina cada componente de los elementos básicos en los estados financieros y económicos de la contabilidad financiera. | Cita cada elemento que conforma los estados financieros económicos.                                    | Conocimiento   | Cita con exactitud cada elemento que conforma los estados financieros económicos.                                    |
|   |   | Describe cada elemento que conforma los estados financieros económicos.                                | Conocimiento   | Describe con precisión cada elemento que conforma los estados financieros económicos.                                |
|   |   | Resuelve ejercicios orientados a reconocer cada elemento básico en los estados financieros económicos. | Producto   | Resuelve correctamente ejercicios orientados a reconocer cada elemento básico en los estados financieros económicos. |
|   |   | Describe las partes de las cuentas.  | Desempeño  | Describe claramente las partes de las cuentas.   |
|   | 6. Emplear la cuenta como instrumento de registro y síntesis de transacción contable.                                   | Emplea la cuenta como instrumento de registro y síntesis de transacción contable.                      | Esquematiza gráficamente los componentes que conforman una cuenta. | Desempeño  |
| Resuelve ejercicios de las transacciones considerando el nombre de la cuenta, importe y su saldo.                           |   |  | Producto   | Resuelve correctamente ejercicios de las transacciones considerando el nombre de la cuenta, importe y su saldo.      |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE   | CRITERIOS DE DESEMPEÑO   | EVIDENCIAS   | TIPO      | SUFICIENCIAS DE EVIDENCIAS  |
|---|--|--|-----------|---|
| 7. Construir los diferentes estados económicos y financieros para una empresa de servicios. | Construye los diferentes estados económicos y financieros para una empresa de servicios. | Elabora estados económicos de una empresa de servicios                           | Producto  | Elabora con precisión estados económicos una empresa de servicios.                              |
|   |  | Realiza prácticas contables de empresas de servicios.                            | Producto  | Realiza con exactitud prácticas contables de empresas de servicios.                             |
| 8. Elaborar un ciclo contable para una empresa de servicios.                                | Elabora un ciclo contable para una empresa de servicios.                                 | Identifica los pasos que componen el ciclo contable en una empresa de servicios. | Desempeño | Identifica con eficiencia los pasos que componen el ciclo contable en una empresa de servicios. |
|   |  | Construye un ciclo contable para una empresa de servicios.                       | Producto  | Construye correctamente un ciclo contable para una empresa de servicios.                        |

**UNIDAD DE ESTUDIO**

**ESTADÍSTICA DESCRIPTIVA**

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

|                       |   |
|-----------------------|---|
| Título:               | Estadística Descriptiva   |
| Propósito:            | Aplicar la estadística descriptiva en la oficina para lograr calidad y excelencia en la organización e interpretación de datos. |
| Nivel de Competencia: | Básica.   |

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

| Título   | Clasificación |
|--|---------------|
| Identifica con claridad los diferentes conceptos de la estadística y su relación con la presentación de los datos. | Específica    |
| Organiza estadísticamente con precisión, datos ficticios y reales.   | Específica    |
| Aplica eficientemente los conocimientos estadísticos para obtener muestras.  | Específica    |
| Calcula con certeza la moda, la mediana y la media.  | Específica    |
| Resuelve con acierto problemas estadísticos.   | Específica    |
| Representa eficientemente datos en forma organizada.   | Específica    |
| Construye correctamente representaciones gráficas con base en los datos obtenidos.                                 | Específica    |
| Utiliza eficazmente el Software específico en estadística para tabular y presentar datos.                          | Específica    |

### ELEMENTOS DE COMPETENCIA

| Referencia | Título del Elemento  |
|------------|--|
| 1 – 3      | Utilizar la estadística descriptiva en el procesamiento de la información generada en la empresa de acuerdo con parámetros técnicos. |

## CRITERIOS DE DESEMPEÑO

Aplicar la estadística descriptiva en el procesamiento de la información.  
Elaborar instrumentos estadísticos para el control de la calidad.

## CAMPO DE APLICACIÓN

| Categoría | Clase  |
|-----------|--|
| Servicios | Prestación de servicios de Educación Técnica |

## EVIDENCIAS DE CONOCIMIENTO

Identifica los diferentes conceptos de la estadística y su relación con la presentación de los datos.

## EVIDENCIAS DE DESEMPEÑO

Aplica los conocimientos estadísticos para obtener muestras.  
Utiliza el Software específico en estadística para tabular y presentar datos.  
Organiza estadísticamente datos ficticios y reales.

## EVIDENCIAS DE PRODUCTO

Calcula la moda, la mediana y la media.  
Resuelve problemas estadísticos.  
Representa datos, en forma organizada  
Construye representaciones gráficas con base en los datos obtenidos.

**Modalidad:** Comercial y Servicios

**Sub-área:** Gestión Empresarial

**Unidad de Estudio:** Estadística Descriptiva

**Propósito:** Aplicar la estadística descriptiva en la oficina para lograr calidad y excelencia en la organización e interpretación de datos.

**Especialidad:** SECRETARIADO BILINGUE

**Año:** Undécimo

**Tiempo Estimado:** 40 horas

| RESULTADOS DE APRENDIZAJE   | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES   | CRITERIOS DE DESEMPEÑO  |
|---|--|---|-----------------------|---|
| 1. Aplicar la estadística descriptiva en el procesamiento de la información | Estadística:<br>Conceptos básicos de: <ul style="list-style-type: none"> <li>• Estadística, datos estadísticos, unidad estadística (característica y observación), población (finita e infinita), uso del muestreo, selección de la muestra, tabla números al azar, atributos y variables, Estadística Descriptiva y Estadística Inferencial.</li> </ul> | <u>El y la docente:</u> <ul style="list-style-type: none"> <li>• Define los diferentes conceptos de la estadística y su relación con la presentación de los datos.</li> <li>• Muestra cómo se organizan estadísticamente datos ficticios y reales</li> <li>• Ejemplifica la obtención de muestras.</li> <li>• Demuestra el cálculo de moda, mediana y media.</li> </ul> | Orden y organización. | Aplica la estadística descriptiva en el procesamiento de la información |



| RESULTADOS DE APRENDIZAJE | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|---|---|---------------------|------------------------|
|                           | <p>Recolección de datos:</p> <ul style="list-style-type: none"> <li>• Cuestionario y entrevista.</li> </ul> <p>Redondeo de datos.</p> <p>Distribución de frecuencias.</p> <ul style="list-style-type: none"> <li>• Frecuencia absoluta</li> <li>• Límite de clase</li> <li>• Punto medio</li> <li>• Frecuencia acumulada</li> <li>• Frecuencia relativa</li> </ul> <p>Series de datos sin agrupar y agrupados.</p> <p>Escala nominal, ordinaria y métrica.</p> <p>Medidas de posición y medidas de variabilidad.</p> <p>Medidas de posición o tendencia central</p> <ul style="list-style-type: none"> <li>• Moda</li> <li>• Mediana</li> <li>• Media aritmética o promedio.</li> </ul> | <p><u>EI o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los diferentes conceptos de la estadística y su relación con la presentación de los datos.</li> <li>• Organiza estadísticamente datos ficticios y reales.</li> <li>• Aplica los conocimientos estadísticos para obtener muestras.</li> <li>• Calcula la moda, la mediana y la media.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE  | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES          | CRITERIOS DE DESEMPEÑO  |
|--|---|--|------------------------------|---|
| <p>2.Elaborar instrumentos estadísticos para el control de la calidad.</p> | <p>La tabulación.</p> <p>Presentación de datos:</p> <ul style="list-style-type: none"> <li>• Textual (informes)</li> <li>• Semitabular.</li> <li>• Tabular.</li> <li>• Gráfica.</li> </ul> <p>Tipos de gráfico:</p> <ul style="list-style-type: none"> <li>• Histograma</li> <li>• Polígono de frecuencias</li> <li>• Gráfico de bastones</li> <li>• Circular</li> <li>• Barra 100%</li> <li>• Barras horizontales y verticales</li> <li>• Doble dirección</li> <li>• Barras compuestas</li> <li>• Barras comparativas</li> <li>• Pictograma</li> </ul> | <p><u>El o la docente</u></p> <ul style="list-style-type: none"> <li>• Realiza problemas estadísticos.</li> <li>• Presenta datos, en forma organizada.</li> <li>• Explica las representaciones gráficas con base en los datos obtenidos.</li> <li>• Muestra el uso del Software específico en estadística para tabular y presentar datos.</li> </ul> | <p>Orden y organización.</p> | <p>Elabora instrumentos estadísticos para el control de la calidad.</p> |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|------------|--|---------------------|------------------------|
|                           |            | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Resuelve problemas estadísticos.</li> <li>• Representa datos en forma organizada.</li> <li>• Construye representaciones gráficas con base en los datos obtenidos.</li> <li>• Utiliza el Software específico en estadística para tabular y presentar datos.</li> </ul> |                     |                        |

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Gestión empresarial

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: Aula -taller

DURACIÓN:

| MATERIALES | MAQUINARIA | EQUIPO | HERRAMIENTAS |
|------------|------------|--------|--------------|
|            |            |        |              |

## PROCEDIMIENTOS

### El y la docente:

- Define los diferentes conceptos de la estadística y su relación con la presentación de los datos.
- Muestra cómo se organizan estadísticamente datos ficticios y reales
- Ejemplifica la obtención de muestras.
- Demuestra el cálculo de la moda, la mediana y la media.
- Realiza problemas estadísticos.
- Presenta datos, en forma organizada.
- Explica las representaciones gráficas con base en los datos obtenidos.
- Muestra el uso del Software específico en estadística para tabular y presentar datos.

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| LISTA DE COTEJO SUGERIDA | FECHA: |
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| NOMBRE DE EL O LA ESTUDIANTE: |
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Instrucciones:  
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.  
De la siguiente lista marque con una “X” la columna correspondiente, de acuerdo al desempeño de cada estudiante.

| DESARROLLO   | SI | NO | NO APLICA |
|--|----|----|-----------|
| Identifica con claridad los diferentes conceptos de la estadística y su relación con la presentación de los datos. |    |    |           |
| Organiza estadísticamente con precisión datos ficticios y reales.  |    |    |           |
| Aplica eficientemente los conocimientos estadísticos para obtener muestras.  |    |    |           |
| Calcula con certeza la moda, la mediana y la media.  |    |    |           |
| Resuelve con acierto problemas estadísticos.   |    |    |           |
| Representa eficientemente datos en forma organizada.   |    |    |           |
| Construye correctamente representaciones gráficas con base en los datos obtenidos.                                 |    |    |           |
| Utiliza eficazmente el Software específico en estadística para tabular y presentar datos.                          |    |    |           |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE  | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS  | TIPO         | SUFICIENCIAS DE EVIDENCIAS   |
|--|---|---|--------------|--|
| Aplicar la estadística descriptiva en el procesamiento de la información | Aplica la estadística descriptiva en el procesamiento de la información | Identifica los diferentes conceptos de la estadística y su relación con la presentación de los datos. | Conocimiento | Identifica con claridad los diferentes conceptos de la estadística y su relación con la presentación de los datos. |
|  |   | Organiza estadísticamente datos ficticios y reales.   | Desempeño    | Organiza estadísticamente con precisión datos ficticios y reales.  |
|  |   | Aplica los conocimientos estadísticos para obtener muestras.  | Desempeño    | Aplica eficientemente los conocimientos estadísticos para obtener muestras.  |
|  |   | Calcula la moda, la mediana y la media.   | Producto     | Calcula con certeza la moda, la mediana y la media.  |

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE   | CRITERIOS DE DESEMPEÑO   | EVIDENCIAS  | TIPO      | SUFICIENCIAS DE EVIDENCIAS  |
|---|--|---|-----------|---|
| Elaborar instrumentos estadísticos para el control de la calidad. | Elabora instrumentos estadísticos para el control de la calidad. | Resuelve problemas estadísticos.  | Producto  | Resuelve con acierto problemas estadísticos.  |
|   |  | Representa datos aplicando las diferentes formas.                             | Producto  | Representa eficientemente datos aplicando las diferentes formas.                          |
|   |  | Construye representaciones gráficas con base en los datos obtenidos.          | Producto  | Construye correctamente representaciones gráficas con base en los datos obtenidos.        |
|   |  | Utiliza el Software específico en estadística para tabular y presentar datos. | Desempeño | Utiliza eficazmente el Software específico en estadística para tabular y presentar datos. |



**UNIDAD DE ESTUDIO**

**MERCADEO**

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

Título: Mercadeo  
Propósito: Analizar la influencia del mercadeo en la gestión empresarial.  
Nivel de Competencia: Básica.

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

| Título   | Clasificación |
|--|---------------|
| Promociona eficazmente un producto.  | Específica    |
| Establece eficientemente procedimientos relacionados con el diseño de un producto, objetivos, acciones concretas, y presupuesto. | Específica    |
| Realiza correctamente el plan de mercadeo de un producto o servicio nuevo.   | Específica    |
| Reconoce acertadamente el concepto de consumidor.  | Específica    |
| Interpreta con eficacia las leyes que definen los derechos del consumidor.   | Específica    |
| Investiga con precisión el mercadeo en diferentes empresas.  | Específica    |
| Desarrolla claramente los elementos del mercadeo en una actividad empresarial.   | Específica    |

## ELEMENTOS DE COMPETENCIA

| Referencia | Título del Elemento   |
|------------|---|
| 1 – 4      | Establecer la influencia del mercadeo en la actividad empresarial actual, orientada al cliente y sus necesidades. |

## CRITERIOS DE DESEMPEÑO

Analizar la influencia del mercadeo en la gestión empresarial.

## CAMPO DE APLICACIÓN

| Categoría | Clase  |
|-----------|--|
| Servicios | Prestación de servicios de Educación Técnica |

## EVIDENCIAS DE CONOCIMIENTO

Establece procedimientos relacionados con el diseño de un producto, objetivos, acciones concretas, y presupuesto.  
Reconoce el concepto de consumidor.

### **EVIDENCIAS DE DESEMPEÑO**

Promociona un producto.  
Interpreta las leyes que definen los derechos del consumidor.  
Investiga sobre el mercadeo en diferentes empresas.

### **EVIDENCIAS DE PRODUCTO**

Realiza el plan de mercadeo de un producto o servicio nuevo.  
Desarrolla los elementos del mercadeo en una actividad empresarial.

**Modalidad:** Comercial y Servicios

**Sub-área:** Gestión Empresarial

**Unidad de Estudio:** Mercadeo

**Propósito:** Analizar la influencia del mercadeo en la gestión empresarial actual.

**Especialidad:** SECRETARIADO BILINGUE

**Año:** Undécimo

**Tiempo Estimado:** 40 horas

| RESULTADOS DE APRENDIZAJE   | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES                                       | CRITERIOS DE DESEMPEÑO   |
|---|---|---|---|--|
| 1. Analizar la influencia del mercadeo en la gestión empresarial. | <p>Mercadeo:</p> <ul style="list-style-type: none"> <li>• Concepto del consumidor y leyes que definen sus derechos.</li> <li>• Definición de mercadeo.</li> <li>• Investigación de mercadeo.</li> <li>• Segmentación de mercado.</li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Define el concepto de consumidor.</li> <li>• Describe las leyes que definen los derechos del consumidor</li> <li>• Formula investigación sobre el mercadeo en diferentes empresas.</li> <li>• Explica los elementos del mercadeo en una actividad empresarial.</li> </ul> | <p>Capacidad de apertura para enfrentar nuevos retos.</p> | <p>Analiza la influencia del mercadeo en la gestión empresarial.</p> |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE   | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|---|--|---------------------|------------------------|
|                           | <ul style="list-style-type: none"> <li>• Producto y servicios.</li> <li>• La competencia (oferta-demanda).</li> <li>• Mezcla de mercadeo.</li> <li>• <b>Producto:</b> clasificación, ciclo de vida, calidad, marca, gama, empaque, desarrollo del producto, análisis del producto.</li> <li>• <b>Canales de distribución:</b> concepto, funciones y clasificación.</li> <li>• <b>Precios:</b> Concepto y criterios para fijar precios.</li> </ul> | <p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Analiza un producto que se está promocionando.</li> <li>• Explica procedimientos relacionados con la campaña promocional, objetivos, acciones concretas, y presupuesto.</li> <li>• Determina el plan de mercadeo de un producto o servicio nuevo.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS   | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|--|---|---------------------|------------------------|
|                           | <ul style="list-style-type: none"> <li>• <b>Promoción:</b> concepto y estrategias de comunicación.</li> <li>• <b>Publicidad:</b> Tipos. Plaza.</li> <li>• <b>Plan de Mercadeo:</b><br/>Diseño de un producto o de un servicio nuevo.<br/>Elaboración del plan.<br/>Presentación de los productos. Evaluación de los productos.</li> <li>• La microempresa.               <ul style="list-style-type: none"> <li>• Objetivo.</li> <li>• Características.</li> </ul> </li> <li>• Proyectos productivos:               <ul style="list-style-type: none"> <li>• Concepto de proyecto.</li> <li>• Importancia del proyecto.</li> <li>• Pasos para la formulación de un proyecto.</li> <li>• El producto o servicio (clasificación).</li> </ul> </li> </ul> | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Reconoce el concepto de consumidor.</li> <li>• Interpreta las leyes que definen los derechos del consumidor</li> <li>• Investiga el mercadeo en diferentes empresas.</li> <li>• Desarrolla los elementos del mercadeo en una actividad empresarial.</li> </ul> |                     |                        |

| RESULTADOS DE APRENDIZAJE | CONTENIDOS  | ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE  | VALORES Y ACTITUDES | CRITERIOS DE DESEMPEÑO |
|---------------------------|---|---|---------------------|------------------------|
|                           | <ul style="list-style-type: none"> <li>• Etapas del proyecto productivo.</li> <li>• Idea preliminar.</li> <li>• Estudio de prefactibilidad.</li> <li>• Estudio de factibilidad.</li> <li>• Estructura del proyecto: tipo, alcance y objetivos.</li> <li>• Estudio para realizar el proyecto.</li> <li>• Estudio de mercado.               <ul style="list-style-type: none"> <li>• Oferta, demanda, competencia, precio, producto, plaza y promoción.</li> </ul> </li> <li>• Descripción del servicio.</li> <li>• Permisos, patentes, perfil de los trabajadores, tareas y salarios.</li> </ul> | <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Promociona un producto.</li> <li>• Establece procedimientos relacionados con el diseño de un producto, los objetivos, las acciones concretas, y el presupuesto.</li> <li>• Realiza el plan de mercadeo de un producto o servicio nuevo.</li> </ul> |                     |                        |



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| PRÁCTICAS Y LISTA DE COTEJO |
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| DESARROLLO DE LA PRÁCTICA |
|---------------------------|

|                             |                |
|-----------------------------|----------------|
| UNIDAD DE ESTUDIO: Mercadeo | PRÁCTICA No. 1 |
|-----------------------------|----------------|

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| PROPÓSITO: |
|------------|

|                         |           |
|-------------------------|-----------|
| ESCENARIO: Aula -taller | DURACIÓN: |
|-------------------------|-----------|

| MATERIALES | MAQUINARIA | EQUIPO | HERRAMIENTAS |
|------------|------------|--------|--------------|
|            |            |        |              |

## PROCEDIMIENTOS

El y la docente:

- Define el concepto de consumidor.
- Describe las leyes que definen los derechos del consumidor
- Formula investigación sobre el mercadeo en diferentes empresas.
- Explica los elementos del mercadeo en una actividad empresarial.
- Analiza un producto que se está promocionando.
- Explica procedimientos relacionados con la campaña promocional, los objetivos, las acciones concretas, y el presupuesto.
- Determina el plan de mercadeo de un producto o servicio nuevo.

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| LISTA DE COTEJO SUGERIDA | FECHA: |
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| NOMBRE DE EL O LA ESTUDIANTE: |
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Instrucciones:  
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.  
De la siguiente lista marque con una "X" la columna correspondiente, de acuerdo con el desempeño de cada estudiante.

| DESARROLLO   | SI | NO | NO APLICA |
|--|----|----|-----------|
| Promociona eficazmente un producto.  |    |    |           |
| Establece eficientemente procedimientos relacionados con el diseño de un producto, objetivos, acciones concretas, y presupuesto. |    |    |           |
| Realiza correctamente el plan de mercadeo de un producto o servicio nuevo.   |    |    |           |
| Reconoce acertadamente el concepto de consumidor.  |    |    |           |
| Interpreta con eficacia las leyes que definen los derechos del consumidor  |    |    |           |
| Investiga con precisión el mercadeo en diferentes empresas.  |    |    |           |
| Desarrolla claramente los elementos del mercadeo en una actividad empresarial.   |    |    |           |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE                                      | CRITERIOS DE DESEMPEÑO  | EVIDENCIAS  | TIPO         | SUFICIENCIAS DE EVIDENCIAS   |
|--|---|---|--------------|--|
| Analizar la influencia del mercadeo en la gestión empresarial. | Analiza la influencia del mercadeo en la gestión empresarial. | Promociona un producto.   | Desempeño    | Promociona eficazmente un producto.  |
|  |   | Establece procedimientos relacionados con el diseño de un producto, los objetivos, las acciones concretas y el presupuesto. | Conocimiento | Establece eficientemente procedimientos relacionados con el diseño de un producto, los objetivos, las acciones concretas y el presupuesto. |
|  |   | Realiza el plan de mercadeo de un producto o servicio nuevo.  | Producto     | Realiza correctamente el plan de mercadeo de un producto o servicio nuevo.   |
|  |   | Reconoce el concepto de consumidor.   | Conocimiento | Reconoce acertadamente el concepto de consumidor.  |
|  |   | Interpreta las leyes que definen los derechos del consumidor usar en la oficina.  | Desempeño    | Interpreta con eficacia las leyes que definen los derechos del consumidor métodos que debe usar en la oficina.                             |

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

| RESULTADOS DE APRENDIZAJE | CRITERIOS DE DESEMPEÑO | EVIDENCIAS  | TIPO      | SUFICIENCIAS DE EVIDENCIAS   |
|---------------------------|------------------------|---|-----------|--|
|                           |                        | Investiga el mercadeo en diferentes empresas.                       | Desempeño | Investiga con precisión el mercadeo en diferentes empresas.                    |
|                           |                        | Desarrolla los elementos del mercadeo en una actividad empresarial. | Producto  | Desarrolla claramente los elementos del mercadeo en una actividad empresarial. |

***PROGRAM CONTENT***

***SUBJECT AREA***

***ORAL COMMUNICATION IN ENGLISH***

***Created by:***

***M.Sc. Anabelle Venegas Fernández,***

***Foreign Languages Coordinator***

Suscribe as of agreement No. 05-08-07

## ORAL COMMUNICATION IN ENGLISH

This Subject area aims to achieve quality in the oral communication in a second language. An appropriate methodology should be applied and technical didactic techniques for achieving objectives. The course consists of 8 weekly hours for a total of 320 hours per year, divided into three study blocks:

- Job manufacturing and job performance
- Routine Business Activities
- Safety at Work

The study blocks should be developed both in the classroom and in the language lab, using English's software for good pronunciation. To acquire skills and abilities for correct pronunciation, diction and conversation in a second language, appropriate practices should be emphasized in the classroom.

### GENERAL OBJETIVES OF THE SUBJECT AREA

1. Develop skills to express thoughts and communicate with national and international customers in a company using a second language.
2. Develop skills in English for working in a company.
3. Develop skills to communicate with fluency in a second language.
4. Propitiate the learning of English language in an attractive way of achieving efficiency.

*This subject area must be taught by an English's professional teacher*

## INTRODUCTION

Language responds to a basic need of human beings: a need for communication. By speaking and using words; a person can say not only what is present and tangible, but also what is within time and space, abstract or imaginary. In addition, using language a person can control her/his own behavior and transmit her/his deepest thoughts and feelings.

Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others.

Due to the fact that we live in a changing world, and because of the scientific and technological sharing among countries, the migration of people from one place to another, foreign languages must be taught at the different levels within the educational system. The teaching and learning of English will help to cope with those global changes.

Learning a foreign language means developing an awareness and knowledge of other cultures. Costa Ricans will be able to appreciate the moral, spiritual and aesthetic values of a new culture, and at the same time appreciate Costa Rican idiosyncrasies, values, traditions, and customs. In addition, they will develop feelings of solidarity and brotherhood that will enable them to contribute to the improvement of their society.

By means of the acquisition of a foreign language, Costa Rican students are getting the opportunity to broaden their knowledge of the world and to participate in the development of the XXI century Costa Rican society.

## THE EDUCATIONAL POLICY

The Educational Policy for the XXI Century will provide learners with the opportunity to express their positive feelings for their country, which is characterized by its democracy, culture and its respect for law, nature and peace.

The main purpose of this policy is to encourage Costa Rican students to be positive leaders with a critical mind that will help them to strengthen not only their own identity as independent and interdependent learners, but also the democratic system as well.



Some of the basic principles of the educational policy are as follows:

1. Individuals should be able to develop their full potential and should seek opportunities to participate in the development of their country while fulfilling their own needs and pursuing their own happiness. They should be able to interact with other people and cultures to solve problems and produce benefits for their country. They should respect their own values and the values of others.
2. Education should promote the broadening of understanding through challenging classroom situations and opportunities for self-growth. Individuals should “learn how to learn.” Teachers should promote the need and love for learning in the students so they will become lifelong learners.
3. Social and economic gaps should be bridged by providing learners with possibilities for social improvement in order to integrate them into everyday problem-solving situations. The goal should be to promote a self-sufficient society.
4. An aim of education is to improve the productivity and economy of society. Achieving sustainability in those two areas represents a challenge for education. The country needs qualified people in order to increase productivity and improve the spirit of competitiveness. There is also a need to integrate the country more effectively into global economy.
5. The information or content, that learners acquire should be updated and should be relevant to global development in the XXI century.
6. Education should aim to reinforce values and attitudes. This is a moral imperative.

Additionally to what it is stated in the educational policy, every individual is capable of achieving his/her full potential. This means interacting harmoniously with his/ her surroundings as s/he develops the three areas of human development: Cognitive linguistic, Socio-affective and Psycho- motor and also to achieve communicative competence.

Each person contributes both to the common good and the development of education and is responsible for upgrading the quality of the individual and his/her community throughout his/her lifetime. Education must be then an ongoing process.

Through education, learners are given equal opportunities to succeed. This should be reflected both in the process of mediation of learning and evaluation.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, new beliefs and attitudes as well as to develop their full potential in order to become productive members of Costa Rican society.

## **ENGLISH AS A FOREIGN LANGUAGE IN THE EDUCATIONAL SYSTEM**

English is conceived as a linguistic and cultural tool for communication, which complements education as a whole. Knowledge of English helps students become sensitive to new linguistic codes, and value Costa Rican culture and its interaction with other countries. Ongoing exposure and use of English will allow the learner to develop communicative competence in the target language.

## **ENGLISH AS AN OBJECT OF STUDY**

The object of study of the English language in our curriculum is written and oral communication, emphasizing the four basic linguistic skills: listening, speaking, reading and writing. The practice of these skills permits the students to communicate efficiently according to the knowledge acquired.

Through the learning of the language, the learner can compare and apply different registers (formal and informal) and recognize expressions in British, American and other varieties of English.

### **Formal component**

Although the formal component refers to form, lexis and morphology, they should be taught within a context and never in isolation.

### **Functional component**

The functional component refers to the communicative purpose for using the language, (greeting, introducing and saying goodbye are examples of language functions). In functional communication activities the learner is placed in a real life situation where s/he must perform a task by communicating as best as s/he can.

## **Cultural component**

This component takes into account the understanding of the socio cultural context of the country or countries where the language is spoken. Knowing the target culture facilitates the understanding of the language itself.

Values, attitudes, and beliefs should be taken into consideration. Cultural aspects should always accompany the learning of a language

The main objective of learning English is to enable the students to understand and communicate basic ideas in oral form. The appropriate use of these three components guarantees the development of communicative skills.

## **THE PURPOSE OF ENGLISH LANGUAGE LEARNING IN TECHNICAL EDUCATION**

The 21<sup>st</sup> Century has been characterized by a constant movement in the world's economies that influence the country's educational and job demands. The use of High Tech equipment for educational, medical, scientific and commercial purposes requires more specialized technical personnel.

As a result, the study plans for Technical Education have changed to respond to the present demand for specialized labor hand in the different fields: Tourism, Secretarial Management, Accounting, Computing, Mechanics, Agriculture, and others, and also to give the appropriate response when communicating in English. In other words, it is not only important to perform in the chosen vocational field, but also to have a good command of the English language.

In language teaching Chomsky separates language into COMPETENCE and PERFORMANCE. "Linguistic competence is understood as a "system" of rules that has a form and is organized in a way that has psychological reality". Performance is the way the competence is expressed through the language. Although, Dell Hymes introduces also his concept of communicative competence as the mastery of an ideal speech situation.

However, there exists another related concept that is COMPETENCY. Richards defines "Competencies" as "observable behaviors that are necessary for the successful completion of real-world activities".

Our students of Technical Education will be ready to face workplace situation since their target will become technicians once they have fulfilled their chosen study plan or curriculum.

Parallel to the study of Academic English, the students will take at X, XI, and XII levels, specialized English courses designed according to their study field.

## THE MEDIATION OF LEARNING IN TECHNICAL EDUCATION

The Educational Policy for the XXI Century also states that education enables learners to participate as individuals in their own development and the development of society. They, therefore, have to be acquainted with the knowledge that humanity has been accumulating and systematizing throughout history. Students must learn about its common uses, thoughts and actions in a particular social context. Within this view, “learning” is exploring, experimenting, discovering and reconstructing the learner’s own knowledge. Learning is described as a comprehensible, dynamic and meaningful process. It is focused on the students’ interests and needs. From this perspective, the teacher is the person who organizes and guides the learning situations, taking into account the students’ characteristics such as background knowledge that has to be activated (schemata), learning styles and multiple intelligences, as well as the curriculum and the cultural and natural context.

In this syllabus, the oral skills of the language are the object of study. Emphasis is given to the two basic linguistic abilities: ***listening and speaking, the main focus of the curriculum.***

Students acquire communicative competence through the integration of oral and aural skills listening and speaking only, at an intermediate level. They demonstrate improvement of communicative abilities in the oral and aural skills by performing real meaningful language situations.

To help teachers with a general view of the sub skills to be developed, we are including a summary of the most relevant aspects of each main skill:

### **Listening**

Listening is one of the most important skills. Through listening the students should be prepared to cope with:

- a. Understanding speech in different settings (background noise, distance or unclear sound reproductions)
- b. Becoming acquainted with speech containing false starts hesitations, and others (everyday speech).
- c. Understanding speakers who vary in tempo, speech, clarity of articulation and accent, non-native speakers of the language as well.

Listening, understanding and responding in an appropriate way is an essential part of communication and, therefore, regular practice of aural comprehension is a vital part of the teaching program although listening is fully practiced in our classes, there are specific listening activities that should be included in the syllabus, such as:

1. Distinguishing between sounds, stress and intonation patterns.
2. Understanding questions.
3. Understanding comprehension passages.
4. Listening to broadcasts.
5. Listening to lectures.
6. Taking dictation.

Teachers should expose the learner to a considerable amount of meaningful language input through listening to: conversations, descriptions, directions, discussions, drama, films, songs, sports, reports, advertisements and any other form of authentic spoken language.

The teacher should encourage in the learners the development of the following strategies:

1. Thinking about the purpose of listening.
2. Thinking ahead about what learners already know and keep predicting what the speaker will say next.
3. Focus on what they do, understand and use to help them work out what they don't understand.

When developing listening comprehension, the activities should:

1. Meet the students' interests and needs.
2. Be designed according to the student's performance level.
3. Provide practice in distinguishing between sounds, stress, intonation patterns, to understand sentences, short texts, and others.
4. Provide the students with practice in listening techniques.
5. State the purpose of the task clearly.
6. Make use of background knowledge.
7. Follow an organized procedure.
8. Provide the learners with the necessary steps in the development of the activity.

## EVALUATION OF LEARNING OUTCOMES.

1. Follow the objectives.
2. Be graded.
3. Integrate other language skills.

## Speaking

The development of the skill is the ultimate goal for students learning English in our society.

However, the development of the skill has to be carried out in conjunction with the development of the other skills. In particular, speaking and listening are complementary to each other in the act of communication. For that reason, both should be practiced in close relation to each other.

The teacher should provide a variety of opportunities for the students, in order to bring about the necessary models or language input.

Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input.

To promote the development of this skill, it is necessary that students be aware of the following principles:

1. Oral speech is acquired through listening and through constant practice.
2. Speech delivery, rhythm, intonation and pronunciation are learned by listening to appropriate language models (tapes, native speakers, teachers and other English speakers).
3. Learning to speak English means knowing what to talk about. Introducing knowledge of the world and up-to-date topics are essential.
4. Learning to speak English means saying the appropriate words for a situation at the right time for a specific purpose.
5. For the students to speak English it is essential that English is spoken in class and in any other situation when it is required.
6. Since learning to speak means speaking to others, interactive practice must be set up in pairs, groups and with teachers and visitors.
7. The language tasks designed must be authentic and the same ones that native speakers of the language use to communicate with others.

The integration of skills is vital when speaking. e.g. giving an oral explanation of information presented in a chart or diagram.

## METHODOLOGICAL APPROACH

The English Curriculum in Technical Schools is based on **English for Specific Purposes**. This Syllabus integrates basically the following approaches and methods: The Communicative Approach, Cooperative Learning, Multiple Intelligence Theory and Learning Styles.

## ENGLISH FOR SPECIFIC PURPOSES

According to Kristen Gatehouse in her article “Key Issues in English for Specific Purposes (ESP) Curriculum Development”, October 2001, based on ESP Theorists Dudley-Evans and St John (1998), ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; in contrast with General English.

II. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology

Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:



## I. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

## II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

### **Types of ESP**

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.



The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. An example of English for Occupational Purposes is 'English for Technicians' whereas an example of EAP English for Academic purposes is 'English for Medical Studies'.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

### **Characteristics of ESP Courses**

The characteristics of ESP courses identified by Carter (1983) are discussed here. He states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction. If we revisit Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student simulation of a conference, involving the preparation of papers, reading, notetaking, and writing. At Algonquin College, English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session.

Finally, self-direction is characteristic of ESP courses in that the " ... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

## Abilities Required for Successful Communication in Occupational Settings

Cummins (1979) theorized a dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

There are three abilities necessary for successful communication in a professional target setting. The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. With the health science group, this was largely related to understanding a new culture. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message.

The task for the ESP developer is to ensure that all three of these abilities are integrated into and integrated in the curriculum. This is a difficult task due to the incredible amount of research required. Close collaboration between content experts and the curriculum developer was not possible during the development stages for the health science curriculum.

ESP requires comprehensive needs analysis and because the learning-centred curriculum is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities noted above for any particular group of learners. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in the best position to identify changing learner needs and who are in the best position to ensure that all students receive a balanced diet of language.

## Materials Development

Do ESP textbooks really exist? This is central question Johns (1990) addresses. One of the core dilemmas he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

If teachers are so pressed for time, will they have the time to submit and cross-index resources? There is value in all texts - some more than others. Familiarizing oneself with useful instructional materials is part of growing as a teacher, regardless of the nature of purpose for learning. Given that ESP is an approach and not a subject to be taught, curricular materials will

unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

Note that an excellent point of departure for novice ESP curriculum developers is with lists of ESL publishers which have been made publicly available on-line. Browsing publishers' sites takes a few minutes, review copies can be requested immediately and copies can be sent express.

## **THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING**

### **Theory of language**

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1992), referred to as “communicative competence”. His theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Another linguistic theory of communication favored in CLT is Halliday’s (1970), functional account of language use.

Halliday has elaborated a powerful theory of the functions of language, which complements Hyme’s view of communicative competence. He described seven basic functions that language performs for children learning their first language:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behavior of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and discover.
6. The imaginative function: using language to create a world of imagination.
7. The representational function: using language to communicate information.

## Theory of learning

Little has been written about the learning theory of the communicative approach. An important feature is the communication principle in which “activities that involve real communication promote learning. A second element of this principle is the task principle; activities in which the language is used for carrying out meaningful tasks promote learning. A third and last element is the meaningfulness principle: language that is meaningful to the learner supports the learning process.” Littlewood (1981). Learning activities are consequently selected according to how well they engage the learner into the communicative principle. Thus, it can be considered to be a pragmatic view of language learning: students learn by doing.

## Objectives

The following are the most important levels of general objectives applicable to any teaching situation in the communicative approach: (Piepho 1981).

An integrative and content level (language as a means of expression)

A linguistic and instrumental level (language as a semiotic system and an object of learning)

An affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)

A level of individual learning needs (remedial learning based on error analysis)

A general educational level of extra-linguistic goals (language learning within the school curriculum)

## The Syllabus

Types of learning and teaching activities

The range of exercise types and activities compatible with the communicative approach is unlimited. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

According to Littlewood (1981), it is necessary to distinguish between functional communication activities and social interaction activities in the communicative approach. The former includes tasks such as comparing sets of pictures and noting similarities and differences, working out sequence of events; discovering missing features, communicating behind a screen, giving instructions, following directions; and solving problems from shared clues. The later include conversation and discussion

sessions, dialogues and role-plays, simulations, skits, improvisations, and debates.

### **Learner roles**

Learner roles are clearly described by Breen and Candlin (1980), in the following terms:

“The role of learner as negotiator -between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learns in an interdependent way. “

### **Teacher roles**

Breen and Candlin describe teacher roles in the following terms:

“The teacher has two main roles; the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.”

Breen and Candlin point to secondary roles such as:

“organizer of resources and as a resource himself, as a guide within the classroom procedures and activities and finally researcher and learner.”

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

### **Role of instructional materials**

A wide variety of materials have been used to support communicative approaches to language teaching. Materials have the primary role of promoting communicative language use.

## **COOPERATIVE LANGUAGE LEARNING**

It makes use of cooperative activities involving pairs and small group activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

### **Theory of Language**

It follows some basic premises:

1. All normal children growing up in a normal environment learn to talk.
2. Human beings spend a large part of their lives engaging in conversation about their most significant and engrossing activities.
3. Conversation operates according to certain agreed-upon set of cooperative rules or “maxims”.
4. One learns in the native language through casual, everyday conversational interaction.
5. One learns in the second language through cooperative interactional activities.

### **Theory of Learning**

It stresses social interaction in learning. Learners develop communicative competence in a language by conversing in socially and pedagogically structured situations. Through the instructional use of small groups, students work together to maximize their own and each other’s learning.

### **Objectives**

It fosters cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities.

### **The Syllabus**

There is not any particular form of language Syllabus, since activities from different curricula can be taught as Group-based procedures in teaching.

### **Types of learning and teaching activities**

1. Formal cooperative learning groups.
2. Informal cooperative learning groups.
3. Cooperative base groups.

Different activity types can be used: Team practice from common input, jigsaw- differentiated but predetermined input, cooperative projects selected by the students.

#### *Learner roles*

***The learner is a member of a group who works responsively and collaboratively on tasks with other group members.***

#### *Teacher roles*

1. develops highly structured and well-organized environment in the classroom
2. sets goals, tasks
3. arranges the classroom
4. assigns groups and roles and
5. selects material and time

### **MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH**

For more than twenty years, psychologist Howard Gardner from Harvard University has tested his ideas about learning and intelligence in an interdisciplinary research group with teachers and students at different schools in Massachusetts, U.S.A. He came up with the theory of Multiple Intelligences, which postulates an individual profile of strengths and weaknesses across seven domains, concluding that each person has at least seven intelligences and probably, many more.



## LEARNER PROFILE

|                 |                                      |                   |
|-----------------|--------------------------------------|-------------------|
| “WORD SMART”    | VERBAL/ LINGUISTIC LEARNER           | “THE WORD PLAYER” |
| “NUMBER SMART”  | LOGICAL/ MATHEMATICAL LEARNER        | “THE QUESTIONER”  |
| “PICTURE SMART” | VISUAL/SPATIAL LEARNER               | “THE VISUALIZER”  |
| “MUSIC SMART”   | MUSICAL/ RHYTHMIC LEARNER            | “THE MUSIC LOVER” |
| “BODY SMART”    | BODY/ KINESTHETIC LEARNER            | “THE MOVER”       |
| “PEOPLE SMART”  | INTERPERSONAL/SOCIAL LEARNER         | “THE SOCIALIZER”  |
| “SELF SMART”    | INTRAPERSONAL/ INTROSPECTIVE LEARNER | “THE INDIVIDUAL”  |

Although these intelligences are not necessarily dependent on each other, they seldom operate in isolation.

Each person possesses all the intelligences but they are developed in various degrees, according to the different input s/he has received since childhood. The way in which intelligences are combined, varies as many as people’s faces and personalities. Each intelligence displays a distinguished set of psychological process, very different from person to person. Howard Gardner pointed out that “every person is unique because of those learning processes”.

This theory has several implications for language learning and language teaching. The most significant is that each learner is unique and has the potential to express and develop his abilities in different ways. English Elementary Teachers must check their planning in every stage of the procedures to analyze if the activities and the performance tasks selected help to develop the students’ multiple intelligences.

Moreover, other theories such as the Emotional Intelligence Theory, introduced by Daniel Goldman in 1995, states that a relaxed alertness is the optimum state for learning. Small children have been helped with language acquisition by focusing on their lives, which are ordered; not only by rhythmical brainwaves, but also by following the rhythm of day and night and seasons.

So, planning is limited if there is only an emphasis on the linguistic ability. In light of this fact, developing student’s emotional competencies will result in a “caring community”, a place where students feel respected, cared about and bonded to classmates” (Goldman, 1995, p 250.)



After studying these theories, teachers must become aware of the implications of the saying: “learning to learn” which implies that meaningful learning is more important than the content learned, consequently teachers must explore wider applications for improving their learners’ abilities and growth for communicative purposes and quality life-style.

## **EMOTIONAL INTELLIGENCE**

Goldman (1995), defines emotional intelligence as the ability of “knowing what one’s feelings are and using that knowledge to make good decisions.” He also defines emotional intelligence as empathy, which is awareness of the feelings of other. People with high levels of emotional intelligence tend to keep a positive outlook in life and overcome difficulties. They also have facility for getting along well with others. According to this definition, emotional intelligence develops as a result of experience and interaction with others.

Emotional intelligence develops during the early years of life as people mature. According to Goldman (1995), emotional intelligence to a large extent is a good predictor of academic achievement. Apparently, emotional intelligent children perform better academically than those who are not. This is partly because these types of children have the ability to negotiate, cooperate and maintain positive attitudes. It is important that teachers foster children’s emotional intelligence. For example, they can help their students to develop empathy and gain insights into human relationships. One way to do this is through the teaching of literature (Ghosn, 2001).

## **LEARNING STYLES**

*Why should teaching conform to learning styles?*

Learning styles have to be taken into account because every student has his/her own way of learning. Each style has its own strengths and meets the needs of every individual student.

According to Gabriel H. Díaz Maggioli (1995) in his book Managing Learning Styles in the Classroom, a “learning style” is defined as “the way of handling new information by making use of our habitual or preferred method”. It should be noted at this point, that our learning style is, in a way, our permanent way of acquiring, processing and retrieving new information. Kate Kinsella (1995) states that “learning styles are influenced both by nature and nurture and encompass behavioral, perceptual cognitive concept- forming and affective aspects. We come to the world programmed to learn in a certain way. But the

environment in which we grow up, the people we interact with, the nature of the knowledge that comes to us, and even the amount of knowledge that we are able to absorb can alter it. Also our personality influences our approach to learning, and personal factors such as shyness or extroversion may determine even the channels we use to absorb, process and retrieve new knowledge”.

According to Anthony Gregory, “Learning styles is the outward expression of the human mind’s mediation abilities, which presents the means and capacities we employ to receive and express information”.

There are two factors that determine a person’s own learning style:

1. The way the information is perceived.
2. The way the new information encountered daily is ordered.

Another contribution to the Learning Style Theory is the Neuro -Linguistic Programming (NLP) developed by Richard Bandler and John Grinder. This theory states that people take information through their five senses. This is referred to as VAKOG:

**V**isual  
**A**uditory  
**K**inesthetic  
**O**lfactory  
**G**ustatory

According to the NLP the three senses mainly used for learning are visual, auditory and kinesthetic. Each person has a preference for one of these. But in the teaching and learning process, we are dealing with not only the learner’s learning style but also that of the teacher’s.

Teachers take advantage of their own natural learning style by displaying their abilities using a teaching style that matches their way of learning. However, when there is a mismatch between the teacher’s teaching style and the learner’s learning style, the performance and progress of the latter can be seriously affected. One way to tackle this is by including in the planning activities, task and techniques to respond to different learning styles and needs of all of students.

Planning is essential for the success of the teaching -learning process. Good planning allows the teacher to anticipate and make the most of all the variables that influence teaching and learning. Therefore, planning demands careful thought, creativity and time. It must include the following elements.

### **The Cognitive Target:**

It is “the what” the students are going to do in the class; which means content. This includes the topics or themes to be covered in the four study blocks.

### **Objectives:**

According to the Curricular Policy, the objectives are “the where” the students will get to as a result of instruction. They are stated in terms of what the students will do or achieve. They determine the activities, tasks and language skills that will be used. Objectives in this Syllabus are skill-based, being the oral and the listening skills, the main focus of this Curriculum.

Objectives in this Syllabus are established basically in terms of the two basic linguistic skills: listening (list), and speaking (sp). According to Jeremy Harmer, in his book, The Practice of English Language Teaching listening involves receiving messages and is referred to as a receptive skill. It means that information goes from outside to inside of the person. On the other hand, speaking involves language production and it is often referred to as a productive skill. In this case, information goes from the inside to outside of the person. Very often, speakers employ a combination of skills at the same time. When planning, the teacher should choose at least one objective for each skill.

### **Language:**

This element provides sample structures and vocabulary that serve as the vehicle to achieve the skill-based objectives. The task of the teacher is to choose the language to present to the students.

**The Syllabus provides some sample language. The teacher can add other linguistic patterns according to students’ interests and needs.**

William Littlewood (1990) states that functional meanings are the skills that learners develop by means of the learning situations that are given to them to find solutions or to make decisions. He says that foreign language learners need opportunities to develop skills to use the language, by being exposed to situations where the emphasis is on using the language for communicating as efficiently and economically as possible.

Thus, there should be a purpose for using the language. This implies giving enough language input and creating appropriate conditions so that learners use the language meaningfully.

### **Values and Attitudes:**

They embed the formative component of the curriculum. The Educational Policy for the Century emphasizes the importance of promoting positive attitudes and values during the teaching and learning process. This is possible through the correspondence between what is said with what is done among teachers, students and the educational community in general. Culture as an inherent component of language involves the attitudes, values and beliefs of a social group. In addition, Costa Rican English teachers should provide their students with opportunities to compare their culture with that of the countries where English is spoken and to reinforce Costa Rican values. The Syllabus lists the cultural aspects and values that should be practiced in the teaching and learning process.

### **Procedures:**

Procedures deal with the actions that need to be taken in the classroom in order to help students achieve objectives. The list of procedures that are given in this Syllabus must be used as a guide to develop tasks with emphasis on the aural and oral skills. This is the aspect of planning that demands from the teacher to demonstrate the highest level of creativity, enthusiasm, imagination, teaching style, hard work, and talent. Also personal teaching attitudes, methodologies and techniques come into play.

The above is crucial because it will define the final product of the teaching and learning process.

Planning is based on a process called by Rivers (1978), “skill – getting” or “skill using”. It is a set of stages or steps organized in sequence. Joan White explains these steps in her *Module One of the Professional Handbook: Teaching English in a World at Peace* as follows:

It is a varied and motivating way of starting the lesson. The warm up can take different forms. On one hand, it is usually a brief lively session to welcome the students to their foreign language class. Also it can be used to catch students' interest towards the new cognitive target.

## **Presentation**

The teacher introduces the class to the new theme and the new language components. Both the content and the new grammatical and lexical items are emphasized in an integrated way. Getting meaning across is essential. Students receive considerable input from the teacher. They are allowed time to assimilate the language, to listen actively and to try to understand what the teacher is saying.

## **Practice**

For the purpose of this Syllabus, both “controlled practice” and “creative practice”, stated by Rivers' module are integrated into one single step called “practice”.

First, students use the new linguistic components in a relatively limited setting by playing with the language. The teacher should organize sequential tasks, going from basic language use to more demanding communicative skills on the part of the learners.

Students are asked to incorporate their language acquisitions to their background knowledge to produce new situations, appropriate to their needs and interests. The materials must promote meaningful and constant communication among the students while they are using them. The teacher should encourage students to use the target language as much as possible, because they will frequently want to use fragments of the foreign language while doing different tasks.

## **Consolidation/ Production**

In this final step, the teacher points out what has been accomplished successfully and what remains to be improved through certain review exercises, which were introduced and practiced before. This is the time to comment on the students' performance. Also, the students are encouraged to find original situations where their new linguistic acquisitions can be applied.

The teacher chooses different tasks, which match both the objectives and the tasks from the plan that will be considered suitable for evaluating the students' language skills. The Syllabus includes a list of the different criteria that can be used to assess students' performance. It is necessary to select at least one criterion for each step or stage.

### **Curricular Accommodations**

It is the adjustment of the teaching and learning process in order to meet the individual characteristics, differences and needs of those students with special educational needs.

There are three basic types of curricular accommodations: access (modifications of the physical space), non-significant (those that do not modify substantially the curriculum), and significant (require the elimination or addition of cognitive targets and/or objectives, depending on each student special needs).

The plan being discussed here requires only the specification of non-significant adaptations for those students with special needs.

A different plan is requested for those students with significant accommodations.

### **Chronicle:**

**This is an obliged entry only of a daily lesson plan. It is the teacher's personal comments of the students' performance and the corresponding suggestions written at the end of each lesson.**

### **CLASSROOM ASSESSMENT AND EVALUATION OF LEARNING OUTCOMES SUGGESTIONS**

As it has been stated previously, The National Educational Policy, "Towards the XXI Century", encourages teachers to create an active and stimulating atmosphere for their students in the E.F.L. class and also when assessing.

One of the main characteristics of the policy is the belief that students should exercise their cognitive skills as well as their linguistic ones. The policy emphasizes learning processes and sets out the cognitive operations students should master before they can achieve certain learning goals. Students are also encouraged to work with each other and to learn from each other.

To cope with the E.F.L. approach used in teaching, the assessing techniques used should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning activity they perform such as: information-gap, opinion-gap, problem solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language.

The first levels 7, 8 and 9 belong to the III Cycle of the General Basic Education and are the basic levels where students are learning the main features of the English language as well as some relevant socio-cultural features learned through the development of the four basic linguistic skills: listening, speaking, reading and writing.

Higher levels, 10 and 11, have the opportunity to learn more about the language and culture they are learning and their level of performance is also high. As a consequence, the assessment tasks should correspond to their knowledge of the language and their development of the language skills.

## GENERAL ASSESSMENT PRINCIPLES

When teachers are planning a test, classroom assessment or students' self-assessment, the tasks assigned should follow the following features:

- a. Tasks should provide a purpose for using the language.
- b. Tasks should provide a context for language use rather than just isolated items.
- c. Tasks should lead towards real language use, to give students the opportunities to do the sorts of things native speakers do with the language.
  
- d. Tasks should promote individual and group activities, to allow the students to learn by themselves as individuals as well as from their peers.
- e. Tasks should allow students to experience what they have practiced in the classroom: using activities such as information gap, problem solving, and others.
- f. Tasks should simulate learning situations to allow students to re-organize and re-plan their learning strategies.
- g. Tasks should provide opportunities for critical thinking; they should motivate the student's creative thinking skills, so they can solve communication problems by using the language.
- h. Tasks should be suitable for the students' age, level in school and language proficiency.



## PRINCIPLES FOR ASSESSING LISTENING

- a. The language used should be delivered at normal speed.
- b. The input should be delivered twice.
- c. The language used should be as authentic as possible.
- d. If using tapes, recordings should be of excellent quality.
- e. Recording equipment has to be in excellent conditions.
- f. The setting should be free of noise.

## PRINCIPLES FOR ASSESSING SPEAKING

- a. Give students more than one task to judge the students' speaking ability.
- b. Set only tasks and topics that the students should be able to cope with in their own language.
- c. Create a pleasant atmosphere so that students will not feel threatened.
- d. Teachers should avoid talking too much when interviewing students.
- e. Encourage the students to speak.
- f. Teachers should design different instruments such as rating scales and check-lists to recall students performance.

## PROFILE FOR THE ENGLISH TEACHER IN TECHNICAL EDUCATION

The English teacher of the Costa Rican Educational System must:

- Have high communicative skills in the target language;
- Master ESP teaching skills
- Encourage and demonstrate oral communication in the target language;
- Have ample knowledge of second-language learning and second-language acquisition;
- Have knowledge of languages and dialects of his/her community;
- Encourage proper use of the target language;
- Encourage non-verbal communication;
- Master innovating methodologies and communication techniques;
- Promote positive human relationships;



- Be self-confident and perseverant at work;
  - Respect others' opinions and decisions in reaching a consensus;
  - Promote team work and good communication along with positive leadership;
  - Be willing to communicate and interact;
  - Observe student's reactions and behavior carefully in order
  - to make the necessary changes in his/her teaching-learning practices;
  - Promote meaningful and creative experiences for those with whom they interact;
- 
- Be willing to develop him/herself professionally;
  - Promote discussion groups (reflective teaching) with colleagues and other professionals to improve teaching practices;
  - Participate in extra-curricular activities at school, in the community and nationwide.

### **OBJECTIVES OF ENGLISH IN TECHNICAL EDUCATION IN “LA EDUCACION DIVERSIFICADA”**

1. To promote the use of the English language in an environment where the learners feel self-confident to communicate effectively.
2. To promote learners' interest and abilities to apply the English language independently.
3. To propitiate the learners' interests in reading books, simplified versions, general and specialized magazines, manuals, catalogs, instructions, safety rules or any other authentic material conducive to a permanent learning and a critical attitude.
4. To motivate the students' use of the English Language permanently as means of promoting their own cultural and social as well as their communities' welfare.
5. To encourage learners to exchange information (real, emotional and attitudinal) about themselves, their families, their country and the world.
6. To stimulate the learners' capacity to recognize and produce socio-linguistic and cultural features of the English language when using basic communication expressions about daily, general and specific topics.
7. To promote the learners' use of grammatical features that will enable them to communicate with others even though the grammatical functions are not correctly or consequently used.
8. To provide learners with a linguistic model which will help them achieve a command of pronunciation and prosodic features.
9. To propitiate in the learner the development of a fluent communication capacity so that the message can be understood by a responsive native speaker.
10. To promote the application of the information gathered through the understanding of messages presented in diverse situations.

11. To stimulate the reading comprehension ability in different authentic texts on daily and specialized topics to let the learners find the central idea, details, contextual and textual reference, and help them develop a series of reading abilities and styles.
12. To propitiate the learners' production of written texts, short reports, memos, forms, sheets about daily and general topics.
13. To promote the learners' capacity to investigate about diverse and specific topics.
14. To stimulate learners to use the language to solve communicative problems at daily basis in class and where the language is required.
15. To propitiate learners' interest in applying the knowledge of the language acquired to interact at daily and professional basis.
16. To stimulate the reading of safety rules in English in order to prevent accidents or risk situations.
17. To encourage learners appreciation of values, attitudes, gender, sex education, democracy and Human Rights and sustained development related to their own and the target culture

## LINGUISTIC OBJECTIVES

The objectives used in this Syllabus are stated in terms of linguistic skills. The term skill is used as a micro – concept, to be distinguished from the macro-concept of the customary division of language skills, that is, into listening, speaking, reading and writing. The purpose is to integrate and interrelate oral and aural skills as understanding, performing and following relationships in the communication process. The organization reflects the distinction between receptive (listening) and productive performance (speaking) skills.

## STUDY BLOCKS

Planning is determined by the student's ability to achieve the communicative competence appropriate for the level. Therefore, the study blocks are guides that will help teachers to prepare lessons and foster lifelong learning.

It is important that teachers take into account the following:

1. Study Blocks should be developed sequentially as they are given. They allow the development of communicative competence to interact with the environment.
2. It is strictly necessary to keep the appropriate level of difficulty for each study block. Otherwise, students will not achieve the corresponding level for subsequent stages of learning.

Unless facing special situations, teachers should not change the already given sequence

**This Syllabus is divided in three study blocks:**

- ↪ **Using the Appropriate Linguistic Tools to Communicate in English with Others at the Company.**
- ↪ **Developing Communicative Competence in the English Language By Means of Technical Topics.**
- ↪ **Interacting Efficiently In English at Work to Enrich Costa Rican Cultural, economical and Social Welfare.**

### SCOPE AND SEQUENCE

| X LEVEL   | XI LEVEL  | XII LEVEL   |
|---|---|---|
| <p><b>Using The Appropriate Linguistic Tools To Communicate In English With Others At The Company:</b></p> <ul style="list-style-type: none"> <li>• Personal interaction at the company.</li> <li>• Company structure and working conditions.</li> <li>• Company furniture, equipment and tools.</li> </ul> | <p><b>Developing Communicative Competence In The English Language By Means Of Technical Topics.</b></p> <ul style="list-style-type: none"> <li>• Job manufacturing and job performance.</li> <li>• Routine business activities.</li> <li>• Safety at work.</li> </ul> | <p><b>Interacting In The English Language To Enrich Costa Rican Cultural, Economical And Social Welfare.</b></p> <ul style="list-style-type: none"> <li>• Workplace management</li> <li>• Customer Service</li> </ul> |

## STUDY BLOCK DISTRIBUTION

### ORAL COMMUNICATION IN ENGLISH

| <b>STUDY BLOCK</b> | <b>Name</b>                           | <b>Time in hours</b> | <b>Weeks per study block</b> |
|--------------------|---------------------------------------|----------------------|------------------------------|
| I                  | Job Manufacturing and job performance | 110 hours            | 13 weeks                     |
| II                 | Routine Business Activities           | 110 hours            | 14 weeks                     |
| III                | Safety at work                        | 100 hours            | 13 weeks                     |
|                    | TOTAL                                 | 320 hours annualy    | 40 weeks                     |

## **STUDY BLOCK**

### **JOB MANUFACTURING AND JOB PERFORMANCE**

**Sector:** COMMERCIAL AND SERVICES

**Program:** Bilingual Secretary

**Subject area::** Oral communication in English

**Grade:** XI

**Study Block 1:** Job manufacturing and Job performance

**Time:** 110 hours

**Target:** Developing Communicative Competence in the English Language By Means Of Technical Topics

| LINGUISTIC OBJECTIVES  | FUNCTIONS AND LANGUAGE  | PROCEDURES  | VALUE AND ATTITUDES   | EVALUATION OF LEARNING OUTCOMES   |
|--|---|---|---|---|
| <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Reacting to language spoken at normal speed in everyday life.</li> <li>• Identifying the main rules of filing.</li> <li>• Understanding to variety of registers.</li> <li>• Listening between lines about the topic studied.</li> <li>• Understanding ideas</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Talking in simple language about family and sums up situations of our own world.</li> <li>• Reporting information gathered from texts, web site, and others.</li> <li>• Speaking appropriately.</li> </ul> | <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Asking for and giving specific information about job manufacturing and job performance.</li> <li>• Accepting and refusing politely.</li> <li>• Solving problems.</li> </ul> <p><b>Language Grammar:</b></p> <ul style="list-style-type: none"> <li>- Imperatives</li> <li>- Modal verbs</li> <li>- Sequencing</li> <li>- Questions</li> </ul> <p><b>Samples:</b></p> <ul style="list-style-type: none"> <li>-Instructions: search, send, attach, examine, and others.</li> <li>- _____ product has to 6 month warranty.</li> <li>-It reduces risks, be extremely careful.</li> </ul> | <p>The students:</p> <ul style="list-style-type: none"> <li>• Elicit and brainstorm information with the topic.</li> <li>• Listen to new language.</li> <li>• Identify basic language in oral form.</li> <li>• Listen to descriptions and dialogues to get the gist.</li> <li>• Describes visual materials and pictures on the topics being studied.</li> <li>• Present role plays or information gap.</li> <li>• Apply information heard to show understanding of the rules to follow.</li> <li>• Identify basic language in oral form.</li> <li>• Match meanings with visual materials from oral stimuli.</li> <li>• Apply the language learned through games and short conversations.</li> </ul> | <p>Politeness when dealing with others.<br/>Friendliness with others.<br/>Self-respect for others.<br/>Good working habits.</p> | <p>The students:</p> <ul style="list-style-type: none"> <li>• Imitate your words, phrases and sentences through repetition.</li> <li>• Demonstrate understanding of specific and general information by using expressions and role plays on the topics being studied.</li> <li>• Identify to variety of items in oral form.</li> <li>• Perform guided oral tasks.</li> <li>• Get the gist of spoken messages by ticking the correct response.</li> <li>• It produces oral situations simulating to phone conversation.</li> <li>• Role-play situations about family topics: dealing with greetings and farewells by phone.</li> </ul> |

| LINGUISTIC OBJECTIVES  | FUNCTIONS AND LANGUAGE   | PROCEDURES   | VALUE AND ATTITUDES | EVALUATION OF LEARNING OUTCOMES  |
|--|--|--|---------------------|--|
| <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding to request with appropriate expressions.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> </ul> | <p>-How much of the company's business is with foreign countries?<br/>- What portion of your suppliers / customers is foreign?<br/>-Why is trade with foreign companies difficult than trade with domestic companies?<br/>-We hope to be able to place further orders with you if.<br/>-Please quote your best price and shipping dates.<br/>-To full specification of our requirements is given on the attached sheets.<br/>-We'll sell your product and explain how suitable it's for your customers.<br/>- We would like to make a reservation / for table, room / to fly on Thursday afternoon.<br/>-The company requires the conference room for 100 people on.</p> | <p>The students:</p> <ul style="list-style-type: none"> <li>• Ask questions and answers using simple and family language.</li> <li>• It describes pictures that represent the topic focused on.</li> <li>• Exchange information with partners about the topics being studied.</li> <li>• Identify relations between ideas in texts.</li> <li>• Select the correct alternative to complete a task.</li> <li>• Understand and collect dates.</li> <li>• Summarize messages about family topics.</li> <li>• Derive conclusions</li> </ul> |                     | <p>The students:</p> <ul style="list-style-type: none"> <li>• It produces coherent pieces of oral speech involving common business meeting.</li> </ul> |



**STUDY BLOCK**

**ROUTINE BUSINESS ACTIVITY**

**Sector:** COMMERCIAL AND SERVICES

**Programa:** Bilingual Secretary

**Sujeto Area:** Oral communication in English

**Study Block 2:** Routine Business Activities

**Grade:** XI

**Time:** 110 hours

**Target:** Developing Communicative Competence in the English Language By Means Of Technical Topics

| LINGUISTIC OBJECTIVES   | FUNCTIONS AND LANGUAGE   | PROCEDURES  | VALUE AND ATTITUDES  | EVALUATION OF LEARNING OUTCOMES  |
|---|--|---|--|--|
| <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Reacting towards instructions.</li> <li>Identify details in material relative.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Summarizing messages and narratives.</li> <li>Responding and giving opinions about events and issues.</li> <li>Responding to messages and dialogues in short situation context.</li> </ul> | <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Reporting, requesting, giving information and suggesting someone to do something.</li> <li>Understanding, asking for, giving and responding to instructions.</li> <li>Talking about special requests / something.</li> <li>Discussing possibilities, probabilities, or capacities.</li> <li>Asking for and giving instructions.</li> </ul> <p><b>Language</b><br/>Grammar:</p> <ul style="list-style-type: none"> <li>The imperative.</li> <li>Modal verbs: should, must</li> <li>Adverbs and adverbial phrases.</li> </ul> | <p>The students:</p> <ul style="list-style-type: none"> <li>Perform given instructions.</li> <li>Role-play situations such as interviews, dialogues in to similar working environment presented in the unit where the participants represent the boss, the secretary, the board of directors defining to business situation.</li> <li>Interview people to collect the necessary information.</li> </ul> | <ul style="list-style-type: none"> <li>Tolerance for others.</li> <li>Respect for other people's way of expressing themselves.</li> <li>Good manners when dealing with other people's requests.</li> </ul> | <p>The students:</p> <ul style="list-style-type: none"> <li>Complete charts, diagrams and other forms as a result of their work.</li> <li>Perform oral presentations, simulations, role-playing and other situations.</li> <li>Display materials created to classify the information.</li> </ul> |

| LINGUISTIC OBJECTIVES  | FUNCTIONS AND LANGUAGE   | PROCEDURES   | VALUE AND ATTITUDES | EVALUATION OF LEARNING OUTCOMES  |
|--|--|--|---------------------|--|
| <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Reporting information to completes to task</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Asking for repetition / conformation.</li> </ul> | <p><b>Samples:</b> -I need your assistance to coordinate a seminar. / I'd like some information on prices for renting equipment, personnel for our congress.</p> <p>-I would be handy to have. for a couple of days.</p> <p>-I'd like to make a reservation for an International Conference about.</p> <p>-When will the meeting take place?</p> <p>--There are going to be fifty people in the meeting.</p> <p>-The meeting was postponed this morning.</p> <p>-Could you tell me if / when / how much /?</p> <p>-I wonder if you could tell me.</p> <p>-I'd like to know.</p> <p>-I'd like some information about.</p> <p>-There's something else I'd like to know.</p> <p>-Do you give details about?</p> | <p>The students:</p> <ul style="list-style-type: none"> <li>• Exchange information with partners about the topic being studied.</li> </ul> |                     | <p>The students:</p> <ul style="list-style-type: none"> <li>• Perform oral presentations offering alternatives to carry out conferences, seminars, workshops, and others.</li> <li>• Present a (n) calendar, itinerary, schedule and transportation plan schedule for business people.</li> <li>• Present coherent pieces of oral speech involving to common business meeting</li> </ul> |

| LINGUISTIC OBJECTIVES | FUNCTIONS AND LANGUAGE   | PROCEDURES | VALUE AND ATTITUDES | EVALUATION OF LEARNING OUTCOMES |
|-----------------------|--|------------|---------------------|---------------------------------|
|                       | <p>-I don't have that information available right now, do you call you back?</p> <p>- I'm afraid I can't tell you that, it's confidential.</p> <p>- Would you please do_____.</p> <p>-When will our order be delivered?</p> <p>-May I help? What can I do for you?</p> <p>-Please fill out this form/ card.</p> <p>-What's your name?</p> <p>-We are glad to confirm your request for.</p> <p>-Would be glad to see you in a minute.</p> <p>-Please make an appointment.</p> <p>-When will our order be delivered?</p> |            |                     |                                 |

| LINGUISTIC OBJECTIVES | FUNCTIONS AND LANGUAGE   | PROCEDURES | VALUE AND ATTITUDES | EVALUATION OF LEARNING OUTCOMES |
|-----------------------|--|------------|---------------------|---------------------------------|
|                       | <p>-Your signature is required to accept delivery conditions.</p> <p>-Different types of forms.</p> <p>- Would you be kind enough to wait?</p> <p>-It is an appointment at 10 a.m. tomorrow? It is satisfactory to you Ma'am / Sir?</p> <p>-Unfortunately, he's busy at this moment. Would you be good enough to wait?</p> <p>-Tell, what do you wish to see him about?</p> <p>-I'm sorry, I can't arrange an appointment now, if you will give me your phone number, I'll call you up to arrange another appointment.</p> |            |                     |                                 |

**STUDY BLOCK**  
**SAFETY AT WORK**

**Sector:** COMMERCIAL AND SERVICES

**Program:** Bilingual Secretary

**Subject Area:** Oral communication in English

**Study Block:** Safety at work

**Target:** Developing Communicative Competence in the English Language By Means Of Technical Topics

**Level:** XI

**Time:** 100 hours

| LINGUISTIC OBJECTIVES  | FUNCTIONS AND LANGUAGE  | PROCEDURES  | VALUE AND ATTITUDES   | EVALUATION OF LEARNING OUTCOMES  |
|--|---|---|---|--|
| <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying relevant information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Giving directions to carry out a task.</li> <li>Expressing main point and personal responses.</li> </ul> | <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Identifying, analyzing, asking and giving information about causes, effect, and prevention of accidents.</li> </ul> <p><b>Language</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Modal verbs</li> <li>Mixed tenses.</li> </ul> <p><b>Samples:</b></p> <ul style="list-style-type: none"> <li>Sit properly.</li> <li>It reduces risks, be extremely careful.</li> <li>You're not allowed to smoke in this building.</li> <li>You should be careful when operating that machine.</li> <li>Would you please do_____.</li> <li>Please follow these rules.- Use the emergency door.- Follow the safety rules of our company.</li> </ul> | <p>The students:</p> <ul style="list-style-type: none"> <li>Discuss about the application of safety rules.</li> <li>Apply the information heard to show understanding of the rules to follow.</li> <li>Interview people to collect the necessary information.</li> <li>Identify specific details (norms, rules) from different forms.</li> <li>Select the set of rules from the text that is appropriate for the specific situation.</li> <li>Promote safety rules fair where the students are in groups, then proceed to explain their set of rules for the specific situation.</li> </ul> | <ul style="list-style-type: none"> <li>Discipline to perform a task.</li> <li>Responsibility - Politeness when interacting with others.</li> <li>Responsibility in every action taken.</li> <li>Respect for the safety rules of the company.</li> </ul> | <p>The students:</p> <ul style="list-style-type: none"> <li>Present real and relevant information.</li> <li>Identification of pieces of equipment, the specifications for operating a machine safely.</li> <li>Use instructions and safety rules.</li> <li>Perform oral presentations offering alternatives</li> </ul> |

***PROGRAM CONTENT***  
***COMPUTER SKILLS SUBJECT AREA***



## COMPUTER SKILLS

In this subject area students will attain abilities and skills in computer use, as a tool to present documents that are characteristic of modern offices, during four hours per week for a total of 160 hours per year. This course includes three study blocks:

- **Network User:** where knowledge as a user is acquired for network management and its services.
- **Computer Applications:** course for the students to acquire skills to operate the computer as well as the application of digitization techniques. In addition, it is estimated that the student will develop typing skills to a speed of 60 w.p.m during the academic course.
- **Internship:** skills and knowledge studied in this program are applied in a company during the student`s internship.

Students will have 4 hours per week in computer lab during the academic course.

## GENERAL OBJECTIVES OF THE SUBJECT AREA

1. Value the importance of technological advances, as a support to personal and social life quality.
2. Encourage creative and critical development of digitization, techniques and procedures in tasks.
3. Develop good work habits to achieve efficiency and effectiveness in the tasks.
4. Develop skills in the production of business documents using computer tools.
5. Operate keyboard of the computer appropriately, when applying techniques to develop a speed of 60 words per minute.
6. Apply Word processor in the digitization of documents to obtain correct presentations.
7. Use services provided by Internet in the particular tasks at the office.
8. Manage network as a user and apply procedures to use services.
9. Apply knowledge, abilities and skills of this Study Program at workplaces.

## STUDY BLOCKS DISTRIBUTION COMPUTER SKILLS

| Study block | Name                  | Time in hours    | Weeks per study block |
|-------------|-----------------------|------------------|-----------------------|
| I           | Network - User        | 20 hours         | 5 weeks               |
| II          | Computer Applications | 100 hours        | 25 weeks              |
| III         | Internship            | 40 hours         | 10 weeks              |
|             | <b>TOTAL</b>          | <b>160 hours</b> | <b>40 weeks</b>       |

**STUDY BLOCK**  
**NETWORK USER**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

|                   |   |
|-------------------|---|
| Title:            | Network User  |
| Purpose:          | Use a network as a user and apply the procedures to use the various services. |
| Competency Level: | Basic.  |

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

| Title   | Classification |
|---|----------------|
| Correctly interprets basic concepts of data communication and networks.         | Specific       |
| Effectively describes the operation of communication systems and networks.      | Specific       |
| Clearly develops uses and applications of data communication and networks.      | Specific       |
| Effectively names network basic components.                                     | Specific       |
| Efficiently represents the operation of the communication systems and networks. | Specific       |
| Correctly practices the creation and search of files and documents.             | Specific       |
| Correctly points out the concept of user and administrator.                     | Specific       |
| Correctly selects characteristics of users and administrator of a network.      | Specific       |
| Accurately represents responsibilities of users and network administrator.      | Specific       |
| Clearly reproduces fundamental concepts of the Internet.                        | Specific       |
| Adequately points out characteristics of the Internet.                          | Specific       |
| Clearly selects advantages and disadvantages of Internet.                       | Specific       |
| Correctly uses the access and exit commands of the network.                     | Specific       |
| Effectively describes options for communications and accessing information.     | Specific       |
| Correctly applies communication services of Internet.                           | Specific       |

### ELEMENTS OF COMPETENCY

| Reference | Title of the Element   |
|-----------|--|
| 5 -1      | Develop abilities in managing the operating system of the network, using basic communication services, pursuant to the security rights and attributes technically established. |

## PERFORMANCE CRITERIA

Analyze basic concepts associated to data communications and the use of networks.  
Use local area networks.  
Determine responsibilities of users and administrators of a network.  
Identifies concepts, characteristics and applications of Internet.  
Execute different Internet applications.

## APPLICATION FIELD

Category

Services

Class

Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Mentions basic components of the network.  
Reproduces fundamental concepts of Internet.  
Points out characteristics of Internet.

## PERFORMANCE EVIDENCE

Interprets basic concepts of data communication and networks.  
Describes the operation of the communication systems and networks.  
Formulates the concept of user and administrator.  
Selects characteristics of the users and administrators of a network.  
Reproduces fundamental concepts of Internet.  
Selects advantages and disadvantages of Internet.  
Uses the access and exit commands of the network.  
Describes options for communications and accessing information.

## **EVIDENCE OF PRODUCT**

Develops uses and applications of networks and communications.

Practices the creation and search of files and documents.

Executes responsibilities of the users and administrator of networks.

Applies available communication services of the network.

Sector: Commercial and Services

Program: Bilingual Secretary

Subject Area: Computer Skills

Study Block: Network User

Grade: Eleventh

Time: 20 hours

Purpose: manage the network as a user and apply the procedures to use the different services.

| LEARNING RESULTS   | CONTENTS  | TEACHING - LEARNING STRATEGIES  | VALUES AND ATTITUDES  | PERFORMANCE CRITERIA  |
|--|---|---|---|---|
| 1. Analyze basic concepts associated with data communications and network use. | <p>Data Communications</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Types of data communication systems</li> <li>• Applications</li> </ul> <p>Networks</p> <ul style="list-style-type: none"> <li>• Concept.</li> <li>• Uses and applications</li> <li>• Characteristics.</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines basic concepts of data communication and networks.</li> <li>• Explains the operation of communication systems and networks.</li> <li>• Identifies uses and applications of data communications and networks.</li> </ul> | <ul style="list-style-type: none"> <li>• Be cautious, prudent, planner and tidy.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyzes basic concepts associated with data communication and use of networks.</li> </ul> |



| LEARNING RESULTS | CONTENTS | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA |
|------------------|----------|--|-------------------------|-------------------------|
|                  |          | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Interprets basic concepts of data communication and networks.</li> <li>• Describes the operation of the communication systems and networks.</li> <li>• Develops uses and applications of data communication and networks.</li> </ul> |                         |                         |

| LEARNING RESULTS                | CONTENTS   | TEACHING - LEARNING STRATEGIES   | VALUES AND ATTITUDES   | PERFORMANCE CRITERIA  |
|---------------------------------|--|--|--|---|
| 2. Use the local area networks. | <ul style="list-style-type: none"> <li>• Basic components of the network.               <ul style="list-style-type: none"> <li>• LAN and WAN Networks</li> </ul> </li> <li>• Available Services</li> <li>• Files and Documents               <ul style="list-style-type: none"> <li>• Creation and Search</li> <li>• Modification</li> <li>• Save</li> </ul> </li> <li>• Printing of data               <ul style="list-style-type: none"> <li>• Local</li> <li>• Network</li> </ul> </li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes basic components of the network.</li> <li>• Shows the operation of the communication systems and networks.</li> <li>• Develops the creation and search of files and documents.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Formulates the basic components of the network.</li> <li>• Represents the operation of the communication systems and networks.</li> <li>• Practices the creation and search options of files and documents.</li> </ul> | <ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses the local area networks.</li> </ul> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

| LEARNING RESULTS  | CONTENTS   | TEACHING - LEARNING STRATEGIES  | VALUES AND ATTITUDES   | PERFORMANCE CRITERIA  |
|---|--|---|--|---|
| 3. Determine responsibilities of users and administrators of a network. | <p>User</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Responsibilities</li> </ul> <p>Administrator</p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Characteristics</li> <li>• Responsibilities</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept of user and administrator</li> <li>• Describes characteristics of users and administrators of a network.</li> <li>• Exemplifies responsibilities of the users and administrators of the networks.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Points out the concept of user and administrator</li> <li>• Selects characteristics of users and administrators of a network.</li> <li>• Executes responsibilities of user and administrator of networks.</li> </ul> | <ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul> | <ul style="list-style-type: none"> <li>• Determines the responsibilities of users and administrators of a network.</li> </ul> |

| LEARNING RESULTS   | CONTENTS   | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES  | PERFORMANCE<br>CRITERIA  |
|--|--|--|--|--|
| <p>4. Identify concepts, characteristics and applications of the Internet.</p> | <p>Internet<br/>Concept</p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Characteristics</li> <li>• Uses</li> <li>• Advantages and disadvantages</li> </ul> <p>Fundamental concepts</p> <ul style="list-style-type: none"> <li>• Domain</li> <li>• Hypertext</li> <li>• Protocols</li> <li>• Addresses</li> </ul> <p>Word used to access the system or password.</p> <p>Commands to access and exit the network.</p> <ul style="list-style-type: none"> <li>• Login</li> <li>• Login .exe</li> <li>• Logout</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines fundamental concepts of the Internet.</li> <li>• Identifies characteristics of the Internet.</li> <li>• Classifies advantages and disadvantages of the Internet.</li> <li>• Shows the access and exit commands of the network.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Reproduces fundamental concepts of the Internet.</li> <li>• Points out characteristics of the Internet.</li> <li>• Selects advantages and disadvantages of the Internet.</li> <li>• Uses the access and exit commands of the network.</li> </ul> | <ul style="list-style-type: none"> <li>• Be precautionous, prudent, planner and tidy.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies concepts, characteristics and applications of Internet.</li> </ul> |

| LEARNING RESULTS                     | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES  | VALUES AND<br>ATTITUDES  | PERFORMANCE<br>CRITERIA  |
|--------------------------------------|---|---|--|--|
| 5. Execute applications of Internet. | <p>Lists of Access to the information</p> <ul style="list-style-type: none"> <li>• FTP</li> <li>• WWW</li> </ul> <p>Electronic mail<br/>Electronic Communication<br/>Discussion forums<br/>Tags<br/>Web Cam<br/>Outlook<br/>Others.</p> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes the different available options used in communication and accessing information.</li> <li>• Shows the operation of the services.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes options for communication and accessing information.</li> <li>• Applies communications services of Internet.</li> </ul> | <ul style="list-style-type: none"> <li>• Be precautions, prudent, planner and tidy.</li> </ul> | <ul style="list-style-type: none"> <li>• Executes applications of Internet.</li> </ul> |

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: NETWORK USERS | PRACTICE No. 1

PURPOSE:

SCENARIO: COMPUTER LAB | TIME:

| MATERIALS | MACHINERY | EQUIPMENT | TOOLS |
|-----------|-----------|-----------|-------|
|           |           |           |       |

## PROCEDURES

Teacher:

- Defines basic concepts of data communication and networks.
- Explains the operation of the communication systems and networks.
- Identifies uses and applications of data communication and networks.
- Describes basic components of the network.
- Shows the operation of the communication systems and networks.
- Develops the creation and search options of files and documents.
- Defines the concept of user and administrator.
- Describes characteristics of the users and administrators of a network.
- Exemplifies responsibilities of the users and administrators of a network.
- Defines fundamental concepts of the Internet.
- Identifies characteristics of the Internet.
- Classifies advantages and disadvantages of the Internet.
- Shows the access and exit commands of the network.
- Describes options for communications and accessing information.
- Shows the operation of the services

|   |       |
|---|-------|
| RECOMMENDED CHECKLIST:  | DATE: |
| STUDENT'S NAME:   |       |
| Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance. |       |

| DEVELOPMENT   | YES | NOT YET | NOT APPLICABLE |
|---|-----|---------|----------------|
| Correctly interprets basic concepts of data communication and networks.         |     |         |                |
| Effectively describes the operation of communication systems and networks.      |     |         |                |
| Clearly develops uses and applications of data communication and networks.      |     |         |                |
| Effectively names network basic components.                                     |     |         |                |
| Efficiently represents the operation of the communication systems and networks. |     |         |                |
| Correctly practices the creation and search of files and documents.             |     |         |                |
| Correctly points out the concept of user and administrator.                     |     |         |                |
| Correctly selects characteristics of users and network administrator.           |     |         |                |
| Accurately executes responsibilities of users and network administrators.       |     |         |                |
| Clearly reproduces fundamental concepts of Internet.                            |     |         |                |
| Adequately points out characteristics of Internet.                              |     |         |                |
| Clearly selects advantages and disadvantages of Internet.                       |     |         |                |
| Correctly uses the access and exit commands of network.                         |     |         |                |
| Correctly describes options for communication and accessing information.        |     |         |                |
| Correctly applies communication services of Internet.                           |     |         |                |



### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS   | PERFORMANCE CRITERIA  | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|--|---|---|-------------|---|
| Analyze the basic concepts associated with data communication and network use. | Analyzes basic concepts associated with data communication and the network use. | Interprets basic concepts of data communication and networks.         | Performance | Correctly interprets basic concepts of data communication and networks.               |
|  |   | Describes the operation of the communication systems and networks.    | Performance | Effectively describes the operation of the communication systems and networks.        |
|  |   | Selects the uses and applications of data communication and networks. | Knowledge   | Clearly selects the uses and applications of data communication and networks clearly. |
| Use the local area networks.   | Uses the local area networks.   | Mention basic components of the network.                              | Knowledge   | Effectively mentions basic components of the network.                                 |
|  |   | Represents the operation of the communication systems and networks.   | Performance | Efficiently represents the operation of the communication systems and networks.       |
|  |   | Practices the creation and search options of files and documents.     | Product     | Correctly practices the creation and search options of files and documents.           |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS  | PERFORMANCE CRITERIA  | EVIDENCE   | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|---|---|--|-------------|---|
| Determine responsibilities of users and network administrators. | Determines responsibilities of users and administrators of a network. | Formulates the concept of user and administrator.              | Performance | Correctly formulates the concept of user and administrator.               |
|   |   | Selects characteristics of users and network administrators.   | Performance | Correctly selects characteristics of users and network administrator.     |
|   |   | Executes responsibilities of users and network administrators. | Product     | Accurately executes responsibilities of users and network administrators. |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS   | PERFORMANCE CRITERIA   | EVIDENCE   | TYPE        | EVIDENCE SUFFICIENCIES  |
|--|--|--|-------------|---|
| Identify concepts, characteristics and applications of Internet. | Identifies concepts, characteristics and applications of Internet. | Reproduces fundamental concepts of Internet.                   | Knowledge   | Clearly reproduces fundamental concepts of Internet.                      |
|  |  | Points out characteristics of Internet.                        | Knowledge   | Adequately points out characteristics of Internet.                        |
|  |  | Selects the advantages and disadvantages of Internet.          | Performance | Clearly selects advantages and disadvantages of Internet.                 |
|  |  | Uses the access and exit commands of the network.              | Performance | Correctly uses the network's access and exit commands.                    |
| Execute Internet applications.                                   | Executes Internet applications.                                    | Describes options for communication and accessing information. | Performance | Correctly describes options for communications and accessing information. |
|  |  | Applies communications services of Internet.                   | Product     | Correctly applies communications services of Internet.                    |

**STUDY BLOCK**  
**COMPUTER APPLICATIONS**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title : Computer applications  
 Purpose: use updated computer programs in the preparation of business documents according to the technical standards  
 Competency Level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

| Title  | Classification |
|--|----------------|
| Correctly types letters, memoranda, reports and deeds applying techniques of the Word processor. | Specific       |
| Effectively applies revision techniques in the automatic correction of documents.                | Specific       |
| Accurately selects the best documents for the portfolio of evidence                              | Specific       |
| Rightly digitalizes texts in Spanish and English at a speed of 60 w.p.m.                         | Specific       |
| Correctly applies reinforcement plans in order to develop speed and achieve the goals.           | Specific       |
| Clearly identifies elements of the menu and tools bar of the electronic spreadsheet.             | Specific       |
| Accurately uses menu and tools bar of electronic spreadsheet in the preparation of exercises.    | Specific       |
| Effectively identifies elements of a spreadsheet.  | Specific       |
| Correctly prepares tables, charts and others using functions of the tools.                       | Specific       |
| Accurately applies procedures for the presentation of diverse documents.                         | Specific       |
| Correctly inserts tables, charts and others.   | Specific       |
| Effectively uses revision techniques to review the prepared documents.                           | Specific       |
| Accurately selects functions to create charts.   | Specific       |

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title : Computer applications

Purpose: Use updated computer programs in the preparation of business documents according to the technical standards.

Level of competency: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

| Title   | Classification |
|---|----------------|
| Correctly creates various types of charts.  | Specific       |
| Accurately prepares charts with various types of data.  | Specific       |
| Clearly identifies elements of menu and tools bar of the presentations program.                   | Specific       |
| Effectively uses menu and tools bar of the presentations program.                                 | Specific       |
| Efficiently practices the operation of the special equipment to project images from the computer. | Specific       |
| Correctly prepares materials to project from the computer.  | Specific       |
| Clearly interprets terminology used in the Office Publisher program.                              | Specific       |
| Effectively uses menu and tools bar of the Office Publisher program.                              | Specific       |
| Accurately applies techniques to prepare publications.  | Specific       |
| Correctly uses tools of the program to prepare informative materials.                             | Specific       |
| Correctly practices the process to prepare diverse informative materials.                         | Specific       |
| Correctly prepares informative materials.   | Specific       |

### COMPETENCY ELEMENT

| Reference | Title of the element  |
|-----------|---|
| 4 - 2     | Demonstrate abilities and skills in the use of the computer program tools . |

## PERFORMANCE CRITERIA

Digitalizes simple and complex documents using functions of Word processor with techniques, as well as the revision tools  
Performs speed building exercises in the computer until the student is able to type 60 words per minute, as a minimum, at the end of academic course

Applies elements of the menu and tools bar of the electronic spreadsheet.

Applies tools of the electronic spreadsheet in the preparation of business documents.

Creates charts in the electronic spreadsheet .

Analyzes basic terminology and the elements of the menu and tools bar of the presentations program .

Uses the special equipment to project images from the computer .

Analyzes basic terminology and elements of the menu and tools bar of the office Publisher program.

Applies tools of the office Publisher program in the preparation of informative materials.

## APPLICATION FIELD

Category

Class

Services

Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Identifies elements of the menu and tools bar of the electronic spreadsheet.

Identifies elements of a spreadsheet.

Selects various functions for the preparation of charts.

Identifies elements of the menu and tools bar of the presentations program.

Applies procedures for the presentation of documents.

## **PERFORMANCE EVIDENCE**

Uses revision techniques to review the prepared documents .  
Selects the best documents for the portfolio of evidence.  
Interprets clearly terminology used in the office Publisher program .  
Uses the menu and tools bar of the electronic spread sheet in the preparation of practices.  
Applies techniques to prepare various publications  
Uses the menu and tools bar of the office publisher program.  
Practices the process to prepare various informative materials.  
Uses tools of the program to prepare informative materials.  
Practices the operation of the special equipment to project images from the computer.

## **PRODUCT EVIDENCE**

Typing texts in Spanish and English at a speed of 60 w. p. m.  
Applies various reinforcement plans in the development of speed and to achieve the goals.  
Creates tables, charts and others using the functions of the tool.  
Inserts tables, charts and others.  
Digitalizes letters, memoranda, reports and deeds, applying the applicable techniques of the word processor.  
Applies revision techniques when reviewing documents.  
Creates materials to project from the computer.  
Creates various types of charts.  
Prepares charts with various types of data.



**Sector:** Commercial and Services

**Subject area:** Computer Skills

**Study Block:** Computer applications

**Purpose:** use updated computer programs in the preparation of business documents according to the technical standards.

**Program:** Bilingual Secretary

**Grade:** Eleventh

**Time:** 100 hours

| LEARNING RESULTS  | CONTENTS  | TEACHING - LEARNING STRATEGIES   | VALUES AND ATTITUDES  | PERFORMANCE CRITERIA   |
|---|---|--|---|--|
| 1. Typing simple and complex documents using functions of Word processor with techniques, as well as the revision tools | Letters<br>Memoranda<br>Reports<br>Deeds<br>Revision techniques | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Gives instructions in the preparation of letters, memoranda, reports and deeds applying techniques of Word processor .</li> <li>Explains the revision techniques.</li> <li>Revises documents by applying the revision techniques.</li> </ul> | <ul style="list-style-type: none"> <li>Ability to hold conversations while dealing with a controversial situation.</li> </ul> | <ul style="list-style-type: none"> <li>Typing simple and complex documents using functions of Word processor with techniques, as well as the revision tools .</li> </ul> |

| LEARNING RESULTS | CONTENTS | TEACHING - LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|----------|--|----------------------|----------------------|
|                  |          | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Typing letters, memoranda, reports and deeds, by applying techniques of the Word processor.</li> <li>• Applies revision techniques when reviewing documents.</li> <li>• Selects the best documents for the portfolio of evidence.</li> </ul> |                      |                      |

| LEARNING RESULTS  | CONTENTS   | TEACHING - LEARNING STRATEGIES  | VALUES AND ATTITUDES  | PERFORMANCE CRITERIA   |
|---|--|---|---|--|
| <p>2. Perform speed exercises in the computer, until the student is able to type 60 words per minute.</p> | <p>Running text, in English and Spanish</p> <ul style="list-style-type: none"> <li>• Running text</li> <li>• Justified texts</li> <li>• Paragraphs</li> <li>• Paragraphs to test speed in 1, 2 and 3 minute segments</li> <li>• Simple documents</li> <li>• Verification of progress.</li> </ul> <p>Reinforcement exercises</p> <p>Revision techniques</p> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains plans for dictation, digitization and tests of speed in English and Spanish texts</li> <li>• Determines average speed of the group to establish reinforcement exercises and the goals to be achieved.</li> </ul> <p><u>student:</u></p> <ul style="list-style-type: none"> <li>• Digitalizes texts in English and Spanish at a speed of 60 words per minute.</li> <li>• Applies various reinforcement plans to develop speed and achieve goals.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Performs speed exercises in the computer, until the student is able to type 60 words per minute.</li> </ul> |

| LEARNING RESULTS  | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES   | PERFORMANCE<br>CRITERIA  |
|---|---|--|---|--|
| <p>3. Apply elements of the menu and tools bar of the electronic spreadsheet.</p> | <p>Concept and applications</p> <ul style="list-style-type: none"> <li>• Menu Bar</li> <li>• Tools bar</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains elements of the menu and tools bar of the electronic spreadsheet</li> <li>• Designs practices to produce documents using menu and tools bar of the electronic spreadsheet.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies elements of the menu and tools bar of the electronic spreadsheet</li> <li>• Uses the menu and tools bar of the electronic spreadsheet for the production of practices</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Applies elements of the menu and tools bar of the electronic spreadsheet .</li> </ul> |

| LEARNING RESULTS   | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES   | PERFORMANCE<br>CRITERIA  |
|--|---|--|---|--|
| <p>4. Apply tools of the electronic spreadsheet in the preparation of business documents .</p> | <p>Spreadsheet:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Parts</li> <li>• Creation</li> <li>• Enter and modify the following:               <ul style="list-style-type: none"> <li>• Text</li> <li>• Numbers</li> <li>• Dates and times</li> <li>• Formulas</li> <li>• Functions</li> <li>• Arrangements</li> </ul> </li> <li>• Insert, modify and hide:               <ul style="list-style-type: none"> <li>• Cells</li> <li>• Rows</li> <li>• Columns</li> <li>• Print.</li> </ul> </li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates use of elements of a spreadsheet.</li> <li>• Exemplifies functions for the preparation of tables, charts and others.</li> <li>• Description of the procedures for the presentation of the various documents.</li> <li>• Explains techniques to insert tables, charts and others</li> <li>• Describes revision techniques for the revision of documents</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Applies tools of the electronic spreadsheet in the preparation of business documents .</li> </ul> |

| LEARNING RESULTS | CONTENTS   | TEACHING - LEARNING STRATEGIES  | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|--|---|----------------------|----------------------|
|                  | <p>Page:</p> <ul style="list-style-type: none"> <li>• Rows and columns</li> <li>• Format</li> <li>• Styles</li> <li>• Fonts</li> <li>• Alignment</li> <li>• Double spacing</li> <li>• Centered</li> <li>• Borders</li> <li>• Colors and shadows</li> </ul> <p>Production of business documents</p> | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies elements of a spreadsheet.</li> <li>• Creates tables, charts and others using the functions of the tool</li> <li>• Applies procedures for the presentation of the documents</li> <li>• Inserts tables, charts and others.</li> <li>• Uses the revision techniques when reviewing the created documents.</li> </ul> |                      |                      |

| LEARNING RESULTS                               | CONTENTS   | TEACHING - LEARNING STRATEGIES   | VALUES AND ATTITUDES  | PERFORMANCE CRITERIA  |
|--|--|--|---|---|
| 5. Create charts in the electronic spreadsheet | <p>Charts :</p> <ul style="list-style-type: none"> <li>• Creation of diagrams, graphs, and charts</li> <li>• Modification</li> <li>• Formats</li> <li>• Styles</li> <li>• Types of data</li> <li>• Series of data</li> <li>• Data markers</li> <li>• Axis</li> <li>• Names of categories</li> <li>• Names of series of data</li> <li>• Axes marks and lines of reference</li> <li>• Text of the diagram</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Exemplifies functions in the preparation of charts.</li> <li>• Demonstrates the construction of charts.</li> <li>• Proposes exercises to create charts with various types of data.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Selects functions for the preparation of charts</li> <li>• Creates types of charts.</li> <li>• Prepares charts with diverse types of data</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Creates charts in the electronic spreadsheet.</li> </ul> |

| LEARNING RESULTS   | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES  | VALUES AND<br>ATTITUDES  | PERFORMANCE<br>CRITERIA  |
|--|---|---|--|--|
| <p>6. Analyze basic terminology and elements of the menu and tools bar of presentations program.</p> | <p>Terminology :</p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Notes of the speaker</li> <li>• Copies for the audience</li> <li>• Presentation files</li> <li>• Menu bar</li> <li>• Tools bar</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains elements of the menu and tools bar of the presentations program.</li> <li>• Prepares exercises related to the creation of slides , presentation files using the menu and tools bar of the program.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies elements of the menu and tools bar of the presentations program.</li> <li>• Uses the menu and tools bar of the presentations program for the production of practices .</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyzes the basic terminology and the elements of the menu and tools bar of the presentations program .</li> </ul> |



| LEARNING RESULTS   | CONTENTS   | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES   | PERFORMANCE<br>CRITERIA   |
|--|--|--|---|---|
| <p>7. Use special equipment to project images from the computer.</p> | <p>Special equipment to project images from the computer :</p> <ul style="list-style-type: none"> <li>• Video beam</li> <li>• Multimedia projector</li> <li>• Others.</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates the operation of the special equipment to project images from the computer.</li> <li>• Generates guidelines to prepare and review materials to be projected from the computer.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Practices the operation of the special equipment to project images from the computer.</li> <li>• Creates materials to project from the computer.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Uses special equipment to project images from the computer.</li> </ul> |

| LEARNING RESULTS  | CONTENTS   | TEACHING -<br>LEARNING<br>STRATEGIES  | VALUES AND<br>ATTITUDES   | PERFORMANCE<br>CRITERIA  |
|---|--|---|---|--|
| <p>8. Analyze basic terminology and elements of the menu and tools bar of the office Publisher program.</p> | <p>Terminology</p> <ul style="list-style-type: none"> <li>• Publications</li> <li>• Menu Bars</li> <li>• Tools bars</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes terminology used in the Office Publisher program .</li> <li>• Demonstrates the operation of the menu and tools bar of the Office Publisher program.</li> <li>• Explains techniques to prepare publications.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Interprets terminology used in the Office Publisher program .</li> <li>• Uses menu and tools bar of the Office Publisher program.</li> <li>• Applies techniques to create various publications.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Analyzes the basic terminology and elements of the menu and tools bar of the office Publisher program.</li> </ul> |

| LEARNING RESULTS  | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES   | PERFORMANCE<br>CRITERIA  |
|---|---|--|---|--|
| <p>9. Apply tools of the Office Publisher program in the preparation of informative materials .</p> | <p>Informative materials.</p> <ul style="list-style-type: none"> <li>• Pop-ups</li> <li>• Bulletins</li> <li>• Social correspondence</li> <li>• Signs</li> <li>• Other documents</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains tools of the program in order to prepare informative materials</li> <li>• Describes the process to prepare various informative materials.</li> <li>• Prepares informative materials .</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Uses tools of the program to prepare informative materials.</li> <li>• Practices the process to prepare informative materials.</li> <li>• Prepares informative materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to hold a conversation under controversial situations</li> </ul> | <ul style="list-style-type: none"> <li>• Applies tools of the Office Publisher program in the preparation of informative materials.</li> </ul> |

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Computer applications | PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - workshop - laboratory | TIME:

| MATERIALS | MACHINERY | EQUIPMENT | TOOLS |
|-----------|-----------|-----------|-------|
|           |           |           |       |

## PROCEDURES

Teacher:

- Demonstrates the correct preparation of letters, memoranda, reports and deeds applying techniques of the Word processor.
- Explains revision techniques.
- Reviews documents applying revision techniques.
- Explains dictation, digitization, and testing of speeds plans for texts in English and Spanish.
- Determines the average speed of the group, to establish reinforcement exercises and the goals.
- Explains elements of the menu and tools bar of the electronic spreadsheet.
- Designs practices related to the production of documents and use of menu and tools bar of the electronic spreadsheet.
- Demonstrates use of elements of a spreadsheet.
- Exemplifies functions for the preparation of tables, charts and others.
- Describes procedures for the presentation of documents.
- Explains techniques to insert tables, charts and others.
- Describes revision techniques to check documents.
- Exemplifies functions for the preparation of charts.
- Demonstrates the creation of charts.
- Proposes exercises to create charts with types of data.
- Explains elements of menu and tools bar of the presentations program.
- Prepares exercises related to the creation of slides, and presentation files using menu and tools bar from the program.
- Demonstrates the operation of the special equipment to project images from the computer.
- Formulates guidelines to prepare and review the materials to be projected from the computer.
- Describes terminology used in the office publisher program.
- Demonstrates the operation of the menu and tools bar of the office publisher program.
- Explains techniques to prepare various publications
- Explains tools of the program to prepare informative materials.
- Describes the process to prepare informative materials.
- Prepares informative materials.

|                        |       |
|------------------------|-------|
| RECOMMENDED CHECK LIST | DATE: |
|------------------------|-------|

|                 |
|-----------------|
| STUDENT'S NAME: |
|-----------------|

| <p>Instructions:<br/>Below are the criteria that will be verified in the performance of each student by observing the same.<br/>From the list below place an "X" in the column, according to the performance of each student..</p> |     |            |                   |
|--|-----|------------|-------------------|
| DEVELOPMENT  | YES | NOT<br>YET | NOT<br>APPLICABLE |
| Correctly typing letters, memoranda, reports and deeds applying techniques of the Word processor.  |     |            |                   |
| Effectively applies revision techniques when reviewing documents.  |     |            |                   |
| Accurately selects the best documents for the portfolio of evidence.   |     |            |                   |
| Rightly digitalizes texts in English and Spanish at a speed of 60 words per minute.  |     |            |                   |
| Correctly applies reinforcement plans to develop speed and achieve the goals.  |     |            |                   |
| Clearly identifies elements of the menu and tools bar of the electronic spreadsheet.   |     |            |                   |
| Correctly uses menu and tools bar of electronic spreadsheet in the preparation of exercises.   |     |            |                   |
| Efficiently identifies the elements of a spreadsheet.  |     |            |                   |
| Correctly prepares tables, charts and others, using the functions of the tool.   |     |            |                   |
| Accurately applies procedures for the presentation of diverse documents.   |     |            |                   |
| Correctly inserts tables, charts and others.   |     |            |                   |
| Effectively uses revision techniques to review the created documents.  |     |            |                   |
| Accurately selects various functions for the preparation of charts..   |     |            |                   |

|                        |       |
|------------------------|-------|
| RECOMMENDED CHECK LIST | DATE: |
|------------------------|-------|

|                 |
|-----------------|
| STUDENT'S NAME: |
|-----------------|

Instructions:  
Below are the criteria that will be verified in the performance of each student by observing the same.  
From the list below place an "X" in the column, according to the performance of each student..

| DEVELOPMENT  | YES | NOT YET | NOT APPLICABLE |
|--|-----|---------|----------------|
| Correctly creates types of charts.   |     |         |                |
| Accurately prepares charts with types of data.   |     |         |                |
| Clearly identifies elements of menu and tools bar of the presentations program.                        |     |         |                |
| Efficiently uses menu and tools bar of the presentations program.                                      |     |         |                |
| Effectively practices the operation of the special equipment used to project images from the computer. |     |         |                |
| Correctly prepares materials to project from the computer.   |     |         |                |
| Clearly interprets terminology used in the Office Publisher program.                                   |     |         |                |
| Effectively uses menu and tools bar of the Office Publisher program.                                   |     |         |                |
| Accurately applies techniques to prepare publications.   |     |         |                |
| Correctly uses tools of the program to prepare informative materials.                                  |     |         |                |
| Correctly practices the process to prepare diverse informative materials.                              |     |         |                |
| Correctly prepares informative materials.  |     |         |                |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS  | PERFORMANCE CRITERIA   | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES  |
|---|--|---|-------------|--|
| Typing simple and complex documents using the functions of the Word processor with techniques, as well as the revision tools. | Digitalizes simple and complex documents using functions of the Word processor with techniques, as well as the revision tools. | Typing letters, memoranda, reports and deeds in the Word processor applying techniques. | Product     | Correctly typing letters, memoranda, reports and deeds, techniques of the Word processor |
|   |  | Applies revision techniques when reviewing documents.                                   | Performance | Effectively applies revision techniques when reviewing documents.                        |
|   |  | Selects the best documents for the portfolio of evidence.                               | Performance | Accurately selects the best documents for the portfolio of evidence.                     |
| Execute speed exercises in the computer, until the student is able to type 60 words per minute as a minimum.                  | Performs speed exercises in the computer, until the student is able to type 60 words per minute as a minimum.                  | Digitalizes texts in English and Spanish. at a speed of 60 words per minute.            | Product     | Accurately digitalizes texts in Spanish and English at a speed of 60 words per minute.   |
|   |  | Applies reinforcement plans to develop speed and attain goals.                          | Product     | Correctly applies reinforcement plans to develop speed and achieve goals.                |



### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS   | PERFORMANCE CRITERIA   | EVIDENCE   | TYPE        | EVIDENCE OF SUFFICIENCIES  |
|--|--|--|-------------|--|
| Apply elements of menu and tools bar of the electronic spreadsheet.                    | Applies elements of menu and tools bar of the electronic spreadsheet.                  | Identifies elements of menu and tools bar of electronic spreadsheet. | Knowledge   | Clearly identifies elements of menu and tools bar of electronic spreadsheet. |
|  |  | Uses menu and tools bar of the presentations program.                | Product     | Efficiently uses menu and tools bar of the presentations program.            |
| Applies tools of the electronic spreadsheets in the preparation of business documents. | Applies tools of the electronic spreadsheets in the preparation of business documents. | Identifies elements of a spreadsheet.                                | Knowledge   | Efficiently identifies elements of a spreadsheet.                            |
|  |  | Creates tables, charts and others using the functions of the tool    | Product     | Correctly prepares tables, charts and others using functions of the tool.    |
|  |  | Applies procedures for the presentation of documents                 | Knowledge   | Accurately applies procedures for the presentation of documents.             |
|  |  | Inserts tables, charts and others .                                  | Product     | Correctly inserts tables, charts and others.                                 |
|  |  | Uses revision techniques to review the created documents.            | Performance | Effectively uses revision techniques to review the created documents         |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS  | PERFORMANCE CRITERIA   | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|---|--|---|-------------|---|
| Create charts in the electronic spreadsheet.  | Creates charts in the electronic spreadsheet.  | Selects functions for the preparation of charts.                    | Knowledge   | Clearly selects functions for the preparation of charts.                    |
|   |  | Creates types of charts.  | Product     | Correctly creates types of charts.  |
|   |  | Prepares charts using types of data.                                | Product     | Accurately prepares charts with types of data.                              |
| Analyze basic terminology and elements of menu and tools bar of presentations program . | Analyzes basic terminology and elements of menu and tools bar of presentations program . | Identifies elements of menu and tools bar of presentations program. | Knowledge   | Clearly identifies elements of menu and tools bar of presentations program. |
|   |  | Uses menu and tools bar of the presentations program.               | Performance | Efficiently uses menu and tools bar of the presentations program.           |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS  | PERFORMANCE CRITERIA   | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|---|--|---|-------------|---|
| Use the special equipment to project images from the computer.  | Uses the special equipment to project images from the computer.  | Practices the operation of the special equipment to project images from the computer. | Performance | Effectively practices the operation of the special equipment to project images from the computer. |
|   |  | Creates materials to project from the computer.                                       | Product     | Correctly prepares material to project from the computer.   |
| Analyze the basic terminology and the elements of the menu and tools bar of the office publisher program. | Analyzes the basic terminology and the elements of the menu and tools bar of the office publisher program. | Interprets terminology used in the Office Publisher program.                          | Performance | Clearly interprets terminology used in the Office Publisher program.                              |
|   |  | Uses menu and tools bar of the Office Publisher program.                              | Performance | Effectively uses menu and tools bar of the Office Publisher program.                              |
|   |  | Applies techniques to prepare publications.   | Product     | Accurately applies techniques to prepare publications.  |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS   | PERFORMANCE CRITERIA  | EVIDENCE  | TYPE    | EVIDENCE OF SUFFICIENCIES   |
|--|---|---|---------|---|
| Use the special equipment to project images from the computer. | Uses the special equipment to project images from the computer. | Uses the tools of the program to prepare informative materials. | Product | Effectively uses tools of the program to prepare informative materials. |
|  |   | Practices the process to prepare informative materials.         | Product | Correctly practices the process to prepare informative materials.       |
|  |   | Prepares informative materials.                                 | Product | Correctly prepares informative materials.                               |

***STUDY BLOCK***

***INTERNSHIP***

## TECHNICAL COMPETENCY STANDARDS OF THE EDUCATIONAL INSTITUTION

### GENERAL FACTS

Title: Internship  
Purpose: Execute with excellence tasks of an office in domestic and international corporations.  
Level of competency: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

| Title   | Classification |
|---|----------------|
| Effectively takes care of internal and external customers.  | Specific       |
| Correctly answers the telephone.  | Specific       |
| Accurately organizes and plans the daily tasks.   | Specific       |
| Effectively performs diverse secretarial tasks.   | Specific       |
| Adequately compares and prints the documents.   | Specific       |
| Effectively uses the equipment available in the company.  | Specific       |
| Correctly binds and laminates the documents.  | Specific       |
| Applies the basic security norms belonging to the office correctly.   | Specific       |
| Effectively Controls and sends faxes.   | Specific       |
| Correctly manages the documentation.  | Specific       |
| Effectively cleans and keeps order in the office, as well as the desk regularly.                            | Specific       |
| Effectively works as a team.  | Specific       |
| Correctly prepares advertising documents, graphs, drawings, forms, cards, bulletins among others correctly. | Specific       |
| Correctly manages supplies or materials.  | Specific       |
| Correctly handles the scanner and the shredder.   | Specific       |
| Accurately applies the basic accounting principles.   | Specific       |
| Correctly performs banking procedures.  | Specific       |
| Cautiously uses the internet to perform administrative tasks.   | Specific       |

## COMPETENCY ELEMENTS

| Reference | Title of the Element  |
|-----------|---|
| 4 -2      | Demonstrate knowledge, abilities and skills in the performance of the corporate tasks according to the established norms in each company. |

## PERFORMANCE CRITERIA

Apply knowledge, abilities and skills that pertain to the specialty and are inherent to the work environment.

## APPLICATION FIELD

| Category | Class                                     |
|----------|---|
| Services | Provision of Technical Education Services |

## KNOWLEDGE EVIDENCE

Applies the basic security norms typical of an office.  
Uses the internet to perform the administrative tasks.  
Applies basic accounting principles.

## **EVIDENCE OF PERFORMANCE**

Takes care of national and international customers.  
Answers the telephone.  
Organizes and plans the daily tasks.  
Performs diverse secretarial tasks.  
Keeps the office as well as the desk, clean and orderly.  
Controls and sends faxes.  
Manages the documentation.  
Is a team worker.  
Manages the supplies or materials.  
Handles the scanner and the shredder.  
Uses the equipment available in the company regularly.

## **EVIDENCE OF PRODUCT**

Binds and laminates the documents.  
Prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others.  
Performs banking processes.  
Compares and prints the documents.



**Sector:** Commercial and Services

**Subject Area:** Computer Skills

**Study Block:** Internship

**Purpose:** execute the tasks of domestic and international corporations with excellence

**Program:** Bilingual Secretary

**Grade:** Eleventh

**Time:** 40 hours

| LEARNING RESULTS   | CONTENTS   | TEACHING - LEARNING STRATEGIES  | VALUES AND ATTITUDES  | PERFORMANCE CRITERIA  |
|--|--|---|---|---|
| <p>1. Execute with quality all type of works characteristic of a service platform.</p> | <p>Servicing internal and external customers.</p> <ul style="list-style-type: none"> <li>• Answering the telephone.</li> <li>• Customer service.</li> </ul> <p>Time management and planning activities that are inherent to the office.</p> <p>Cleaning and distribution at the office as well as the desk.</p> <p>Teamwork.</p> <p>Basic security norms characteristic to the office.</p> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains the attention provided to internal and external customers.</li> <li>• Exemplifies how the telephone is answered correctly.</li> <li>• Formulates the organization and planning of the daily tasks.</li> <li>• Promotes the creation of diverse secretarial tasks.</li> <li>• Demonstrates the use of equipment available in the company.</li> <li>• Describes the procedures for the preparation of advertising documents, graphs, drawings, forms, cards and bulletins among others.</li> </ul> | <ul style="list-style-type: none"> <li>• Responsibility when complying with the assigned duties.</li> </ul> | <ul style="list-style-type: none"> <li>• Executes with quality all type of works characteristic of a service platform.</li> </ul> |

| LEARNING RESULTS | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA |
|------------------|---|--|-------------------------|-------------------------|
|                  | <ul style="list-style-type: none"> <li>• Computer, manual and electronic machines</li> <li>• Varied office documentation</li> <li>• Graphs, drawings, forms, cards and bulletins, among others</li> <li>• Prints documents</li> <li>• Controls documents</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Uses the comparison technique and demonstrates the method to print documents.</li> <li>• Demonstrates the binding and lamination process of documents.</li> <li>• Demonstrates guidelines for using internet in administrative tasks.</li> <li>• Explains basic security norms applicable to the office.</li> <li>• Executes the process to control and send faxes.</li> </ul> |                         |                         |

| LEARNING RESULTS | CONTENTS  | TEACHING -<br>LEARNING<br>STRATEGIES  | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA   |
|------------------|---|---|-------------------------|---|
|                  | <ul style="list-style-type: none"> <li>• Compares typed documents</li> <li>• Binding of documents</li> <li>• Lamination of documents</li> <li>• Access to the Internet</li> <li>• Process to control and send faxes as well as receiving faxes</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Mentions norms to manage documentation.</li> <li>• Justifies the cleanliness and order in the office and the desk.</li> <li>• Organizes the supplies or materials.</li> <li>• Demonstrates how to use the scanner and shredder.</li> <li>• Illustrates basic accounting principles.</li> <li>• Practices banking processes.</li> <li>• Fosters teamwork.</li> </ul> |                         | <ul style="list-style-type: none"> <li>• Applies correct language to be used at the office considering style, characteristics and oral communication techniques.</li> </ul> |

| LEARNING RESULTS | CONTENTS | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA |
|------------------|----------|--|-------------------------|-------------------------|
|                  |          | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Takes care of national and international customers.</li> <li>• Answers the telephone correctly.</li> <li>• Organizes and plans the daily tasks.</li> <li>• Performs the diverse secretarial tasks.</li> <li>• Uses the equipment available in the company regularly.</li> <li>• Prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others.</li> </ul> |                         |                         |

| LEARNING RESULTS | CONTENTS | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA |
|------------------|----------|--|-------------------------|-------------------------|
|                  |          | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Compares and prints documents.</li> <li>• Binds and laminates documents.</li> <li>• Uses internet in administrative tasks cautiously.</li> <li>• Applies security norms that are applicable to the office.</li> <li>• Controls and sends faxes.</li> <li>• Manages the documentation.</li> <li>• Keeps the office and desk clean and orderly.</li> </ul> |                         |                         |

| LEARNING RESULTS | CONTENTS | TEACHING -<br>LEARNING<br>STRATEGIES   | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA |
|------------------|----------|--|-------------------------|-------------------------|
|                  |          | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Manages supplies or materials.</li> <li>• Handles the scanner and the shredder.</li> <li>• Applies basic accounting principles.</li> <li>• Performs banking processes.</li> <li>• Works as a team member.</li> </ul> |                         |                         |

PRACTICE AND CHECKLIST

PRACTICE DEVELOPMENT

STUDY BLOCK: Internship PRACTICE No. 1

PURPOSE:

SCENARIO: Office, company. TIME:

| MATERIALS | MACHINERY | EQUIPMENT | TOOLS |
|-----------|-----------|-----------|-------|
|           |           |           |       |

## PROCEDURES

Teacher:

- Explains how to take care of national and international customers.
- Exemplifies how to answer the telephone correctly.
- Formulates the organization and planning process of the daily tasks.
- Promotes the creation of different secretarial tasks.
- Demonstrates the use of the equipment available in the company.
- Describes procedures for the preparation of advertising documents, graphs, drawings, forms, cards, and bulletins, among others.
- Uses the comparison technique and demonstrates how to print documents.
- Demonstrates the binding and lamination process of documents.
- Demonstrates guidelines for using the internet in the performance of administrative tasks.
- Explains basic security norms that are applicable to the office.
- Executes the process to control and send faxes.
- Mentions norms to manage the documentation.
- Justifies cleanliness and order in the office and desk.
- Organizes supplies or materials.
- Demonstrates the use of the scanner and shredder.
- Illustrates basic accounting principles.
- Practices banking processes.
- Fosters teamwork.



|                        |       |
|------------------------|-------|
| RECOMMENDED CHECKLIST: | DATE: |
|------------------------|-------|

|                 |
|-----------------|
| STUDENT'S NAME: |
|-----------------|

Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

| DEVELOPMENT   | YES | NOT YET | NOT APPLICABLE |
|---|-----|---------|----------------|
| Effectively takes care of national and international customers.                                   |     |         |                |
| Correctly answers the telephone.  |     |         |                |
| Accurately organizes and plans daily tasks.   |     |         |                |
| Effectively performs diverse secretarial tasks.   |     |         |                |
| Adequately compares and prints the documents.   |     |         |                |
| Correctly binds and laminates documents.  |     |         |                |
| Correctly applies basic security norms belonging to the office.                                   |     |         |                |
| Effectively performs the control and sending of faxes.  |     |         |                |
| Correctly manages the documentation.  |     |         |                |
| Regularly keeps cleanliness and order at the office, as well as the desk.                         |     |         |                |
| Effectively works as a team.  |     |         |                |
| Correctly prepares advertising documents, graphs, drawings, forms, cards, bulletins among others. |     |         |                |
| Effectively manages supplies or materials.  |     |         |                |
| Correctly manages the scanner and the shredder.   |     |         |                |
| Effectively uses the equipment available in the company.  |     |         |                |
| Accurately applies basic accounting principles.   |     |         |                |
| Correctly performs banking procedures.  |     |         |                |
| Cautiously uses internet to perform in administrative tasks.                                      |     |         |                |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS   | PERFORMANCE CRITERIA  | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|--|---|---|-------------|---|
| Execute with quality all type of works characteristic of a service platform. | Executes with quality all type of works characteristic of a service platform. | Takes care of the national and international customer.        | Performance | Effectively takes care of the national and international customer.      |
|  |   | Answers the telephone.  | Performance | Correctly answers the telephone.  |
|  |   | Organizes and plans daily tasks.                              | Performance | Accurately organizes and plans daily tasks.                             |
|  |   | Performs diverse secretarial tasks.                           | Performance | Effectively performs diverse secretarial tasks.                         |
|  |   | Compares and prints the documents.                            | Product     | Adequately compares and prints documents.                               |
|  |   | Binds and laminates documents.                                | Product     | Correctly binds and laminates documents.                                |
|  |   | Applies basic security norms that are relevant to the office. | Knowledge   | Correctly applies basic security norms that are relevant to the office. |
|  |   | Performs the process to control and send faxes.               | Performance | Effectively performs the process to control and send faxes.             |

| LEARNING RESULTS | PERFORMANCE CRITERIA | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|------------------|----------------------|---|-------------|---|
|                  |                      | Applies basic accounting principles.  | Knowledge   | Accurately applies basic accounting principles.   |
|                  |                      | Performs banking processes.   | Product     | Correctly performs banking processes.   |
|                  |                      | Uses internet in administrative tasks.  | Knowledge   | Cautiously uses internet in administrative tasks.   |
|                  |                      | Prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others. | Product     | Correctly prepares advertising documents, graphs, drawings, forms, cards and bulletins, among others. |
|                  |                      | Manages supplies or materials.  | Performance | Effectively manages supplies or materials.  |
|                  |                      | Handles the scanner and the shredder.   | Performance | Correctly manages the scanner and the shredder.   |
|                  |                      | Uses the equipment available in the company.  | Performance | Effectively uses the equipment available in the company.  |

| LEARNING RESULTS | PERFORMANCE CRITERIA | EVIDENCE   | TYPE        | EVIDENCE OF SUFFICIENCIES  |
|------------------|----------------------|--|-------------|--|
|                  |                      | Keeps cleanliness and order at the office; as well as, the desk. | Performance | Keeps cleanliness and order at the office; as well as, the desk regularly. |
|                  |                      | Works as a team member.  | Performance | Effectively works as a team member.  |
|                  |                      | Manages the documentation.                                       | Performance | Correctly manages the documentation.                                       |

***PROGRAM CONTENTS***

***SUBJECT AREA***

**COMPOSITION**

## STUDY BLOCK DISTRIBUTION

### COMPOSITION

| Study block | Name  | Time in hours | Weeks per Study block |
|-------------|---|---------------|-----------------------|
| I           | Processing written business communications.   | 110 hours     | 14 weeks              |
| II          | Compose Business-legal documents, accounting and financial reports.   | 100 hours     | 12 weeks              |
| III         | Preparation of variety of documents, minute, agenda curriculum vitae, resume, catalogues, booklets, advertising, journal, writing and others. | 110 hours     | 14 weeks              |
|             | TOTAL   | 320 hours     | 40 weeks              |

## COMPOSITION

In this subject area, students develop skills and abilities to communicate in written form clearly in the English language, writing all kinds of commercial documents; for instance, administrative, legal, and financial. This subject area has 8 hours per week, for a total of 320 hours per year, and consists of three study blocks:

- **Processing written business communications:** procedures are established for drafting of commercial documents, e-mail messages, types of letters, circulars and memoranda with clarity and accurately. All this, based on a logical sequence, a planning, using the correct style and language for each document.
- **Compose Business-legal documents, accounting and financial reports:** Write business documents, legal documents and prepare financial statements. Using writing techniques to achieve concrete ideas according to theme and type of reader. They will use the vocabulary, grammar and appropriate style.
- **Preparation of variety of documents, minute, agenda curriculum vitae, resume, catalogues, booklets, advertising, journal, writing and others.** Composition, writing and design of business documents, minutes, resumes, advertising, letters, editorials and more.

## **STUDY BLOCK**

### **PROCESSING WRITTEN BUSINESS COMMUNICATIONS**



## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Processing written business communications

Purpose: organize adequately the ideas to write clearly in English, business documents using procedures, techniques, vocabulary, punctuation and appropriate style.

Competency level: Basic

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

| Title   | Classification |
|---|----------------|
| Accurately describes different types of commercial documents.   | Specific       |
| Correctly identifies each of the parts of business letter, memorandum, circulars, faxes, e-mail, and envelopes. | Specific       |
| Effectively illustrates the structure and function of each type of letter.                                      | Specific       |
| Correctly uses punctuation in commercial documents and envelopes.   | Specific       |
| Clearly writes communications applying specific guidelines for each type of business document.                  | Specific       |
| Clearly recognizes each of the norms used in drafting.  | Specific       |
| Accurately applies examples of language norms in the drafting of documents.                                     | Specific       |
| Correctly identifies the process of grammatical structure.  | Specific       |
| Efficiently selects the technical vocabulary in business used in written communication.                         | Specific       |
| Correctly writes international addresses in commercial documents and envelopes.                                 | Specific       |

### COMPETENCY ELEMENTS

|      | Title of element   |
|------|--|
| 1- 3 | Demonstrate abilities and skills in writing of business documents in English language. |

## PERFORMANCE CRITERIA

Compose business documents using specific guidelines of each.

Apply rules of language for drafting of all types of business communication.

| Category | Class  |
|----------|--|
| Services | Provision of in Technical Education Services |

## KNOWLEDGE EVIDENCE

Identifies each of the parts of business letter, memorandum, circulars, faxes, e-mail, and envelopes.

Describes the different types of commercial documents.

Recognizes each of the standards used in drafting.

Identifies the process of grammatical structure.

## PERFORMANCE EVIDENCE

Illustrates the structure and function of each type of letter.

Uses punctuation in commercial documents and envelopes.

Selects business technical vocabulary used in written communication.

## PRODUCT EVIDENCE

Writes communications applying the specific guidelines for each type of business document.

Applies examples of language norms in the drafting of documents.

Writes international addresses in the commercial documents and envelopes.

**Sector:** Commercial and Services

**Subject Area:** Composition

**Study Block:** Processing written business communications

**Purpose:** organize adequately the ideas to write clearly in English, business documents using procedures, techniques, vocabulary, punctuation and appropriate style.

**Program:** Bilingual Secretary

**Grade:** Eleventh

**Time:** 110 hours

| LEARNING RESULTS                                       | CONTENTS  | TEACHING – LEARNING STRATEGIES  | VALUES AND ATTITUDES | PERFORMANCE CRITERIA   |
|--|---|---|----------------------|--|
| 1. Write business documents using specific guidelines. | <ul style="list-style-type: none"> <li>• Types of commercial documents :</li> <li>• Parts of letters.</li> <li>• Types of letters:</li> <li>• Service Request</li> <li>• Confirmation of Service</li> <li>• Order</li> <li>• Acknowledgment.</li> <li>• Info Request</li> <li>• Shipping Information</li> <li>• Claim</li> <li>• Complaints</li> <li>• Other types of letters</li> <li>• Acknowledgement or ACK</li> <li>• Recovery/charge</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines types of business documents.</li> <li>• Quotes parts of the letter, memorandum, circulars, faxes, e-mail and envelopes.</li> <li>• Explains the structure and function of each type of letter.</li> <li>• Identifies punctuation marks used in commercial documents.</li> <li>• Exemplifies guidelines for writing each type of commercial document.</li> </ul> | Respect              | <ul style="list-style-type: none"> <li>• Writes business documents using specific guidelines.</li> </ul> |

| LEARNING RESULTS | CONTENTS   | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|--|--|----------------------|----------------------|
|                  | <ul style="list-style-type: none"> <li>• Memos</li> <li>• Circulars</li> <li>• Faxes</li> <li>• E-mails</li> <li>• Phone Messages</li> <li>• Types of envelopes for correspondence.</li> <li>• Punctuation:               <ul style="list-style-type: none"> <li>•punctuation marks</li> <li>•Intonation</li> <li>•special symbols</li> </ul> </li> <li>• Specific guidelines for writing each type of business document</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>• Letter headings</li> <li>• Ending expressions of letters</li> <li>• Others</li> </ul> | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes types of commercial documents.</li> <li>• Identifies parts of a letter, memorandums, the parts of a letter, circular, faxes, e-mail, and envelopes.</li> <li>• Exemplifies the structure and function of each type of letters.</li> <li>• Uses punctuation marks in commercial documents and envelopes.</li> <li>• Writes communications applying specific guidelines for each type of commercial document.</li> </ul> |                      |                      |

| LEARNING RESULTS  | CONTENTS  | TEACHING – LEARNING STRATEGIES  | VALUES AND ATTITUDES | PERFORMANCE CRITERIA   |
|---|---|---|----------------------|--|
| <p>2. Apply language grammatical rules for writing all types of business communication.</p> | <ul style="list-style-type: none"> <li>• Grammar:               <ul style="list-style-type: none"> <li>• nouns,</li> <li>• Compound adjectives,</li> <li>• adverbs,</li> <li>• gerunds</li> <li>• conjunctions</li> <li>• prefixes</li> <li>• suffixes</li> <li>• negative words</li> <li>• Prepositions</li> </ul> </li> <li>• Orthography:</li> <li>• Use of capital letters.</li> <li>• Writing of English names</li> <li>• Writing of cities, states and countries in addresses</li> <li>• Numerals: ordinals, cardinals and Romans</li> <li>• Abbreviations</li> <li>• Common acronyms used in correspondence</li> <li>• Acronyms.</li> <li>• Business vocabulary</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines standards for drafting.</li> <li>• Exemplifies language norms in the drafting of documents.</li> <li>• Explains the process of grammatical structure.</li> <li>• Points commercial technical vocabulary to use in written communication.</li> <li>• Exemplifies international addresses in the commercial documents and envelopes.</li> </ul> |                      | <ul style="list-style-type: none"> <li>• Applies language grammatical rules for writing all types of communication.</li> </ul> |

| LEARNING RESULTS | CONTENTS | TEACHING –<br>LEARNING<br>STRATEGIES  | VALUES AND<br>ATTITUDES | PERFORMANCE<br>CRITERIA |
|------------------|----------|---|-------------------------|-------------------------|
|                  |          | <p>Student:</p> <ul style="list-style-type: none"> <li>• Recognizes each of the standards used in drafting.</li> <li>• Identifies the process of grammatical structure.</li> <li>• Selects commercial technical vocabulary to use in written communication.</li> <li>• Writes addresses in international trade documents and envelopes.</li> <li>• Writes business documents implementing rules of language.</li> </ul> |                         |                         |

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Processing written business communications

PRACTICE # 1

PURPOSE:

SCENARIO: classroom- workshop

TIME:

| MATERIALS | MACHINERY | EQUIPMENT | TOOLS |
|-----------|-----------|-----------|-------|
|           |           |           |       |

## PROCEDURES

Teacher:

- Defines types of commercial documents.
- Names parts of a letter, memorandum, circular, faxes, e-mail and envelopes.
- Explains the structure and function of each type of letter.
- Identifies punctuation marks used in commercial documents.
- Exemplifies guidelines for writing each type of commercial document.
- Defines rules for writing documents.
- Exemplifies language rules in writing documents.
- Explains the process of grammatical structure.
- Points out the technical vocabulary used in written communication.
- Exemplifies international addresses in commercial documents and envelopes.



|                       |       |
|-----------------------|-------|
| RECOMMENDED CHECKLIST | DATE: |
|-----------------------|-------|

|                 |
|-----------------|
| STUDENT'S NAME: |
|-----------------|

Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

| DEVELOPMENT   | YES | NOT YET | NOT APPLICABLE |
|---|-----|---------|----------------|
| Accurately describes types of commercial documents.   |     |         |                |
| Correctly identifies parts of letters, memorandums, circular, faxes, e-mail, and envelopes. |     |         |                |
| Effectively exemplifies the structure and function of each type of letter.                  |     |         |                |
| Correctly uses punctuation marks used in commercial documents and envelopes.                |     |         |                |
| Clearly writes communications applying the specific for each type of business documents.    |     |         |                |
| Clearly recognizes each of the rules used in drafting.                                      |     |         |                |
| Correctly applies examples of language norms in the drafting of documents.                  |     |         |                |
| Correctly identifies the process of grammatical structure.                                  |     |         |                |
| Efficiently selects the technical vocabulary to use in written communication.               |     |         |                |
| Correctly writes international addresses in commercial documents and envelopes.             |     |         |                |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS                                       | PERFORMANCE CRITERIA                                | EVIDENCE   | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|--|---|--|-------------|---|
| 1. Write business documents using specific guidelines. | Write business documents using specific guidelines. | Describes types of commercial documents.   | Knowledge   | Accurately describes different types of commercial documents.   |
|  |   | Identifies each part of commercial letters, memorandums, circular, faxes, e-mail, and envelopes. | Knowledge   | Correctly identifies each part of commercial letters, memorandum, circular, faxes, e-mail, and envelopes. |
|  |   | Exemplifies the structure and function of each type of letter.                                   | Performance | Effectively exemplifies the structure and function of each type of letter.                                |
|  |   | Uses punctuation marks used in commercial documents and envelopes.                               | Performance | Correctly uses punctuation marks used in commercial documents and envelopes.                              |
|  |   | Writes communications applying specific guidelines for each type of commercial documents.        | Product     | Clearly writes communications applying specific guidelines for each type of commercial documents.         |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS  | PERFORMANCE CRITERIA   | EVIDENCE   | TYPE        | EVIDENCE OF SUFFICIENCIES  |
|---|--|--|-------------|--|
| 2. Apply rules of language grammatical rules for writing all types of business communication. | Applies rules of language grammatical rules for writing all types of business communication. | Recognizes each one of the rules used in writing documents.                | Knowledge   | Clearly recognizes each one of the rules used in writing documents.                  |
|   |  | Identifies the process of grammatical structure.                           | Performance | Accurately identifies the process of grammatical structure.                          |
|   |  | Selects the technical commercial vocabulary used in written communication. | Knowledge   | Correctly selects the technical commercial vocabulary used in written communication. |
|   |  | Writes international addresses in commercial documents and envelopes.      | Product     | Efficiently writes international addresses in commercial documents and envelopes.    |
|   |  | Writes commercial documents applying language norms.                       | Product     | Writes commercial documents applying language norms correctly.                       |

## **STUDY BLOCK**

**Compose Business-legal documents, accounting and financial reports**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Compose business - legal documents, accounting and financial reports.

Purpose: write commercial documents, legal documents, legal and financial documents using commercial vocabulary writing techniques, grammar and appropriate style.

Competency level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

| Title  | Classification |
|--|----------------|
| Correctly distinguishes the legal vocabulary from the financial vocabulary.              | Specific       |
| Accurately describes types of legal and financial documents.                             |                |
| Effectively identifies parts of the legal and financial documents.                       | Specific       |
| Effectively determines the objective of each legal and financial document.               | Specific       |
| Correctly applies writing techniques in the production of legal and financial documents. | Specific       |
| Clearly recognizes the importance of legal and financial countable facts.                | Specific       |
| Rightly enumerates characteristics of each of the financial and legal documents.         |                |
| Effectively produces reports or financial informs and legal documents.                   | Specific       |
| Accurately applies the vocabulary and grammar in writing legal and financial documents.  | Specific       |
| Correctly makes legal and commercial financial reports.                                  | Specific       |

### COMPETENCY ELEMENTS

| Reference | Title of Element  |
|-----------|---|
| 2 – 3     | Write legal and financial commercial documents of the company using vocabulary, grammar, writing techniques, and the proper style of each document. |

### **PERFORMANCE CRITERIA**

Applies the technical vocabulary and specific guidelines preparing legal and financial documents.

Writes legal and financial documents according to the techniques of writing, style, grammar appropriate for each document.

### **Scope**

Category

Services

Class

Provision of Technical Education Services

### **KNOWLEDGE EVIDENCE**

Distinguishes legal vocabulary from financial vocabulary.

Identifies parts of legal and financial documents.

Enumerates characteristics of each legal and financial document.

### **PERFORMANCE EVIDENCE**

Describe the types of legal and financial document.

Determine the objective of each legal and financial document.

Recognize the importance of the accuracy in countable legal and financial facts.

### **PRODUCT EVIDENCE**

Applies writing techniques in the production of legal and financial documents.

Produces financial reports and legal documents.

Applies the vocabulary and grammar in writing legal and financial documents.

Produces financial, legal, and commercial.

**Sector:** Commercial and Services

**Subject Area:** Composition

**Study Block:** Compose business – legal documents, accounting and financial reports.

**Purpose:** Write commercial, legal, and financial documents using commercial vocabulary, writing techniques, grammar and an appropriate style.

**Program:** BILINGUAL SECRETARY

**Grade:** Eleventh

**Time:** 100 hours

| LEARNING RESULTS   | CONTENTS   | TEACHING – LEARNING STRATEGIES  | VALUE AND ATTITUDES  | PERFORMANCE CRITERIA  |
|--|--|---|--|---|
| 1. Apply technical vocabulary and specific guidelines in the preparation of legal and financial documents. | <ul style="list-style-type: none"> <li>Legal, countable and financial and Technical vocabulary.<br/>Example: <b>Accounting Vocabulary:</b><br/>Assets, liabilities, income taxes, stockholder’s equity, capital stock, retained earnings, mortgage, interest, notes payable inventory, current assets others.</li> <li>Example: <b>Foreign Trade vocabulary:</b><br/>Bill of exchange<br/>Bill of lading<br/>certificate of origin<br/>collect<br/>consignee cost and freight C&amp;F<br/>Cost, insurance, and freight CIF.</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>Defines legal and financial vocabulary.</li> <li>Shows types of legal and financial documents.</li> <li>Explains parts of legal and financial documents.</li> </ul> | <ul style="list-style-type: none"> <li>Discreetness</li> </ul> | Applies technical vocabulary and specific guidelines in the preparation of legal and financial documents. |

| LEARNING RESULTS | CONTENTS   | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|--|--|----------------------|----------------------|
|                  | <p>Customs broker<br/>Custom duties<br/>Export declaration<br/>Free on board FOB</p> <ul style="list-style-type: none"> <li>• Types of legal and financial documents.               <ul style="list-style-type: none"> <li>• Business Reports</li> <li>• Financial Statements, reports</li> <li>• Balance sheet,</li> <li>• Income Statement</li> <li>• Annual Reports</li> <li>• Minute</li> <li>• Resolutions</li> <li>• Simple contract</li> <li>• Deed</li> <li>• Lease</li> <li>• Will</li> </ul> </li> <li>• Parts of legal and financial documents.</li> <li>• Objective of each one of the legal and financial documents.</li> <li>• Style and completion of the drafting modernity, positivism, natural, simplicity, creativity.</li> </ul> | <ul style="list-style-type: none"> <li>• Clarifies the objective of each legal and financial document.</li> <li>• Supports the use of writing techniques in the preparation of legal and financial documents.</li> <li>• Justifies accuracy of legal and financial countable facts.</li> </ul> |                      |                      |



| LEARNING RESULTS | CONTENTS                                      | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|---|--|----------------------|----------------------|
|                  | Accuracy of legal, financial countable facts. | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Recognizes the legal and financial vocabulary.</li> <li>• Describes types of legal and financial documents.</li> <li>• Identifies parts of legal and financial documents.</li> <li>• Determines the purpose of each legal and financial document.</li> <li>• Applies writing techniques in the preparation of legal and financial documents.</li> <li>• Recognizes the importance of accurate accounting data and financial laws.</li> </ul> |                      |                      |

| LEARNING RESULTS  | CONTENTS   | TEACHING – LEARNING STRATEGIES  | VALUES AND ATTITUDES | PERFORMANCE CRITERIA  |
|---|--|---|----------------------|---|
| <p>2. Write legal documents and financial statements according to writing techniques, style and grammar to each document.</p> | <ul style="list-style-type: none"> <li>• Business Report Parts:               <ul style="list-style-type: none"> <li>• Cover</li> <li>• Title Page</li> <li>• Letter</li> <li>• Table of contents</li> <li>• List of tables</li> <li>• Summary</li> <li>• Body</li> <li>• Introduction</li> <li>• Text</li> <li>• Footnotes,</li> <li>• Conclusion and Recommendations</li> <li>• Appendix</li> <li>• Bibliography</li> <li>• Index</li> </ul> </li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains characteristics of each legal and financial document.</li> <li>• Exemplifies legal and financial reports and informs.</li> <li>• Uses vocabulary and grammar in the writing of legal and financial documents.</li> <li>• Shows production of financial, legal and commercial reports.</li> </ul> |                      | <ul style="list-style-type: none"> <li>• Write legal documents and financial statements according to writing techniques, style and grammar to each document.</li> </ul> |

| LEARNING RESULTS | CONTENTS  | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|---|--|----------------------|----------------------|
|                  | <ul style="list-style-type: none"> <li>• Legal and financial documents.</li> <li>• Foreign Trade documents.</li> <li>• Business Reports</li> <li>• Financial</li> <li>• Journalizing</li> <li>• Statements, reports</li> <li>• Balance sheet,</li> <li>• Income Statement</li> <li>• Annual Reports</li> <li>• Minute</li> <li>• Resolutions</li> <li>• Simple contract</li> <li>• Deed</li> <li>• Lease</li> <li>• Will</li> </ul> | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Lists characteristics of legal and financial documents efficiently.</li> <li>• Produces reports, financial reports and legal documents efficiently.</li> <li>• Applies precise vocabulary and grammar in the drafting of legal and financial documents.</li> <li>• Produces proper financial reports, legal and commercial.</li> </ul> |                      |                      |

|                          |
|--------------------------|
| PRACTICES AND CHECKLISTS |
|--------------------------|

|                      |
|----------------------|
| PRACTICE DEVELOPMENT |
|----------------------|

|   |              |
|---|--------------|
| STUDY UNIT: Compose business – legal documents, accounting and financial reports. | PRACTICE # 1 |
|---|--------------|

|          |
|----------|
| PURPOSE: |
|----------|

|                               |       |
|-------------------------------|-------|
| SCENARIO: classroom- workshop | TIME: |
|-------------------------------|-------|

| MATERIALS | MACHINERY | EQUIPMENT | TOOLS |
|-----------|-----------|-----------|-------|
|           |           |           |       |

## PROCEDURES

Teacher:

- Defines legal and financial vocabulary.
- Shows types of legal and financial documents.
- Explains parts of legal and financial documents.
- Clarifies the objective of each legal y financial document.
- Supports writing techniques in the preparation of legal and financial documents.
- Justifies the importance of data accuracy, legal and financial accounting.
- Explains characteristics of each of the legal and financial documents.
- Exemplifies reports or financial reports and legal documents.
- Uses vocabulary and grammar in the drafting of legal and financial documents.
- Shows the development of financial reporting, legal and business.

|                       |       |
|-----------------------|-------|
| RECOMMENDED CHECKLIST | DATE: |
|-----------------------|-------|

|                  |
|------------------|
| Student 's name: |
|------------------|

|   |
|---|
| Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance. |
|---|

| DEVELOPMENT  | YES | NOT YET | NOT APPLICABLE |
|--|-----|---------|----------------|
| Correctly distinguishes legal and financial vocabulary.                                  |     |         |                |
| Accurately describes types of legal and financial documents.                             |     |         |                |
| Effectively identifies parts of legal and financial documents.                           |     |         |                |
| Effectively determines the objective of each legal and financial document.               |     |         |                |
| Correctly applies writing techniques in the production of legal and financial documents. |     |         |                |
| Clearly recognizes accuracy in legal and financial countable facts.                      |     |         |                |
| Rightly enumerates characteristics of each legal and financial document.                 |     |         |                |
| Effectively produces reports or informs about legal and financial documents.             |     |         |                |
| Correctly applies the vocabulary, grammar and writing legal and financial documents.     |     |         |                |
| Clearly produces legal, commercial and financial documents.                              |     |         |                |

### CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS  | PERFORMANCE CRITERIA  | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|---|---|---|-------------|---|
| Apply technical vocabulary and specific guidelines preparing legal and financial documents. | Applies technical vocabulary and specific guidelines preparing legal and financial documents. | Distinguishes legal and financial vocabulary.                                   | Knowledge   | Correctly distinguishes legal and financial vocabulary.                                   |
|   |   | Describes types of legal and financial documents.                               | Performance | Accurately describes types of legal and financial documents.                              |
|   |   | Identifies parts of legal and financial documents.                              | Performance | Effectively identifies parts of legal and financial documents.                            |
|   |   | Determines the objective of each legal and financial document.                  | Performance | Effectively determines the objective of each legal and financial document.                |
|   |   | Applies writing techniques in the preparation of legal and financial documents. | Product     | Correctly applies writing techniques in the preparation of legal and financial documents. |
|   |   | Distinguishes the legal and financial vocabulary.                               | Knowledge   | Clearly distinguishes the legal and financial vocabulary.                                 |

| LEARNING RESULTS   | PERFORMANCE CRITERIA  | EVIDENCE   | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|--|---|--|-------------|---|
| Write legal and financial documents according to writing techniques, style, and grammar for each document. | Writes legal and financial documents according to writing techniques, style, and grammar for each document. | Enumerates characteristics of each legal and financial document.             | Knowledge   | Rightly enumerates characteristics of each legal and financial document.                |
|  |   | Produces reports or financial informs and legal documents                    | Product     | Efficiently produces reports or financial informs and legal documents.                  |
|  |   | Applies the vocabulary and grammar in writing legal and financial documents. | Performance | Accurately applies the vocabulary and grammar in writing legal and financial documents. |
|  |   | Produces financial, legal and commercial reports.                            | Product     | Correctly produces financial, legal and commercial reports.                             |



## **STUDY BLOCK**

**Preparation of variety of documents, minute, agenda,  
curriculum vitae, resumes, catalogues, booklets, advertising,  
journal writing.**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Preparation of a variety of documents, minutes, agendas, curriculum vitae, resumes, catalogues, booklets, advertising, journal writing.

Purpose: Write commercial documents, minutes, resumes, curriculum vitae, advertising, letters, editorials and more.

Competency level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE NORM

| Title  | Classification |
|--|----------------|
| Correctly distinguishes the technical vocabulary used in documents for meetings, marketing and advertising.              | Specific       |
| Accurately describes the types of documents used for meetings, marketing and advertising.                                | Specific       |
| Rightly identifies parts of documents for meetings, marketing and advertising.   | Specific       |
| Effectively determines the purpose of each document, records, calendar, advertising, publishing and others.              | Specific       |
| Correctly applies the techniques of writing in the preparation of business documents, marketing, advertising and others. | Specific       |
| Efficiently writes personal documents such as resumes, newspapers and others.  | Specific       |
| Correctly prepares brochures, advertising, obituaries, editorials, summaries, newspapers and others.                     | Specific       |

### COMPETENCY ELEMENTS

| Reference | Title of element   |
|-----------|--|
| 3 – 3     | Compose, write and produces commercial documents, acts, curriculum vitae, advertising, writings, editorials, and others. |

## PERFORMANCE CRITERIA

Writes documents for meetings, marketing, advertising according to writing techniques and style.

## APPLICATION FIELD

Category

Services

Class

Services in Technical Education benefit

## KNOWLEDGE EVIDENCE

Distinguishes the vocabulary of marketing used in advertising.

Describes the types of documents used for meetings, marketing and advertising.

Identifies the parts of documents for meetings, marketing and advertising.

## PERFORMANCE EVIDENCE

Determines the objective of each document, minutes, agendas, ads, editorials and others.

Applies the writing techniques in the production of enterprise documents, marketing, and others.

## PRODUCT EVIDENCE

Writes personal documents such as resumes, diaries and others.

Produces pamphlets, advertising, obituaries, editorials, short, newspapers and others.

**Sector:** Commercial and Services

**Subject area:** Composition

**Study block:** Preparation of variety of documents, minute, agenda, curriculum vitae, resumes, catalogues, booklets, advertising, journal writing.

**Purpose:** Write commercial documents, acts, resumes, ads, editorials, writings and others.

**Program:** BILINGUAL SECRETARY

**Grade:** Eleventh

**Time:** 110 hours

| LEARNING RESULTS  | CONTENTS   | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES   | PERFORMANCE CRITERIA  |
|---|--|--|--|---|
| <p>1. Write documents for meetings, marketing, advertising according to the writing techniques and style.</p> | <ul style="list-style-type: none"> <li>• Commercial and technical vocabulary.</li> <li>• Documents for meetings:               <ul style="list-style-type: none"> <li>• Agendas</li> <li>• Acts</li> <li>• Call</li> <li>• Transcript</li> </ul> </li> <li>• Agreements</li> <li>• Marketing and advertising documents:               <ul style="list-style-type: none"> <li>• Pamphlets,</li> <li>• Advertising</li> <li>• Notices, posters,</li> <li>• leaflets, other</li> <li>• Press release</li> <li>• Articles</li> </ul> </li> <li>• Marketing / or strategic Plan</li> <li>• Sales Plan</li> <li>• Writing techniques and style.</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains technical vocabulary used in documents for business meetings, marketing and advertising.</li> <li>• Shows types of documents used in meetings, marketing and advertising.</li> <li>• Points out parts of documents for meetings, marketing and advertising.</li> <li>• Exemplifies writing techniques in the preparation of business documents, meetings, marketing, advertising and others.</li> </ul> | <ul style="list-style-type: none"> <li>• Discreetness</li> </ul> | <ul style="list-style-type: none"> <li>• Write documents for meetings, marketing, advertising according to the writing techniques and style.</li> </ul> |

| LEARNING RESULTS | CONTENTS   | TEACHING – LEARNING STRATEGIES  | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|--|---|----------------------|----------------------|
|                  | <ul style="list-style-type: none"> <li>• Part of the documents<br/>Example: Parts of a Minute</li> <br/> <li>Heading, time and place of meeting, attendance, approval of minutes, treasure’s report, report of standing committee, unfinished business, new business, date of next meeting, adjournment, signature.</li> <br/> <li>• Parts of the article:               <ul style="list-style-type: none"> <li>• Title,</li> <li>• the beginning,</li> <li>• structure,</li> <li>• the conclusion</li> </ul> </li> <br/> <li>• The press release</li> </ul> | <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains the objective of each document, minute, agenda, advertisings, editorials and others.</li> <br/> <li>• Shows the composition of personal documents like curriculums, diaries and others.</li> <br/> <li>• Prepares texts for cards, editorials, summaries, and others.</li> </ul> |                      |                      |

| LEARNING RESULTS | CONTENTS   | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|--|--|----------------------|----------------------|
|                  | <ul style="list-style-type: none"> <li>• Journalistic Questions<br/>Who?<br/>What?<br/>When?<br/>Where?<br/>Why?</li> </ul> <p>Is this too broad/narrow?</p> <p>Is it clear?</p> <p>How can I support this?</p> <p>Will it predict what will come next in the paragraph?</p> | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Distinguishes commercial technical vocabulary used in documents for meetings, marketing, and advertising.</li> <li>• Describes types of documents used for meetings, marketing, and advertising.</li> <li>• Identifies parts of documents for meetings, marketing, and advertising.</li> <li>• Applies writing techniques in the preparation of company documents, meetings, marketing, advertising and others.</li> </ul> |                      |                      |

| LEARNING RESULTS | CONTENTS | TEACHING – LEARNING STRATEGIES   | VALUES AND ATTITUDES | PERFORMANCE CRITERIA |
|------------------|----------|--|----------------------|----------------------|
|                  |          | <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Determines the purpose of each document, act, agendas, advertising, editorials and others.</li> <li>• Writes personal documents such as resumes, newspapers and other</li> <li>• Writes texts for obituaries, cards, editorials, summaries, and others.</li> </ul> |                      |                      |

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|--------------------------|
| PRACTICES AND CHECKLISTS |
|--------------------------|

|                      |
|----------------------|
| PRACTICE DEVELOPMENT |
|----------------------|

|   |  |
|---|--|
| STUDY UNIT: Preparation of variety of documents, minute, agenda, curriculum vitae, resumes, catalogues, booklets, advertising, journal writing. |  |
|---|--|

|  |                |
|--|----------------|
|  | PRACTICE No. 1 |
|--|----------------|

|          |
|----------|
| PURPOSE: |
|----------|

|                              |  |
|------------------------------|--|
| SCENARIO: classroom-workshop |  |
|------------------------------|--|

|  |       |
|--|-------|
|  | TIME: |
|--|-------|

| MATERIALS | MACHINERY | EQUIPMENT | TOOLS |
|-----------|-----------|-----------|-------|
|           |           |           |       |



## PROCEDURES

Teacher:

- Explains technical vocabulary used in documents for business meetings, marketing and advertising
- Shows types of documents used in meetings, marketing and advertising.
- Points out parts of documents for meetings, marketing and advertising.
- Explains the objective of each document, act, agenda, advertising, editorials and others.
- Exemplifies writing techniques in the preparation of business documents, meetings, marketing, advertising and others.
- Shows the writing of personal documents such as curriculum vitae, resumes, diaries and others.
- Prepares texts for obituaries, editorials, summaries and others.

|                       |       |
|-----------------------|-------|
| RECOMMENDED CHECKLIST | DATE: |
|-----------------------|-------|

|                 |
|-----------------|
| STUDENT'S NAME: |
|-----------------|

Instructions: These criteria will verify student performance by observation. Write an "X" in the column that best describes each student performance.

| DEVELOPMENT   | YES | NOT YET | NOT APPLICABLE |
|---|-----|---------|----------------|
| Correctly distinguishes the technical vocabulary used in documents for meetings, marketing, and advertising.                      |     |         |                |
| Accurately describes types of commercial documents used for meetings, marketing, and advertising.                                 |     |         |                |
| Rightly identifies parts of documents used for meetings, marketing, and advertising.  |     |         |                |
| Correctly applies writing techniques in the preparation of company documents for meetings, marketing, and advertising and others. |     |         |                |
| Efficiently determines the objective of each document, acts, agendas, advertising, editorials and others.                         |     |         |                |
| Efficiently writes personal documents such as curriculums, diaries and others.  |     |         |                |
| Correctly writes texts for obituaries, cards, editorials, summaries and others.   |     |         |                |

CRITERIA FOR COMPETENCY ASSESSMENT

| LEARNING RESULTS   | PERFORMANCE CRITERIA  | EVIDENCE  | TYPE        | EVIDENCE OF SUFFICIENCIES   |
|--|---|---|-------------|---|
| Write documents for meetings, marketing, advertising, according to writing techniques and style. | Writes documents for meetings, marketing, advertising, according to writing techniques and style. | Distinguishes technical commercial vocabulary used in documents for meetings, marketing and advertising.  | Knowledge   | Correctly distinguishes technical commercial vocabulary used in documents for meetings, marketing and advertising.  |
|  |   | Describes types of documents used for meetings, marketing and advertising.                                | Knowledge   | Accurately describes types of documents used for meetings, marketing and advertising.                               |
|  |   | Identifies parts of documents for meetings marketing and advertising.                                     | Knowledge   | Rightly identifies parts of documents for meetings marketing and advertising.                                       |
|  |   | Applies writing techniques in the preparation of company documents, marketing and advertising and others. | Product     | Correctly applies writing techniques in the preparation of company documents, marketing and advertising and others. |
|  |   | Determines the objective of each document, acts, agendas, ads, editorials and others.                     | Performance | Efficiently determines the objective of each document, acts, agendas, ads, editorials and others.                   |

| LEARNING RESULTS | PERFORMANCE CRITERIA | EVIDENCE   | TYPE    | EVIDENCE OF SUFFICIENCIES  |
|------------------|----------------------|--|---------|--|
|                  |                      | Writes personal documents such as curriculum vitae, resumes, diaries and others. | Product | Efficiently writes personal documents such as curriculum vitae, resumes, diaries and others. |
|                  |                      | Writes texts for obituaries, editorials, summaries and others.                   | Product | Correctly writes texts for obituaries, editorials, summaries and others.                     |

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## ANNEX 1

### PORTFOLIO OF EVIDENCE

#### 1. CONCEPT

A portfolio of evidence is the collection of evidence which assesses a student's work in order to show what he/she has achieved in each subject area according to the Technical Job Competency Standards.

It is a file of evidence made by a student who is guided by a teacher. This tool helps to organize the student's evidence compiled during the evaluation process and assessment of real jobs to demonstrate his/her competence. The analysis of evidence determines the student's efforts and achievements in a variety of subject areas.

This feature allows the teacher to have a complete collection of tools for verifying evidence of learning compared to specifications in the Technical Competency Standards of each study block. Thus, the teacher is able to judge whether all the information gathered represents the student's ability.

#### 2. ADVANTAGES

- Allows for a broader and deeper vision of a student's achievements, strengths, and weaknesses
- Promotes student / teacher participation in monitoring and evaluating their own teaching-learning process which prepares the student to make effective decisions
- Provides feedback on the teaching- learning process in order to make constant improvements
- Encourages processes, such as data collection, systematization, evaluation, and decision making

#### 3. USES AND APPLICATIONS

For teachers

- It allows for decision-making according to each student's characteristics
- Helps monitor the student's progress and learning results
- Enables the development of a training process, which constantly develops individual abilities

For students

- Allows for active and responsible participation in the development of their knowledge, skills, and abilities
- Develops the self-evaluation processes, learning results, and performance criteria suggested for each study block

#### 4. STRATEGIES

Elements to consider when building a portfolio of evidence:

Direct Evidence

- Practices
- Checklists, observation sheets, rating scales
- Product

Indirect evidence

- Reports
- Projects

Additional Evidence

- Interviews (oral questions)
- Questionnaires
- Tests
- Simulations

It is important to remember that the portfolio of evidence is a means to gather information which then permits an accurate decision of the teacher. Therefore it is necessary to:

- design a simple low cost construction model for the student
- explain the basic rules for building the portfolio to the students at the beginning of the school year
- provide a written report to parents about the importance of the portfolio in the assessment process
- define rules regarding portfolio use and handling by both students and teachers.

The portfolio of evidence may be different in content and presentation, but should be standardized so that:

- teachers have a clear idea of the required elements in order to be able to give an opinion about the student's competency. It is important to design a complete organizational structure related to the portfolio.
- it allows the student to use it as a personal tool to reflect his/her creativity.

## **5. PORTFOLIO COMPONENTS**

It is recommended that the portfolio of evidence contain at least the following elements:

- FRONT PAGE

- CONTENTS
- GENERAL INFORMATION
  - Name of Technical High School
  - Name of the program
  - Grade
  
- GENERAL INFORMATION ABOUT THE SUBJECT AREA
  - Name of the subject area
  - Name of the teacher
  - Number of hours
  
- GENERAL INFORMATION ABOUT THE STUDENT
  - Name
  - Home address
  - Phone numbers (home, cell, others)
  - E-mail
  - Parents´ names
  - Parents´ phones
  
- ACADEMIC BACKGROUND
  - Courses
  - Internship
  - Company Practices
  
- DIAGNOSIS
  - Tests
  - Questionnaires
  - Interviews
    - EVALUATION
      - Description of the evaluation requirements for the subject area to be explained by the teacher at the beginning of the school year
  
    - EVIDENCE
      - Knowledge

- Questionnaires
- Written tests

#### Performance

- Laboratory practices or workshop
- Performance tests

#### Product

- Samples of developed tasks
- Checklist

- EVALUATION TOOLS

- Classwork - only the rubrics or checklists
- Extraclass work - only the rubrics or checklists

- PORTFOLIO TOOLS

- Checklist sheets or rubrics used by teachers for portfolio assessment.

- OTHER RELEVANT MATERIALS.

## 6. PORTFOLIO REVIEW EVIDENCE

The teacher should set a timetable to periodically check the portfolio and this schedule should be given to students at the beginning of the course.

Tools must be designed specifically for portfolio assessment in order to perform this task objectively. This information, once implemented, will be given to the student to put into his/her portfolio of evidence.

**MINISTRY OF PUBLIC EDUCATION  
TECHNICAL EDUCATION DEPARTMENT  
TECHNICAL HIGH SCHOOL .....**

# PORTFOLIO OF EVIDENCE

**STUDENT:**

**DATE AND PLACE**

## CONTENTS



## PORTFOLIO OF EVIDENCE

|                        |  |
|------------------------|--|
| TECHNICAL HIGH SCHOOL: |  |
| Program:               |  |
| Grade:                 |  |
| Subject area:          |  |
| Study block:           |  |
| Number of hours:       |  |

|                               |
|-------------------------------|
| Student's name and last name: |
|-------------------------------|

## RESUME

### PERSONAL INFORMATION

|                               |  |
|-------------------------------|--|
| • Name:                       |  |
| • Birthdate:                  |  |
| • Address:                    |  |
| • Phone number:               |  |
| • E-mail:                     |  |
| • Parents` names:             |  |
| • Parents' phone and address: |  |
| <b>ACADEMIC BACKGROUND</b>    |  |
| • Elementary School:          |  |
| • High School:                |  |
| • Courses:                    |  |
| 1.                            |  |
| 2.                            |  |

| <b>INTERNSHIPS AND PRACTICE IN COMPANIES</b> |
|--|
| Company:                                     |
| Address:                                     |
| Phone number:                                |
| Activities:                                  |

## EVIDENCE

The following sheets are the necessary evidence to demonstrate student's competency.

Each evidence (knowledge, performance, and product) is included in the table of contents.

### LEARNING RESULTS COMPARISON SHEET

| Study Block:                       |                      |          |            |         |  |
|------------------------------------|----------------------|----------|------------|---------|--|
| Title:                             |                      |          |            |         |  |
| Purpose:                           |                      |          |            |         |  |
| Learning Results                   | Performance Criteria | Evidence | Competent  |         |  |
|                                    |                      |          | Yes        | Not yet |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
|                                    |                      |          |            |         |  |
| Student`s name:                    |                      |          | Signature: |         |  |
| Teacher`s name:<br>Place and date: |                      |          | Signature: |         |  |

## CONCLUSIONS

### Observations:

1. After checking the evidence presented by .....(student's name) and the comparison with the learning results, it can be stated:

For the learning result .....(write the learning result), it is demonstrated that ...

### Recommendations:

These recommendations should go in both directions according to the student's assessment:

A. Validation of the scope of learning results according to findings

B. Recommended improvement measures, specifying the student's weaknesses and possible teaching strategies to improve the results: from participating in a specific activity, receiving reinforcement from the teacher, doing more practices to submitting evidence to demonstrate the development of the required knowledge, skills, or ability

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