Ministerio de Educación Pública
Departamento de Especialidades Técnicas

SECTOR:
COMMERCIAL AND SERVICES

PROGRAM
BILINGUAL SECRETARY

CURRICULAR DESIGN ON COMPETENCY BASED-EDUCATION

HIGH-RANKING AUTHORITIES
Dr. Leonardo Garnier Rímolo
Minister of Public Education

MSc. Dyalah Calderón de la O.
Public Education Academic Vice-Minister

MSc. Silvia Víquez Ramírez
Public Education Administrative Vice-Minister

MBA. Mario Mora Quirós
Planning and Regional coordinator Vice-Minister

General Management of Technical Education and Entrepreneurial Abilities
Ing. Fernando Bogantes Cruz
Director

Technical Education Department
Ing. Gerardo Ávila Villalobos
Chief Department

MSc. Damaris Foster Lewis
Chief Curricular Section

San José – Costa Rica

SECTOR:
COMMERCIAL AND SERVICES

PROGRAM:
BILINGUAL SECRETARY

TWELFTH GRADE
DESIGNED BY

MSc. Idalmi Sankey González
Secretary National Advisor

MSc. Lizzette Vargas Murillo and MSc. Maricel Cox Alvarado
English National Advisors

May, 2011

Corrections were made in this study program in September 2011, according to session 37-2011, act 05-37-2011 from October 31st 2011.

Revised by:
MSc. Damaris Foster Lewis
Curricular Section Chief

"Al desarrollo por la educación"

Contents

ACKNOWLEDGEMENT

The Ministry of Public Education and the Department of Technical Education deeply appreciate the valuable contributions of many professionals who gave advice on the development of this study program. This program will increase the potential for success of the Technical and Professional High Schools preparing students for job opportunities after graduation and will expand the possibilities for rewarding careers for the graduates of these schools. It is recognized the significant technical and methodological contributions of the professors Colegios Técnicos Profesionales (CTP):

Licda.	María de los Ángeles Segura Segura	CTP de Heredia
MSc.	Carolina Hernández Chávez	Asesora Nacional de Primer y Segundo Ciclo
MSc.	Anabelle Venegas Fernández	Coordinadora de Lenguas Extranjeras
Licda.	Roxana Acuña Somaribas	CTP Monseñor Sanabria
Licda.	Adilia Rodríguez Solano	CTP Monseñor Sanabria
Licda	Karen Ureña Rodríguez	CTP Puriscal
Licda	Hellen Montero Arroyo	CTP Invu Las Cañas
Licda	María Elena Jara Jiménez	CTP Jesús Ocaña
Licda	Ana Patricia Angulo Zamora	CTP Jesús Ocaña
Licda	Mary Villalobos Sánchez	CTP Puntarenas
Licda	Mabel Alvarado Aguilar	CTP Flores
Licda	Milagro Varela Murillo	CTP Ulloa
Licda	Teresita Rojas Guerrero	CTP Mario Quirós Sasso
Br.	Elieth Matarrita Guadamuz	CTP San Sebastián
Br.	Tisha Willamson Robinson	CTP Limón
Br.	Xinia Matamoros Ruiz	CTP Venecia
Br.	Mario Rojas Núñez	CTP Venecia
Br.	Heylin Corella Solís	CTP San Juan Sur

In particular, we appreciate the contribution of MSc. Vanessa Gibson, coordinator of *Coordinación de Iniciativas para el Desarrollo* at CINDE (Initiatives´Development Coordinator Department) for her support in the development of this study program that will be taught by Bilingual Secretary Teachers.

Special thanks to the Volunteering Program for Retired Professors from Massachusetts Institute of Technology (MIT), mainly to Ms. Seymour and Mr. Cameron Smith for their suggestions and translations.

We also are grateful to Ms. Norma S. Merrett and Mr. Perry Miller for their work and recommendations in proofreading this program, and particularly for encouraging English Technical Advisors to the best we can be as professionals in our jobs.

"Al desarrollo por la educación "

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.

"Al desarrollo por la educación "

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.

"Al desarrollo por la educación "

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 21st 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.

"Al desarrollo por la educación "

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.

"Al desarrollo por la educación "

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.

"Al desarrollo por la educación "

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.

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.

"Al desarrollo por la educación "

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.

"Al desarrollo por la educación "

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.

"Al desarrollo por la educación "

- 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

MSc. Priscilla Arce León.   DANEA.
MSc. Viviana Richmond. Departamento de Educación Integral de la Sexualidad Humana(Human Sexuality Integral Education Department)
MSc. Mario Segura Castillo. Departamento de Evaluación Educativa (Education Evaluation Department)
MSc. Carlos Rojas Montoya. Departamento de Educación Ambiental. (Environment Education Department)

"Al desarrollo por la educación "

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:

15

- 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:
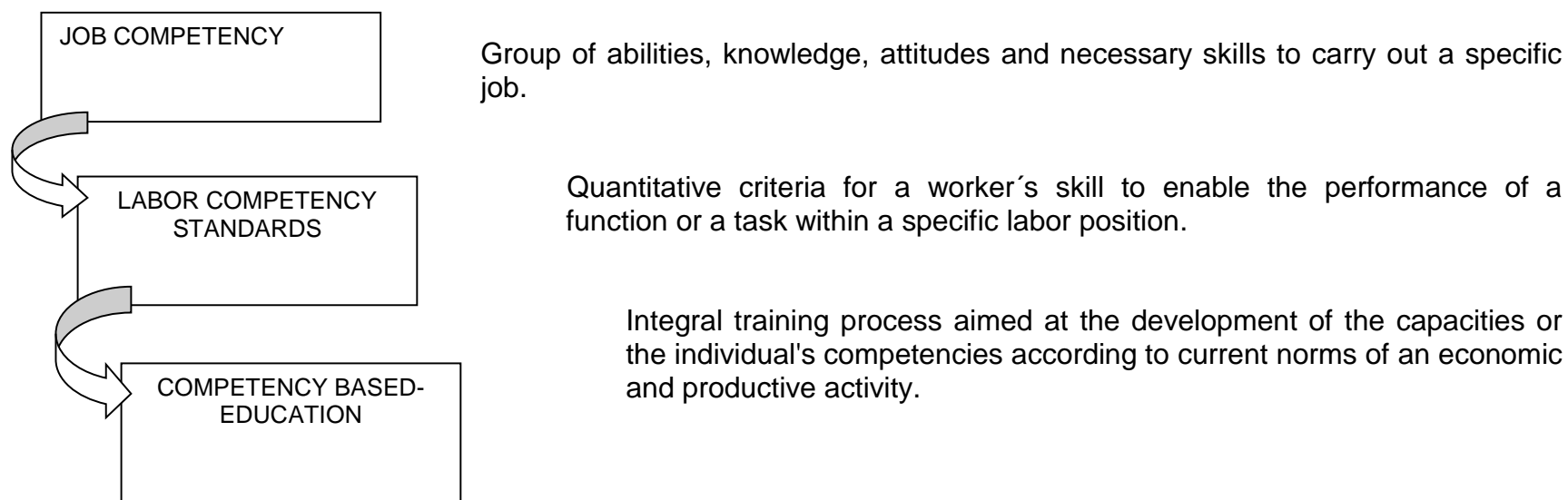
- The Technical High School must provide adequate infrastructure, equipment and materials.

- 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.

"Al desarrollo por la educación "

- 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.

"Al desarrollo por la educación "

COMPETENCY BASED EDUCATION [1]

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.

JOB COMPETENCY	Group of abilities, knowledge, attitudes and necessary skills to carry out a specific job.
LABOR COMPETENCY STANDARDS	Quantitative criteria for a worker´s skill to enable the performance of a function or a task within a specific labor position.
COMPETENCY BASED-EDUCATION	Integral training process aimed at the development of the capacities or the individual's competencies according to current norms of an economic and productive activity.

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.

---

[1]   Ávila, G y López, X. Educación basada en normas de competencia. SINETEC. 2000.

"Al desarrollo por la educación "

Comparison between Technical Traditional Education
And Competency- Based Education [2]

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.

"Al desarrollo por la educación "

---

[2]   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:[3]

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.

"Al desarrollo por la educación "

---

3   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.

"Al desarrollo por la educación "

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 / Study Block	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	HOUR
	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	
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.

"Al desarrollo por la educación "

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)**

SUBJECT AREA	HOURS PER WEEK		
	LEVEL		
	X	XI	XII
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
TOTAL	24	24	24

CURRICULAR FRAMEWORK
BILINGUAL SECRETARY (EBNC)

SUB AREA	STUDY BLOCK IN EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
Comunicación Empresarial	• Comunicación oral	30 H				
	• Comunicación escrita	40 H				
	• Principios de redacción	30 H				
	• Administración de documentos	60 H				
		160 H				
	TOTAL					
Gestión Empresarial	• 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	40 H		
	• Human Development	20 H	**TOTAL**	160 H		
	TOTAL	160 H				

CURRICULAR FRAMEWORK
BILINGUAL SECRETARY (EBNC)

	STUDY BLOCK IN EACH LEVEL

SUBJECT AREA	STUDY BLOCK IN EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
Oral Communication in English	• 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	50 H
	• Company furniture, equipment and tools.	40 H	• Safety at work.	100 H	**TOTAL**	**100 H**
	TOTAL	240 H	**TOTAL**	**320 H**		
Written Communication in English	• Writing to communicate	64 H				
	• Sentence structure	94 H				
	• Types of paragraphs	82 H				
	TOTAL	**240 H**				
Computer Skills	• Computer tools	100 H	• Network – User	20 H	• Databases	40 H
	• Procesador de texto Word	60 H	• Computer applications	100 H	• Production of Documents in Computer	60 H
	TOTAL	**160 H**	• Internship	40 H	**TOTAL**	**100 H**
			TOTAL	**160 H**		

SUBJECT AREA	TENTH		ELEVENTH		TWELFTH	
Composition			• Processing written business communications.	110 H		
			• Compose business - legal documents, accounting and financial reports.	100 H		
			• Preparation of variety of documents, minute, agenda, curriculum vitae, resume, catalogues, booklets, advertising, journal writing and others.	110 H		
			TOTAL	**320 H**		
Business Management					• Labor law • Entrepreneurial Didactic Management	20 H 80 H 100 H
Business Communication					• Oral Communication • Written communicaction • Quality customer service **TOTAL**	40 H 40 H 120 H 200 H
Translation and Interpreting					• Translation • Interpreting **TOTAL**	50 H 50 H 100 H

CURRICULAR MAP TENTH GRADE

CURRICULAR MAP

BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBAREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
COMUNICACIÓN EMPRESARIAL 160 horas	Comunicación oral 30 horas	• Analizar el proceso de la comunicación oral en el entorno empresarial. • Aplicar el lenguaje apropiado en la oficina tomando en cuenta el estilo, las características y las técnicas de comunicación oral. • Desarrollar las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes • Aplicar las normas y los principios del servicio telefónico nacional e internacional. • Aplicar las habilidades y las destrezas en la atención telefónica.
	Comunicación escrita 40 horas	• Aplicar las normas del idioma para la redacción de todo tipo de comunicación. • Redactar, documentos empresariales aplicando las técnicas de redacción comercial.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBAREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
COMUNICACIÓN EMPRESARIAL 160 horas	Principios de redacción 30 horas	• Aplicar las diferentes técnicas de redacción utilizadas en la oficina.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUB AREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
COMUNICACIÓN EMPRESARIAL 160 horas	Administración de documentos 60 horas	• Ejecutar procedimientos para la localización, seguimiento y registro de los documentos con rapidez y exactitud. • Argumentar la importancia de la archivística como parte esencial de la oficina moderna • Valorar la importancia de la legislación archivística para la empresa pública. • Examinar las cualidades personales y profesionales del o la archivista. • Seleccionar los equipos y los materiales para archivar. • Aplicar las reglas y las normas generales para clasificar y ordenar la información • Ejecutar procedimientos para el registro y seguimiento de los documentos. • Organizar un archivo de acuerdo con la técnica archivística que le corresponde, ya sea orgánica funcional y por asuntos (ORFUAS)

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
GESTIÓN EMPRESARIAL 160 horas	Cultura de la calidad 30 horas	• Argumentar la importancia de las técnicas de calidad, productividad y competitividad. • Identificar la importancia del trabajo en equipo en la toma de decisiones • Utilizar herramientas y métodos con el fin de lograr un mejoramiento continuo en las diferentes áreas de acción. • Analizar la necesidad de satisfacer al cliente como condición indispensable en la competitividad de una empresa.
	Administración de oficinas 40 horas	• Identificar las características del proceso administrativo de una organización. • Examinar el contexto, la planificación y la ergonomía en la administración de la oficina. • Utilizar los equipos técnicos, mecánicos y tecnológicos de la oficina moderna
	Etiqueta y Protocolo 30 horas	• Diferenciar los conceptos de etiqueta y protocolo, para lograr una buena imagen.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
GESTIÓN EMPRESARIAL 160 horas	Funciones ejecutivas 40 horas	• Organizar con calidad las labores secretariales para el buen manejo de la oficina moderna. • Planificar los viajes de negocios nacionales e internacionales propios de una oficina. • Aplicar las normas de protocolo que competen a una secretaria en la organización de reuniones y eventos corporativos. • Organizar seminarios, congresos y ferias en lo que corresponde a una secretaria.

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Gestión Empresarial 160 Horas	Human Development: Personal and Cultural Values Hours: 6	• Understand the importance of personal and cultural values.
	Human Development : Social and Work Values Hours: 6	• Recognize social and working values presented at specific community and in different workplaces.
	Human Development : Organizational Values Hours: 8	• Identify the purpose of organizational values for a working community.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)

TENTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication in English **240 Hours**	Personal interaction at the company 100 hours	Target content 1 Exchanging information about: Personal interaction at the company, Ways of interacting, Ethics, Personal skills, Cultural aspects Hours: 100	• Understanding family simple phrase and short statements. • Predicting meaning through the use of context. • Asking and responding to questions in clearly defined situations. • Expressing personal responses, likes, dislikes and feelings.
	Company structure and working conditions 100 hours	Target content 2 Expressing information about: Company structure and working conditions, Activities, organization and background, Employment policy, Fringe benefits, Importance of motivation, Work relations Hours: 100	• Understanding family simple phrases and short statements. • Predicting meaning through the uses of context. • Asking and responding to questions in clearly defined situations. • Expressing personal responses, likes, dislikes and feelings.

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	• 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.
		Target content 2 Introduction to Academic Writing Hours: 34	• 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

TARGET

SUBJECT AREA	STUDY BLOCK		LINGUISTIC COMPETENCIES
Written Communication **in English** **240 Hours**	Sentence Structure 94 hours	Target content 1 Types of Sentences Hours: 40	• Understanding words in different types of sentences. • Recognizing the different types of sentences. • Writing different types of sentences using certain grammar structure. • Offering the right written response.
		Target content 2 Noun, adverbial and relative clauses and participial phrases Hours: 54	• Performing in written English. • Understanding language varieties to complete a task successfully. • Writing sentences using certain grammar structure. • Distinguishing the different types of clauses and phrases.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)

TENTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	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

UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE

SUBÁREA

GESTIÓN EMPRESARIAL
160 horas

Trámites empresariales
20 horas

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

- Aplicar los elementos de matemática financiera en operaciones contables.

- Elaborar los documentos comerciales sencillos y complejos.

- Examinar los diversos trámites relacionados con las actividades empresariales.

CURRICULAR MAP

BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

SUBÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
GESTIÓN EMPRESARIAL 160 horas	Fundamentos de contabilidad 60 horas	• Aplicar los elementos básicos de la contabilidad. • Distinguir cada uno de los elementos básicos que intervienen en la ecuación contable y el principio de la partida doble. • Analizar transacciones y ubicarlas en los elementos de la ecuación contable. • Elaborar una clasificacion definida de las cuentas de los estados de resultados y de los balances generales (reales y nominales)**.** • Examinar cada uno de los componentes de los elementos básicos en los estados financieros y económicos de la contabilidad financiera. • Emplear la cuenta como instrumento de registro y síntesis de transacción contable. • Construir los diferentes estados económicos y financieros para una empresa de servicios. • Elaborar un ciclo contable para una empresa de servicios.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

SUBAREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
GESTIÓN EMPRESARIAL **160 horas**	Estadística descriptiva 40 horas	• Aplicar la estadística descriptiva en el procesamiento de la información. • Elaborar instrumentos estadísticos para el control de la calidad.
	Mercadeo 40 horas	• Analizar la influencia del mercadeo en la gestion empresarial.

CURRICULAR MAP

BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

SUBAREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication 320 Hours	Job manufacturing and Job performance 110 hours	Target content 1 Personal interaction at the company Hours: 110	• Reacting to language spoken at normal speed in everyday life. • Identifying the main rules of filing. • Understanding variety of registers. • Listening between lines about the topic studied. • Understanding ideas. • Talking in simple language about familiar and concrete situations of our own world. • Reporting information gathered from texts, web sites, and others. • Speaking appropriately. • Responding to a request with appropriate expressions. • Speaking with intelligible pronunciation and intonation.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication 320 Hours	Routine business activities 110 hours	Target content 2 Routine Business Activities Hours: 110	• Reacting towards instructions. • Identifying details in familiar material. • Summarizing messages and narratives. • Responding and giving opinions about events and issues . • Responding to messages and dialogues in short situation context. • Reporting information to complete a task. • Speaking with intelligible pronunciation and intonation. • Asking for repetition / confirmation.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

SUBAREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication **320 Hours**	Safety at work 100 hours	Target content 3 Safety at Work Hours: 100	• Identifying relevant information. • Giving directions to carry out a task. • Expressing main points and personal response.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Computer Skills 160 Hours	Network User 20 hours	• Analize 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

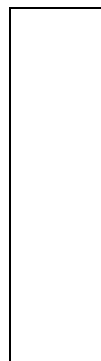| SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
COMPUTER SKILLS **160 hours**	Computer applications 100 hours	• Typing simple and complex documents using functions of Word processor with techniques, as well as the revision tools. • Perform speed building exercises in the computer until the student is able 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
COMPOSITION **320 HOURS**	Processing written business communications. Hours: 110	• Write business documents using specific guidelines. • Apply rules of language grammatical rules for writing all types of business communication.
	Compose Business-legal documents, accounting and financial reports. Hours: 100	• Apply technical vocabulary and specific guidelines preparing legal and financial documents. • Write legal and financial documents according to writing techniques, style, and grammar for each document.

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)
TWELFTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication in English **100 Hours**	Workplace management 50 hours	Target content 1 Workplace management Hours: 50	• Identifying speakers' specifications, request, and others. • Understanding variety of language forms to complete a task. • Asking for repetition. • Responding with the appropriate response.
	Customer Service 50 hours	Target content 2 Customer service Hours: 50	• Identifying the purpose of short messages. • Copying with unfamiliar names expressions and places to complete a procedure. • Negotiation of meaning with the other speaker. • Responding to messages and dialogues in situations in different contexts. • Speaking with intelligible pronunciation and 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

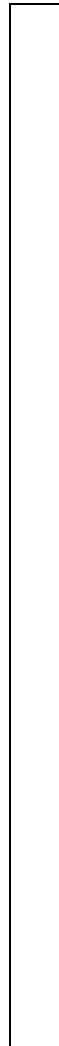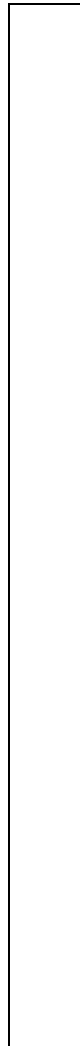| SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
COMPUTER SKILLS **100 Hours**	Production of documents in computer 60 hours	• Practice speed building exercises in Spanish and English using the computer until attaining a minimum of 70 w.p.m. • Apply correct techniques in the preparation and presentation of 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	STUDY BLOCK	LEARNING RESULTS
Business Communication 200 Hours	Oral expression techniques 40 hours	• 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
Business Communication 200 Hours	Quality Customer Service 1. Attitude Hours: 4	• Apply techniques which maximize effectiveness in receiving and handling routing calls.
	Quality Customer Service 2. How to say hello Hours: 4	• Provide excellent service and competitive edge to the organization.
	Quality Customer Service 3. Call screening and probing Hours: 4	• Apply techniques for improving effectiveness as listener.

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Business Communication 200 Hours	Quality Customer Service 4. Call transfer and holding Hours: 8	• Apply proper telephone techniques in providing excellent service to customers.
	Quality Customer Service 5.Handling complaint callers Hours: 12	• Solve handling complaint callers by providing excellent service.
	Quality Customer Service 6.How do your customers picture you hours: 8	• Recognize positive phrases and others which should be avoided on the phone.

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Business Communication 200 Hours	Quality Customer Service 7. Communication styles Hours: 4	• Apply techniques to be proactive with customers by telephone or in personal.
	Quality Customer Service 8.Delivering coaching, receiving and giving Hours: 12	• Apply the four step model for effective coaching.

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	STUDY BLOCK	LEARNING RESULTS
	Quality customer service 13. We are customers to each others. Hours: 8	• Recognize between the companies' internal telephone techniques and customer service.
Business Communication 200 Hours	Quality customer service 14.How to deal with the foreign accent Hours: 8	• Apply at least one effective alternative technique for avoiding mistakes.
	Quality customer service 15. Escape from voice mail jail. Hours: 4	• Practice six techniques on how to leave an effective voice mail message.
	Quality customer service 16.Telesales tips form A to Z Hours: 12	• 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
TRANSLATION AND INTERPRETING **100 Hours**	TRANSLATION 50 hours	Target content 1 Translation Hours: 50	• Analyzing the main features of the translation and interpreting process. • Using different strategies in order to obtain accurate translation. • Analyzing the most important techniques used to translate different types of texts. • Translating different texts according to content and level of difficulty. • Using different techniques for error correction. • Obtaining accurate result in the translation process.

CURRICULAR MAP
BILINGUAL SECRETARY
TWELFTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
TRANSLATION AND INTERPRETING	INTERPRETING 50 hours	Target content 2 Interpreting Hours: 50	• Distinguishing between translating and interpreting. • Identifying the main skills and attitudes involved in the interpreting process. • Determining different strategies in order to obtain accurate interpreting. • Overcoming the most relevant barriers in the interpreting process. • Using different techniques used to translate different types of texts. • Implementing different interpreting techniques according to content and level of difficulty. • Taking advantage of the interpreting activity in the different offices located in Costa Rica.

PROGRAM CONTENT

TWELFTH GRADE

PROGRAM CONTENT

SUBJECT AREA

ORAL COMMUNICATION IN ENGLISH

Elaborated by:

M.Sc. Anabelle Venegas Fernández,

Foreign Languages Coordinator

Aproved 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 **4** weekly hours for a total of 100 hours per year, divided into two study blocks:

- WORKPLACE MANAGEMENT
- CUSTOMER SERVICE

The study blocks should be developed both in the classroom as 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 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 at reinforcing 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 21st 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 is 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 be to 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:

<u>**Listening**</u>

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.
9. Engage the learners in a variety of situations, which provide practice, going from memorization to real use

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-dated 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.
8. 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 centered 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 extend 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:
Visual
Auditory
Kinesthetic
Olfactory
Gustatory

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

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.

Functions:

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:

Warm up

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.

Evaluation of Learning Outcomes

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 a 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"(Diversified Education)

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
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 In The English Language To Enrich Costa Rican Cultural, Economical And Social Welfare.**
• Personal interaction at the company. • Company structure and working conditions. • Company furniture, equipment and tools.	• Job manufacturing and job performance. • Routine business activities. • Safety at work.	• Workplace management • Customer Service

STUDY BLOCK DISTRIBUTION
ORAL COMMUNICATION IN ENGLISH

Unit	Study Block	Time in hours	Weeks per study block
I	Workplace Management	50 hours	12 weeks
II	Customer Service	50 hours	13 weeks
	TOTAL	100 Hours Annually	25 weeks

STUDY BLOCK

WOKPLACE MANAGEMENT

Sector: **COMMERCIAL AND SERVICES**   Program: **Bilingual Secretary**
Subject area: **Oral communication in English**   **Grade**: **XII**
Study Block: Workplace Management
Target: Interacting efficiently In English at work to enrich Costa Rican cultural, economical and Social Welfare   **Time**: 50 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Identifying speakers specifications, request, and others. • Understanding a variety of language forms to complete a task. *SPEAKING* • Asking for repetition. • Responding with the appropriate response.	**FUNCTIONS** • Interpreting another speaker. • Receiving complaints, making excuses, requests, and others. • Making appointments for meetings. • Accepting and refusing politely. **LANGUAGE** **Grammar:** - If clauses. **Samples:** -When will our order be delivered? -Your signature is required to accept delivery conditions. -Different types of forms. -Types of Orders. - If we practice these steps…. we could obtain… - Labor costs, productivity, market share…	The students: • Listen to information forms and other documents. • Classify information according to their use. • Simulate a real situation where participants must ask for repetition due to some communication problems they face. • Participate in groups to decide the use and filling out of forms. • Explain a problem, present solutions, invite questions,	• Neatness and efficiency to complete tasks. • Show respect for other people's working culture. • Keep a pleasant attitude when dealing with customers. • Understand people from different parts of the world. • Respect their culture, traditions, outfits, eating habits, as manifestations of diversity.	The students: • Present different forms with specific descriptions, including the purpose of it, the way it has to be completed, the information it must include, the time in advance it needs to be sent or delivered, the size of the packages, envelops according to shipping regulations (national or international). • Describe visual materials and realia. • Participate in oral tasks such as role playing and information. • Produce coherent pieces of oral speech. • Follow a set of given instructions.

STUDY BLOCK

CUSTOMER SERVICE

Sector: COMMERCIAL AND SERVICES   Program: Bilingual Secretary
Subject area: Oral communication in English   **Grade:** XII
Study Block: Customer Service
Target: Interacting efficiently In English at work to enrich Costa Rican cultural, economical And social welfare   **Time**: 50 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUGE	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Identifying the purpose of short messages. • Coping with unfamiliar names, expressions and places to complete a procedure. • Negotiation meaning with the other speaker. *SPEAKING* • Responding to messages and dialogues in situations in different contexts. • Speaking with intelligible pronunciation and intonation.	**Functions** Communicating with customers, making and receiving confirmations. **Language** **Grammar:** Formal language. **Sample language:** -May I help? What can I do for you? -Please fill out this form. -What's your name? ID card. -We are glad to confirm your request for… -He would be glad to see you in a minute. -Please make an appointment.	The students: • Listen to tapes, telephone conversations or oral situations to complete tasks and respond appropriately. • Perform role-plays, simulations, scenarios and other situations where listeners receive either a phone call or a client at the front desk. The participants must deal with different aspects of language plus the fact that she/he must negotiate meaning to have communication across. • Discuss on different possibilities to suit needs. • Produce oral situations applying pronunciation, rhythm and intonation.	• Good working habits. • Respect for others' culture. • Politeness when speaking with people. • Self-organization when dealing with other activities. • Responsibility for decision making.	The students: • Complete charts, diagrams and other forms as a result of their work at the front desk. • Perform oral presentation of simulations, scenarios, role-playing and other situations. Participants must show language skills, pronunciation rhythm, and intonation to be understood by any interlocutor. • Display materials created to classify the information.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	-When will our order be delivered? -Your signature is required to accept delivery conditions. -Different types of forms. - Would you be kind enough to wait? -Is it an appointment at 10 a.m. tomorrow satisfactory to you Ma'am/ Sir? -Unfortunately, he's busy at the moment. Would you be good enough to wait. -Tell what you wish to see him about? -I'm sorry, I can't arrange an appointment now, if you will give your phone number, I'll call you up to arrange another appointment	The students: • Produce oral situations applying pronunciation, rhythm and intonation. • Confirm an order, price, address, room number and others.		

PROGRAM CONTENTS

COMPUTER SKILLS

COMPUTER SKILLS

In this subject area, students will achieve abilities and skills to use the computer as a tool by presenting documents characteristic at modern office. This subject area consists of two study blocks, 4 hours per week, for a total of 100 hours per year.

- **Databases**: students can acquire the skills to operate the text processor and prepare simple documents.

- **Production of documents in computer:** Students can elaborate different documents using the computer.

To achieve success in this subject area the students must receive 4 hours per week in the computer lab during the academic course.

GENERAL OBJECTIVES OF THE SUBJECT AREA

1. Value the importance of technological innovations, as a basis for the quality of life, both personal and social.

2. Use the network, as well as services offered by the Internet in the tasks at office.

3. Foster the creative and critical development in the performance of typing in reference to techniques and procedures at work.

4. Apply skills for the correct use of the computer and the computer programs.

5. Operate the keyboard of the computer applying the corresponding techniques to develop a minimum speed of 70 words per minute.

6. Apply functions of the word processor in typing documents to obtain good quality of presentation.

7. Develop good work habits to achieve efficiency and effectiveness in the tasks to be carried out.

8. Apply the basic operations and assistants in Access.

STUDY BLOCK DISTRIBUTION

COMPUTER SKILLS

Study block	Name	Time in hours	Weeks per Study block
I	Databases	40 hours	10 weeks
II	Production of documents in computer	60 hours	15 weeks
	Total	100 hours annually	25 weeks

STUDY BLOCK

DATABASES

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title:	Databases
Purpose:	use the corporate databases according to international standards.
Level of competency:	Basic.

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Accurately cites concepts related to data, records, files and fields of tools.	Specific
Accurately applies tools in the data, records, files and fields.	Specific
Effectively identifies the procedure to work with data sources.	Specific
Accurately mentions the types of data.	Specific
Accurately recognizes objectives of database systems.	Specific
Clearly explains the administration of databases.	Specific
Correctly executes menus, functions and tools that are available to create databases.	Specific
Effectively defines concepts of the environment, menus, functions, tools, Windows work and Windows help.	Specific
Accurately recognizes Access elements.	Specific
Effectively identifies the procedure to work with tables, forms, queries and printing.	Specific
Correctly applies menus, functions and tools of Access.	Specific
Accurately cites concepts of basic operations and assistants in Access.	Specific
Accurately recognizes basic operations and assistants in Access.	Specific
Accurately differentiates objectives of auto formats, databases, search and tables and controls.	Specific
Correctly resolves exercises using the basic operations and assistants of Access.	Specific
Accurately identifies concepts related to queries in Access.	Specific
Effectively recognizes applications of the queries in Access.	Specific
Correctly applies the procedures to work with queries in Access.	Specific
	Specific

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Accurately states procedures for creating database files.	Specific
Accurately identifies the manner in which to add data to files.	Specific
Effectively distinguishes the action of deleting files, changing file names, modifying information and how to close the database files.	Specific
Correctly executes the administration of Access tools to manage the databases.	Specific

COMPETENCY ELEMENTS

Reference	Title of the element
4-2	Demonstrates ability and skill in creating and using the corporate databases

PERFORMANCE CRITERIA

Analyzes concepts of databases.
Differentiates elements of Access.
Applies basic operations and assistants of Access.
Effects types of queries.
Selects Access tools to manage the databases.

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

 Cites concepts related to data, records, files and fields of the tools.
 Identifies the procedure to work with sources of data.
 Mentions types of data.
 Recognizes objectives of the database systems.
 Defines concepts of environment, menus, functions, tools, windows work and windows help.
 Recognizes Access elements.
 Identifies the procedure to work with tables, forms, queries and printing.
 Cites concepts of basic operations and assistants in Access.
 Recognizes basic operations and assistants in Access .
 Differentiates   objectives of auto formats, databases, search and tables and controls.
 Identifies concepts regarding queries in Access .
 Expresses the procedure for creating database files.
 Identifies the method to add data to files.

PERFORMANCE EVIDENCE

 Applies tools to data, records, files and fields.
 Explains the administration of databases.
 Applies menus, functions and tools of Access .
 Distinguishes the action of deleting files, changing file names, modifying information and how to close
 database files.
 Applies the procedure to work with queries in Access.

PRODUCT EVIDENCE

Resolves exercises using the basic operations and assistants of Access .
Executes menus, functions and tools available for the creation of databases.
Executes the administration of tools in Access in order to manage databases.

Sector: Commercial and Services **Program**: Bilingual Secretary
Subject area: Computer Skills **Grade:** Twelfth
Study block: Databases **Time:** 40 hours
Purpose: use corporate databases in accordance with international standards.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

1. Analyze concepts of databases.	• Data:
	  • Concepts
	  • Data
	  • Records
	  • Files
	  • Fields
	
	• Sources of data.
	
	• Types of data.
	
	• Databases
	
	• Objectives of database systems.
	
	• Administration of databases.
		Teacher:
		
		• Defines concepts related to data, records, files and fields of the tools.
		• Exemplifies the use of data, records, files and fields of tools.
		• Explains the procedure to work with data sources.
		• Defines types of data.
		• Explains objectives of database systems.
		• Exemplifies administration of databases.
		• Uses menus, functions and tools to create databases.
			• Ability to hold a conversation while dealing with a controversial situation	• Analyzes concepts of databases.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Cites concepts related to data, records, files and fields of the tools. • Applies tools in the data, records, files and fields. • Identifies the procedure to work with data sources. • Mentions types of data. • Recognizes objectives of database systems. • Explains administration of databases. • Executes menus, functions and tools to create databases.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Differentiate elements of Access.	• Environment : • Menus • Functions • Tools • Windows work • Windows help • Working with • Tables. • Formats. • Queries • Printing	Teacher: • Cites concepts of environment, menus, functions, tools, Windows work and Windows help. • Describes use of the Access elements. • Explains the procedure to work with tables, forms, queries and printing. • Demonstrates the use of menus, functions and tools of Access.	• Ability to hold a conversation while dealing with a controversial situation	• Differentiates elements of Access.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Defines concepts of environment, menus, functions, tools, windows work and Windows help. • Recognizes the use of Access elements. • Identifies the procedure to work with tables, forms, queries and printing. • Applies menus, functions and tools of Access.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Apply basic operations and assistants in Access.	• Basic operations : • Functions • Charts • Export and import data • Combination of tables • Records • Assistants • Auto formats • Databases • Search • Tables • Controls	Teacher: • Mentions concepts of basic operations and assistants in Access. • Illustrates the use of basic operations and assistants in Access. • Determines objectives of auto formats, databases, search and tables and controls, databases, search, tables y controls. • Executes exercises using basic operations and assistants in Access.	• Ability to hold a conversation while dealing with a controversial situation	• Applies basic operations and assistants of Access.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Cites concepts of basic operations and assistants in Access. • Recognizes the use of basic operations and assistants in Access. • Differentiates objectives of auto formats, databases, search and tables and controls, databases, search, tables and controls. • Resolves exercises using basic operations and assistants in Access.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

4. Execute types of queries in Access.	• Queries
	  • Uses
	  • Query - Query
	  • Totalizing the queries
	  • Selection
	  • Tables
		Teacher:
		
		• Defines concepts regarding queries in Access.
		
		• Describes applications of queries in Access.
		
		• Exemplifies the procedure for using queries in Access.
		
		Student:
		
		• Identifies the concepts regarding queries in Access.
		
		• Recognizes applications of queries in Access.
		
		• Applies the procedure to work with queries in Access.
			• Ability to hold a conversation while dealing with a controversial situation.	• Executes types of queries in Access.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

5. Select tools of Access for managing databases.	• Databases :
	  • Creation of files of databases
	
	  • Add data to existing files
	
	  • Modification of the existing information
	
	  • Erasing files
	
	  • Change of file names of databases
	
	  • Close files
		Teacher:
		• Explains the procedure for the creation of files of databases.
		
		• Describes how to add data to files.
		
		• Illustrates the action of deleting files, the change of file names, the modification of the existing information and how to close the files of databases.
		
		• Exemplifies the administration of Access tools managing databases.
			• Ability to hold a conversation while dealing with a controversial situation.	• Selects tools of Access for managing databases.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • States the procedure for creating database files. • Identifies how to add data to files • Distinguishes deleting files, the change of file names, the modification of the existing information and how to close the files of databases. • Performs the administration of Access tools for managing databases.		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Databases	PRACTICE No. 1

PURPOSE:

SCENARIO: Laboratory	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:
- Defines concepts related to data, records, files and fields of the tools.
- Exemplifies the use related to data, records, files and fields of the tools.
- Explains the procedure to work with data sources.
- Defines types of data.
- Explains objectives of the database systems.
- Exemplifies the administration of databases.
- Uses menus, functions and tools that are available to create databases.
- Cites concepts of environment, menus, functions, tools, windows work and windows help.
- Describes the use of the Access elements.
- Explains the procedure to work with tables, forms, queries and printing.
- Demonstrates uses of menus, functions and tools of Access.
- Mentions concepts of basic operations and assistants in Access.
- Illustrates the use of basic operations and assistants in Access.
- Determines objectives of auto formats, databases, search, tables and controls
- Performs exercises using basic operations, and assistants in Access.
- Defines concepts regarding queries in Access.
- Describes applications of queries in Access.
- Exemplifies the procedure for the use of queries in Access.
- Explains the procedure for creating files of databases.
- Describes how to add data to files.
- Illustrates deleting files, change of file names, the modification of information and how to close files of databases.
- Exemplifies the administration of Access tools for managing databases.

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 cites concepts related to data, records, files and fields of tools.			
Accurately applies tools in the data, records, files and fields.			
Effectively identifies the procedure to work with data sources.			
Accurately mentions the types of data.			
Accurately recognizes objectives of database systems.			
Clearly explains the administration of databases.			
Correctly executes menus, functions and tools that are available to create databases.			
Effectively defines concepts of the environment, menus, functions, tools, Windows work and Windows help.			
Accurately recognizes Access elements.			
Effectively identifies the procedure to work with tables, forms, queries and printing.			
Correctly applies menus, functions and tools of Access.			
Accurately cites concepts of basic operations and assistants in Access.			

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 recognizes basic operations and assistants in Access.			
Accurately differentiates objectives of auto formats, databases, search and tables and controls.			
Correctly resolves exercises using the basic operations and assistants of Access.			
Accurately identifies concepts related to queries in Access.			
Effectively recognizes applications of the queries in Access.			
Correctly applies the procedures to work with queries in Access.			
Accurately states procedures for creating database files.			
Accurately identifies the manner in which to add data to files.			
Effectively distinguishes the action of deleting files, changing file names, modifying information and how to close the database files.			
Correctly executes the administration of Access tools to manage databases.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Analyze concepts of databases.	Analyzes concepts of databases.	Cites concepts related to data, records, files and fields of the tools.	Knowledge	Accurately cites concepts related to data, records, files and fields of tools.
		Recognizes objectives of database systems	Knowledge	Accurately recognizes objectives of database systems.
		Identifies procedures to work with data sources.	Knowledge	Effectively identifies the procedure to work with data sources.
		Mentions types of data	Knowledge	Accurately mentions types of data.
		Applies tools in the data, records, files and fields.	Performance	Accurately applies tools in data, records, files and fields.
		Explains the administration of databases	Performance	Clearly explains the administration of databases.
		Executes menus, functions and tools available for creating databases.	Product	Correctly executes menus, functions and tools available for creating databases.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Differentiate elements of Access.	Differentiates elements of Access.	Defines concepts of environment, menus, functions, tools, windows work and windows help.	Knowledge	Effectively defines concepts of environment, menus, functions, tools, windows work and windows help.
		Recognizes the use of the Access elements	Knowledge	Accurately recognizes the use of Access elements.
		Identifies the procedure to work with tables, forms, queries and printing.	Knowledge	Effectively identifies the procedure to work with tables, forms, queries and printing.
		Applies menus, functions and tools of Access.	Performance	Correctly applies menus, functions and tools of Access.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply basic operations and assistants of Access.	Applies basic operations and assistants of Access.	Cites concepts of the basic operations and assistants in Access.	Knowledge	Accurately cites concepts of basic operations and assistants in Access.
		Recognizes the use of basic operations and assistants in Access .	Knowledge	Accurately recognizes use of basic operations and assistants in Access.
		Differentiates objectives of auto formats, databases, search and tables and controls, databases, search , tables and controls .	Knowledge	Accurately differentiates objectives of auto formats, databases, search and tables and controls.
		Resolves exercises using basic operations and assistants in Access.	Product	Correctly resolves exercises using basic operations and assistants in Access .

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Execute types of queries in Access.	Executes various types of queries in Access	Identifies concepts regarding queries in Access.	Knowledge	Accurately identifies concepts regarding queries in Access accurately.
		Recognizes applications of queries in Access	Knowledge	Effectively recognizes applications of queries in Access
		Applies the procedure to work with queries in Access	Performance	Correctly applies the procedure to work with queries in Access.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Select the tools of Access in order to manage the databases.	Selects the tools of Access in order to manage the databases.	States the procedure for creating databases files.	Knowledge	Accurately states the procedure for creating databases files.
		Identifies how to add data to files.	Knowledge	Accurately identifies how to add data to files accurately.
		Distinguishes the action of deleting files, changing file names, modifying information and how to close the database files.	Performance	Effectively distinguishes the action of deleting files, changing file names, modifying information and how to close the database files.
		Executes the administration of Access tools to manage databases	Product	Correctly executes the administration of Access tools to manage databases correctly.

STUDY BLOCK

PRODUCTION OF DOCUMENTS IN THE COMPUTER

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA
Title: Production of documents in the Computer
Purpose: use the computer for the preparation of documents according to the international norms.
Competency Level: Basic.

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly prepares the computer in order to create texts and messages.	Specific
Efficiently classifies the computer program to work with the computer according to the texts, social messages and electronic messages.	Specific
Accurately carries out work output with a minimum margin of error in accordance to the package of documents.	Specific
Accurately practices speed tests with the material received until attaining a minimum of 70 words per minute.	Specific
Accurately prepares all types of documents at a minimum speed of 70 words per minute.	Specific
Correctly recognizes the procedure to work and present the different types of documents.	Specific
Effectively plans procedures to work with types of documents to be prepared.	Specific
Correctly uses the presentation and preparation of types of documentation.	Specific
Efficiently prepares minutes, reports, business letters, certifications, cards, circular, letters, legal documents, cards, among others.	Specific

COMPETENCY ELEMENTS

Reference	Title of the Element
5-2	Shows ability and skill in the preparation of different documents in the computer.

PERFORMANCE CRITERIA

Practices speed building exercises in the computer in Spanish and English until a minimum of 70 w.p.m. is achieved.
Applies the correct techniques in the preparation and presentation of all types of documents that are characteristic of an office in both English and Spanish.

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

PERFORMANCE EVIDENCE

Uses the computer in order to create different texts and messages.
Classifies the program to be operated in the computer according to the texts, social messages and electronic message.
Carries out functional work with a minimum margin of error in accordance with the package of documents.
Practices the speed building exercises with the material received until is able to type 70 words per minute as a minimum.
Recognizes the procedure to work and present the different types of documents.
Plans the procedure to work with the different documents to be created.
Uses the presentation and preparation techniques of the different types of documentation.

PRODUCT EVIDENCE

Creates all type of documents at a speed of 70 words per minute as a minimum.
Prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Computer Skills   **Grade:** Twelfth
Study Block: Production of documents in the Computer   **Time:** 60 hours
Purpose: use the computer in the preparation of different documents according to international norms.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Practice speed building exercises in Spanish and English using the computer until attaining a minimum of 70 w.p.m.	• Texts in English and Spanish • Supervised exercises • Work output with time limits and with a minimum margin of error • Social messages • Electronic messages • Comparison techniques	Teacher: • Illustrates the procedure to prepare different texts and messages in the computer. • Shows packages with the texts, social, and electronic messages to be generated in the computer. • Plans the execution time of work output with a minimum margin of errors according to the package of documents. • Schedules speed building exercises with the material in English and Spanish.	• Ability to express freely his or her thoughts.	• Practices speed building exercises in Spanish and English using the computer until is able to reach a minimum of 70 w.p.m.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Uses the computer in order to create different texts and messages. • Classifies the program in which work will be executed in the computer according to the texts, social and electronic messages. • Carries out work output with a minimum margin of error according to package of documents. • Practices the speed building exercises with the received material until is able to reach 70 words per minute as a minimum. • Creates all types of documents at a speed of 70 words per minute as a minimum.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Apply correct techniques in the preparation and presentation of types of documents in English and Spanish.	• Preparation and presentation of all types of documentation using the Word text processor, electronic spread sheet, data base, Power Point and multimedia: • The minutes • Reports used currently • All types of business letters • Cards • Invoice receipts • Payrolls • Organization charts • Circular letters • Tables • Certifications • Legal documents • Slides	Teacher: • Explains the procedure to work and present different types of documents. • Shows documents to be prepared. • Exemplifies the presentation and preparation of documentation.	• Ability to freely express his or her thoughts.	• Applies correct techniques in the preparation and presentation of types of documents in English and Spanish that are typical at the office.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Recognizes the procedure to work and present types of documents. • Plans the procedure to work with documents to be prepared. • Uses the presentation and preparation of types of documentation. • Prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Production of documents in the Computer	PRACTICE No. 1

PURPOSE:

SCENARIO: Lab	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:

- Illustrates the procedure to prepare different texts and messages in the computer.

- Demonstrates packages with the texts, social and electronic messages in order to prepare them in the computer.

- Plans the execution time of work output with a minimum margin of error according to the package of documents.

- Schedules speed building exercises with the material in English and Spanish.

- Explains the procedure to work and present types of documents.

- Shows different documents to be prepared.

- Exemplifies the presentation and preparation of types of documentation.

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 prepares the computer in order to create different texts and messages.			
Effectively classifies the program to work with the computer according to the texts, and social and electronic messages.			
Accurately carries out work output with a minimum margin of error according to package of documents.			
Accurately practices speed building exercises with the material received until attaining 70 words per minute as a minimum.			
Accurately prepares all types of documents at a speed of 70 words per minute as a minimum.			
Correctly recognizes the procedure to work and present types of documents.			
Effectively plans the procedure to work with the different documents to be prepared.			
Correctly uses the presentation and preparation of types of documentation.			
Effectively prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, cards among others.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Practice test building exercises in Spanish and English using the computer until attaining 70 w.p.m. as a minimum.	Practices test building exercises in Spanish and English using the computer until attaining 70 w.p.m. as a minimum.	Prepares the computer in order to create different texts and messages.	Performance	Correctly prepares the computer to create texts and messages.
		Classifies the program to be used in the computer according to the texts, and social and electronic	Performance	Effectively classifies the program to be used in the computer according to the texts, and social and electronic messages.
		Carries out work output with a minimum margin of error according to the package of documents.	Performance	Accurately executes work output with a minimum margin of error according to the package of documents.
		Practices speed building exercises with the received material until attaining 70 words per minute as a minimum.	Performance	Accurately practices speed building exercises with the material received until attaining 70 words per minute as a minimum.
		Creates all types of documents at a speed of 70 words per minute as a minimum.	Product	Accurately prepares all type of documents at a speed of 70 words per minute as a minimum.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply techniques in the preparation and presentation of types of documents in English and Spanish typical at the office.	Applies techniques in the preparation and presentation of types of documents in English and Spanish, typical at the office.	Recognizes the procedure to work and present the different types of documents.	Performance	Correctly recognizes the procedure to work and present types of documents.
		Plans the procedure to work with the different documents to be prepared.	Performance	Accurately plans the procedure to work with documents to be prepared.
		Uses presentation and preparation techniques of types of documentation.	Performance	Correctly uses presentation and preparation techniques of types of documentation.
		Prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.	Product	Effectively prepares minutes, reports, business letters, certifications, cards, circular letters, legal documents, and cards among others.

PROGRAM CONTENTS

SUBJECT AREA

BUSINESS MANAGEMENT

Business Management

In this subject area the students will apply the knowledge about labor laws; as well as, its applicability to practice what they learn to create a virtual company with all requirements of a real business, with four hours per week, for a total of 100 hours annually. It consists of two study blocks:

• **Labor law:** It deals with rights and duties of employers and employees.

• **Entrepreneurial Didactic Management:** Working experiences are encouraged business behavior on practice firms.

Teachers should foster learning, supporting strategies and methodological procedures that encourage group participation, critical, self-management and construction of knowledge.

OBJECTIVES OF THE SUBJECT AREA

1. Create a virtual practice firm.

2. Acquire skills in terms of administrative functions applied to the virtual enterprise.

3. Apply moral and ethical values in carrying out secretarial work favoring the enterprise environment.

4. Apply principles of good human relations to achieve a positive work environment.

5. Practice employers and employees.

This subject area must be taught by a professional in bilingual secretary

STUDY BLOCK DISTRIBUTION
BUSINESS MANAGEMENT

Study Block	Name	Time in hours	Weeks per Study Block
I	Labor Law	20 hours	5 weeks
II	Entrepreneurial Didactic Management	80 hours	20 weeks
	TOTAL	100 HOURS ANNUALLY	25 WEEKS

STUDY BLOCK

LABOR   LAW

TECHNICAL COMPETENCY STANDARDS OF THE EDUCATIONAL INSTITUTION

GENERAL DATA

Title: Labor Law
Purpose: develop skills about labor law concerning to secretaries functions and its scope in the company.

Competency Level: Basic

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Accurately reflects the importance of labor law.	Specific
Clearly defines the concept of Labor Law in accordance with its current form.	Specific
Accurately describes legal principles and laws at workplaces.	Specific
Clearly identifies elements of the employment contract.	Specific
Accurately remembers requirements, characteristics and measures to protect pregnant women and minors in the Labor Code.	Specific
Clearly analyzes different study cases involving pregnant women and minors in an employment contract.	Specific
Correctly identifies different working hours.	Specific
Clearly recognizes particularities of different working hours.	Specific
Accurately describes different ways of working.	Specific
Efficiently makes holiday calculations efficiently.	Specific
Accurately identifies obligations of employers and workers.	Specific
Clearly recognizes the differences between prohibitions and obligations of employers.	Specific

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
	Specific
Correctly identifies reforms of Labor Code, the importance, benefits, tax provisions, others.	Specific
Accurately recognizes the tax provisions by law to protect workers.	Specific
Accurately solves study cases applying the tax provisions by law for protection.	Specific
Clearly remembers all terms as part of compensation.	Specific
Correctly distinguishes aspects involving notice and severance.	Specific
Effectively resolves exercises of financial compensation for termination of employment with the employer's responsibility.	Specific
Clearly remembers concepts of vacations and bonuses.	Specific
Correctly defines the importance of holidays and bonuses.	Specific
Effectively resolves cases in a group, involving calculation of vacation and bonuses.	Specific
Adequately identifies social charges forms, withholdings and deductions applicable to them.	
Correctly describes procedures applicable to forms in accounting records.	Specific
Efficiently solves exercise involving accounting for payroll taxes, withholdings and deductions that affect the company's payroll.	Specific
Correctly describes the elements of the Equal Status of Women in labor relations.	
Rightly identifies real cases where they express the elements of the Equal Status of Women in labor relations.	Specific
Efficiently Explains concepts, characteristics and elements related to microenterprise.	Specific
Properly submits a report on research data.	Specific
Efficiently formulates a productive project.	Specific

Reference

	Title of the element
2 - 1	Value the importance of the workplace for a worker and employer according to laws.

COMPETENCY ELEMENTS

PERFORMANCE CRITERIA
Values the importance of the Labor Law.
Examines elements of employment contracts that govern rights and duties of workers and the employers.
Analyze types of working time in various forms of payment.
Infer obligations and prohibitions on employers and employees in accordance with current regulations.
Distinguishes social benefits of workers covered by law.
Specifies causes that give rise to the suspension or termination of employment.
Performs calculations of compensation for termination of employment with employer liability.
Calculates vacations and bonuses with information provided in each case.
Infers social security contributions and deductions from the payroll in enterprises.
Analyzes elements of the Equal Status of Women in labor relations.
Examines concepts of micro enterprise in Costa Rican law.

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

Defines the concept of labor law.
Identifies elements of the employment contract.
Remembers measured characteristics requirements to protect pregnant women and minors in the Labor Code.
Analyzes different study cases involving pregnant women and minors in an employment contract.
Identifies different working hours.
Identifies obligations of employers and workers.
Identifies Labor Code reforms, the importance, benefits, tax provisions, others.
Recognizes tax provisions by law to protect workers.

Remembers terms of his pension and termination of labor contracts.
Defines causes of suspension and termination of employment contracts.
Remembers all terms as part of compensation.
Remembers the concept of vacation and bonuses.
Defines the importance of holidays and bonuses.
Describes the elements of the Equal Status of Women in labor relations.

PERFORMANCE EVIDENCE

Reflects importance of the Labor Law.
Describes legal principles and laws at workplace.
Recognizes particularities of different working hours.
Describes different ways of working.
Recognizes differences between prohibitions and obligations of employers.
Solves study cases applying tax provisions by law for protection.
Solves exercises involving the suspension of employment contracts.
Distinguishes aspects involving the notice and severance.
Solves exercises compensation for termination of employment with the employer's responsibility.
Solves cases in a group, involving calculation of vacation and bonuses.
Identifies forms developed in social charges, withholdings and deductions applicable to them.
Solves exercise that involves the accounting for payroll taxes, withholdings and deductions that affect the company's payroll.
Identifies actual cases in which manifest elements of the Equal Status of Women in labor relations.
Explains concepts and elements characteristics related to microenterprise.
Arranges steps for the presentation of the project.

PRODUCT EVIDENCE

Makes calculations on vacation.
Reports presents data from research.
Formulates a productive project.

Sector: Commercial and services
Program: Bilingual Secretary
Subject area: Business Management   **Grade:** Twelfth
Study Block: Labor Law   **Time**: 20 hours
Purpose: develop skills about labor law concerning to secretaries functions and its scope in the company.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

1. Value the importance of Labor Law.	• Introduction to employment law:
	• Concept and importance.
	• Principle of Labor Law.
	• Labor Code.
	• Background and bases.
	
	• Contracts of Employment:
	
	• Individual and Collective Contract Agreement.
	• Employment relationship.
	• Elements of the contract.
	  • verbal and written contract.
	  • requirements of the employment contract.
	  • the fixed-term contract or definite and specific work.
	  • internal working regulations.
		Teacher:
		• Explains the importance of labor law.
		• Quotes the concept of labor law.
		• Demonstrates legal principles and workplace laws.
		
		Student:
		• Reflects on the importance of labor law.
		• Defines the concept of labor law under its current form.
		
		• Describes legal principles and laws at workplace.
			• Interest in supporting the laws protecting human rights.	• Values the importance of labor law.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Interpret elements of employment contracts that govern rights and duties of workers and employers (hiring, firing).	Contracts of employment: • Individual and Collective contract agreement. • Employment relationship. • Elements of the contract. • Verbal and written contract. • Requirements of the employment contract. • The fixed-term contract or work for a definite and specific.	Teacher: • Describes elements of the employment contract. • Explains requirements, characteristics and measures to protect pregnant women and minors in the Labor Code. • Selects different study case involving pregnant women and minors in an employment contract.	• Interest in supporting the laws protecting human rights.	• Interprets elements of employment contracts that govern the rights and duties of workers and the employers.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Internal labor regulations. • Contracts: • Pregnant Woman • Minors • Domestic Servants	Student • Identifies elements of the employment contract. • Remembers measured characteristics requirements to protect pregnant women and minors under the law. • Analyzes different study cases involving pregnant women and minors in an employment contract.		

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Analyze types of working time in various forms of payment.	Working day: Regular Outstanding. • Types: • Day shift • Night shift and • Mixed day Calculation methods of payment: • Monthly • Fortnightly • Biweekly and • Weekly • Holidays, holidays, weekly rest periods. • Holidays • Minimum wages	Teacher: • Describes different working hours. • Compares characteristics of different working hours. • Explains different ways of working. • Makes holiday calculations. Student: • Identifies different working hours. • Recognizes characteristics of the different working hours. • Describes different ways of working. • Makes holiday calculations.	• Interest to support the laws and protecting human rights.	• Analyzes the types of working time in various forms of payment.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
4. Infer obligations and workers` prohibitions on employers and employees in accordance with current regulations.	• Obligations and prohibitions on employers and employees. • Obligations of employers. • Prohibitions on employers. • Obligations and prohibitions to employees.	Teacher: • Explains obligations of employers and workers. • Describes the difference between prohibitions and obligations of employers and workers. Student: • Identifies the obligations of employers and workers. • Recognizes the differences between prohibitions and obligations of employers and workers.	• Interest in supporting the laws protecting human rights.	• Infers the obligations and prohibitions on employers and employees in accordance with current regulations.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5. Distinguish workers` social benefits covered by law.	Social benefits: • Worker Protection Act: • Importance. • General Provisions. • Share Investment Fund • Savings Fund • Benefits • Tax provisions.	Teacher: • Explains about the reforms to the Labor Code, the importance, benefits, tax provisions, other. • Describes the tax provisions by law to protect workers. • Demonstrates through practical cases the tax provisions by law for protection.	• Interest in supporting the laws protecting human rights.	• Distinguishes social benefits of workers covered by law.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Identifies Labor Code reforms, and the importance, benefits, tax provisions, others. • Recognizes tax provisions by law to protect workers. • Solves study cases to apply the tax provisions by law for protection.		

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Calculate compensations for ceasing labor related to employer's responsibility.	• Compensation: • Advance notice: Concept, compensation, suspension calculation attached. • Severance pay: Concept, method of payment, calculation, back wages, protection and prescription.	Teacher: • Defines all terms that are part of compensation. • Explains aspects involving the notice and severance. • Demonstrates how to solve exercises severance of employment with employer's responsibility. Student: • Remembers all terms as part of compensation. • Distinguishes aspects involving the notice and severance. • Resolves financial compensation for termination of employment with the employer's responsibility.	• Interest in supporting the laws protecting human rights.	• Calculates compensation for ceasing labor related to employer's responsibility.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
7. Calculate vacations and bonuses, and Christmas gift with the informacion given in each case.	Vacations and Holiday bonuses: • Concept and importance of the holiday. • Calculation of the holiday. • public servants Christmas bonus. • Server and institutions Christmas bonus autonomous, semiautonomous and municipalities. • Christmas bonus for workers in private enterprise.	Teacher: • Defines concepts of holidays and bonuses. • Explains the importance of holidays and bonuses. • Selects a case for calculating vacation and bonuses. Student: • Remembers the concept of holidays and bonuses. • Defines the importance of holidays and bonuses. • Resolves cases in a group, involving calculation of vacation and bonuses.	• Interest in supporting the laws protecting human rights.	• Calculate vacations and bonuses, and Christmas gift with the informacion given in each case.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
8. Infer social security´s contributions and deductions from the payroll in enterprises.	• Social charges, withholdings and deductions applicable to the payroll.	Teacher: • Quotes payroll taxes, withholdings and deductions applicable to the payroll. • Explains procedures applicable to the forms in their accounting records. • Illustrates the accounting for payroll taxes, withholdings and deductions that affect the company's payroll. Student: • Identifies on forms developed social charges, withholdings and deductions applicable to them. • Describes procedures applicable to forms in accounting records. • Solves exercise that involves accounting for payroll taxes, withholdings and deductions that affect the company's payroll.	• Interest in supporting the laws protecting human rights.	• Infer social security´s contributions and deductions from the payroll in enterprises.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
9. Analyze the elements of the Law "Igualdad Social de la Mujer" in labor relations.		Teacher: • Defines elements of the Law "Igualdad Social de la Mujer" in labor relations. • Exemplifies real cases related to the elements of the Law "Igualdad Social de la Mujer" in labor relations. Student: • Describes the elements of the Equal Status of Women in labor relations. • Identifies actual cases related to the elements of the Law "Igualdad Social de la Mujer" in labor relations.	• Interest in supporting the laws protecting human rights.	• Analyzes elements of Law "Igualdad Social de la Mujer" in labor relations.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
10. Examine concepts of micro-enterprise according to the Costa Rican laws.	• The microenterprise: Commercial Law: • Characteristics of the trader, legal personality and capacity • Professional Obligations of trader (commercial advertising, documents subject to registration, name and business name, books) Companies: • Individual • Limited Liability • Corporations, • Unlimited liability companies, • Cooperatives and • Corporate Entities	Teacher: • Analyzes concepts, characteristics of all elements of microenterprise. • Explains how to develop research projects. • Demonstrates how to perform productive project as appropriate. Student • Explains concepts, characteristics and elements related to microenterprise. • Submits a report on data research. • Formulates a productive project.	• Interest in supporting the laws protecting human rights.	• Examines concepts of micro-enterprise according to the Costa Rican laws.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Type of company: • Public Enterprise • private • Mixed • transnational • small • commercial • service • industrial or • manufacturing			

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK:	PRACTICE No. 1

PURPOSE :

SCENARIO: Classroom- workshop	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:

- Explains the importance of Labor Law.
- Quotes the concept of Labor Law.
- Demonstrates by applying a study case legal principles and laws of the workplace.
- Describes elements of the employment contract.
- Explains requirements, characteristics and measures to protect pregnant women and minors in the Labor Code.
- Selects different case studies involving pregnant women and minors in an employment contract.
- Describes different working hours.
- Compares characteristics of the different working hours.
- Explains different ways of working.
- Makes holiday calculations.
- Explains obligations of employers and workers.
- Describes the difference between prohibitions and obligations of employers and workers.
- Explains about the reforms to the Labor Code, the importance, benefits, tax provisions, other.
- Describes the tax provisions by law to protect workers.
- Demonstrates through practical cases the tax provisions by law for protection.
- Defines all terms that are part of compensation.
- Explains aspects involving the notice and severance.
- Demonstrates how to solve exercises severance of employment with employer's responsibility
- Defines concepts of vacation and bonuses.
- Explains the importance of holidays and bonuses.
- Selects a case for calculating vacation and bonuses.
- Quotes payroll taxes, withholdings and deductions applicable to the payroll.
- Explains procedures applicable to the forms in their accounting records.
- Illustrates accounting for payroll taxes, withholdings and deductions that affect the company's payroll.
- Defines elements of the Equal Status of Women in labor relations.
- Exemplifies real cases in which manifest the elements of the Equal Status of Women in labor relations.
- Analyzes concepts, characteristics of all elements of microenterprise.
- Explains how to develop research projects.
- Demonstrates how to perform productive project as applicable.

PROCEDURES

- Reflects on the importance of labor law.
- Defines the concept of labor law under its current form.
- Describes legal principles and laws in the workplace.
- Identifies the elements of the employment contract.
- Remembers measured characteristics requirements to protect pregnant women and minors under the law.
- Analyzes different study cases involving pregnant women and minors in an employment contract.
- Identifies different working hours.
- Recognizes characteristics of the different working hours.
- Describes different ways of working.
- Makes holidays calculations.
- Identifies obligations of employers and workers.
- Recognizes the differences between prohibitions and obligations of employers and workers.
- Identifies reforms of Labor Code, the importance, benefits, tax provisions, others.
- Recognizes tax provisions by law to protect workers.
- Solves study cases applying to tax provisions for protection by law.
- Remembers all terms as part of compensation.
- Distinguishes aspects involving the notice and severance.
- Resolves financial compensation for termination of employment with the employer's responsibility.
- Remembers the concept of vacations and bonuses.
- Defines the importance of holidays and bonuses.
- Resolves cases in a group, involving calculation of vacation and bonuses.
- Identifies social charges forms, withholdings and deductions applicable to them.
- Describes procedures applicable to the forms in their accounting records.
- Solves exercise involving the accounting for payroll taxes, withholdings and deductions that affect the company's payroll.
- Describes elements of the Equal Status of Women in labor relations.
- Identifies real cases related to the elements of the Law "Igualdad Social de la Mujer" in labor relations.
- Explains concepts, characteristics and elements related to microenterprise.
- Submits a report on research data.
- Formulates a productive project.

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 APLICCABLE
Accurately reflects the importance of labor law.			
Clearly defines the concept of Labor Law in accordance with its current form.			
Accurately describes legal principles and laws at workplaces.			
Clearly identifies elements of the employment contract.			
Accurately remembers requirements, characteristics and measures to protect pregnant women and minors in the Labor Code.			
Clearly analyzes different study cases involving pregnant women and minors in an employment contract.			
Correctly identifies different working hours.			
Clearly recognizes particularities of different working hours.			
Accurately describes different ways of working.			
Efficiently makes holiday calculations.			
Accurately identifies obligations of employers and workers.			
Clearly recognizes the differences between prohibitions and obligations of employers.			
Accurately reflects the importance of labor law.			

RECOMMENDED CHECKLIST	DATE:

STUDENTS´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 identifies reforms of Labor Code, the importance, benefits, tax provisions, others.			
Accurately recognizes the tax provisions by law to protect workers.			
Accurately solves study cases applying the tax provisions by law for protection.			
Clearly remembers all terms as part of compensation.			
Correctly distinguishes aspects involving notice and severance.			
Effectively resolves exercises of financial compensation for termination of employment with the employer's responsibility.			
Clearly remembers concepts of vacations and bonuses.			
Correctly defines the importance of holidays and bonuses.			
Effectively resolves cases in a group, involving calculation of vacation and bonuses.			
Adequately identifies social charges forms, withholdings and deductions applicable to them.			
Correctly describes procedures applicable to forms in accounting records.			
Efficiently solves exercise involving accounting for payroll taxes, withholdings and deductions that affect the company's payroll.			
Correctly describes the elements of the Equal Status of Women "Ley de Igualdad Real" in labor relations.			
Rightly identifies real cases where they express the elements of the Equal Status of Women " Ley de Igualdad Real" in labor relations.			
Efficiently Explains concepts, characteristics and elements related to microenterprise.			
Properly submits a report on research data.			
Efficiently formulates a productive project			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Value the importance of labor law.	Values the importance of labor law.	Reflects on the importance of Labor Law.	Knowledge	Accurately reflects about the importance of labor law.
		Defines the concept of labor law under its current form.	Performance	Clearly defines the concept of labor law under its current form
		Describes legal principles and laws at workplace.	Performance	Accurately describes legal principles and laws of workplace.
Examine the elements of employment contracts that govern the rights and duties of the worker and the employer.	Examines the elements of employment contracts that govern the rights and duties of the worker and the employer.	Identifies elements of the employment contract.	Knowledge	Clearly identifies elements of the employment contract.
		Remembers measured characteristics requirements to protect pregnant women and minors under the law.	Knowledge	Accurately remembers measured characteristics requirements to protect pregnant women and minors under the law.
		Analyzes study cases involving pregnant women and minors in an employment contract.	Knowledge	Clearly analyzes study cases involving pregnant women and minors in an employment contract.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Analyze the types of working time in various forms of payment.	Analyzes the types of working time in various forms of payment.	Identifies working hours.	Knowledge	Correctly Identifies working hours.
		Recognizes particularities of the different working hours.	Performance	Clearly recognizes particularities of the different working hours.
		Describes different ways of working.	Performance	Accurately describe different ways of working
		Makes holiday calculations.	Product	Efficiently makes holiday calculations.
Infer the obligations and prohibitions on employers and employees in accordance with current regulations.		Identifies obligations of employers and workers.	Knowledge	Accurately identify obligations of employers and workers.
		Recognizes the differences between prohibitions and obligations of employers.	Performance	Clearly recognizes the differences between prohibitions and obligations of employers.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Distinguish the social benefits of workers covered by existing legislation.	Distinguishes the social benefits of workers covered by existing legislation.	Identifies reforms of Labor Code, the importance, benefits, tax provisions, others.	Knowledge	Clearly identifies reforms of Labor Code, the importance, benefits, tax provisions, others.
		Recognizes tax provisions by law to protect workers.	Knowledge	Recognizes tax provisions by law to protect workers correctly.
		Solves study cases applying the tax provisions by law for consumer protection.	Performance	Accurately solves study cases applying the tax provisions by law for consumer protection.
Distinguish causes that give rise to the suspension or termination of employment.	Distinguishes causes that give rise to the suspension or termination of employment.	Remembers terms of suspension and termination of employment contracts.	Knowledge	Clearly remembers terms of suspension and termination of employment contracts.
		Distinguishes aspects involving the notice and severance.	Knowledge	Accurately distinguishes aspects involving the notice and severance.
		Resolves exercises that involve the suspension of employment contracts successfully.	Performance	Correctly resolves exercises that involve the suspension of employment contracts successfully.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Perform calculations of compensation for termination of employment with the employer's responsibility.	Performs calculations of compensation for termination of employment with the employer's responsibility.	Remembers all the terms as part of compensation.	Knowledge	Clearly remembers all the terms as part of compensation.
		Distinguishes aspects involving the notice and severance.	Performance	Correctly distinguishes aspects involving the notice and severance.
		Resolves financial compensation for termination of employment with the employer's responsibility.	Performance	Efficiently resolves financial compensation for termination of employment with the employer's responsibility
Calculate the vacation and Christmas bonus for the information provided in each instance.	Calculates the vacation and Christmas bonus for the information provided in each instance.	Remembers concepts of holidays and bonuses.	Knowledge	Clearly remembers concepts of holidays and bonuses.
		Defines the importance of vacations and bonuses.	Knowledge	Correctly defines the importance of vacations and bonuses.
		Resolves cases in a group, involving calculation of vacations and bonuses.	Performance	Efficiently resolves cases in a group, involving calculation of vacations and bonuses..

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Infer social security contributions and deductions from the payroll in enterprises.	Infers social security contributions and deductions from the payroll in enterprises.	Identifies forms developed in social charges, withholdings and deductions.	Performance	Adequately identifies forms developed in social charges, withholdings and deductions.
		Describes the procedures applicable to the forms in their accounting records.	Performance	Correctly describes procedures applicable to the forms in their accounting records.
		Solves exercises involving the accounting for payroll taxes, withholdings and deductions that affect the company's payroll.	Performance	Efficiently solves exercise involving accounting for payroll taxes, withholdings and deductions that affect the company's payroll.
Analyze the elements of the Women´s Equal Status (Ley de Igualdad Social de la Mujer) in labor relations.	Analyzes the elements of the Women´s Equal Status (Ley de Igualdad Social de la Mujer) in labor relations.	Describes the elements of the Women´s Equal Status (Ley de Igualdad Social de la Mujer) in labor relations.	Performance	Correctly describes elements of the Women´s Equal Status (Ley de Igualdad Social de la Mujer) in labor relations.
		Identifies real cases related to elements of the Women´s Equal Status (Ley de Igualdad Social de la Mujer) in labor relations.	Performance	Accurately identifies real cases related to elements of the Women´s Equal Status (Ley de Igualdad Social de la Mujer) in labor relations.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Examine the concepts of micro enterprise as Costa Rican law.	Examines the concepts of micro enterprise as Costa Rican law.	Explains concepts, characteristics and elements related to microenterprise.	Performance	Efficiently explains concepts, characteristics and elements related to microenterprise.
		Submits a report on research data.	Product	Correctly submits a report on research data.
		Formulates a productive project.	Product	Correctly formulates a productive project.

STUDY BLOCK

ENTREPRENEURIAL DIDACTIC MANAGEMENT

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title:	Entrepreneurial Didactic Management
Purpose:	Make business work according to the national and international standards.
Competency level:	Basic.

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly quotes the concept of Labor@ classroom practice.	Specific
Accurately explains the purpose of Labor@ classroom practice.	Specific
Clearly mentions the organizational structure of information and communication in Labor@ classroom practice.	Specific
Effectively distinguishes tasks and processes used in the technological structure of Labor@ classroom practice.	Specific
Accurately substantiates duties and obligations of actors Labor@ classroom practice.	Specific
Correctly represents the organizational structure with all the actors and their positions.	Specific
Correctly defines the practical firm concepts, mission, vision, objectives and organizational structure.	Specific
Accurately identifies what make up the firm practice.	Specific
Efficiently lists and analyzes each job roles.	Specific
Clearly quotes the characteristics of each job within the firm practice.	Specific
Accurately describes the types of companies Labor@ classroom practice.	Specific
Correctly distinguishes the elements of companies Labor@ classroom.	Specific
Accurately describes the structure of performance levels in Labor@ classroom practice.	Specific
Efficiently classifies some necessary functions for the Labor@ classroom practice.	Specific
Accurately makes tools to identify a business management practice.	Specific
Efficiently practices entrepreneurship in the Labor@ classroom practice.	Specific
Correctly identifies the concept of microenterprise.	Specific
Efficiently applies prior knowledge to select firm practice.	Specific
Accurately experiments through induction and training for different processes within the virtual environment of the Labor@ classroom practice.	Specific
Properly organizes work simulation environments with equal opportunities.	Specific
Efficiently runs integrating technology tools for an entrepreneurial experience.	Specific
Efficiently practices working roles: responsibility, organization, management, teamwork and communication.	Specific
Clearly demonstrates the interaction between your company and other practices.	Specific
Designs a Web page exactly.	Specific
Clearly develops procedures for physical and automatic control of information management.	Specific
Properly designs and writes technical reports on the operability of business practice weekly.	Specific
	Specific

COMPETENCY ELEMENTS

Reference	Title of the element
3-4	Demonstrate skills and abilities in implementing a firm practice.

PERFORMANCE CRITERIA

Identifies the organizational and functional structure of the Labor@ classroom practice.
Promotes employment and educational experiences of Labor@ classroom practice for service centers.
Efficiently makes practical work in companies across different workstations in the Labor@ classroom practice.

APPLICATION FIELD

Category	Class
Servicios	Provision of Technical Education services

KNOWLEDGE EVIDENCE

Quotes the concept of Labor@ classroom practice.
Explains and justifies the purpose of Labor@ classroom practice.
Mentions the organizational structure of information and communication in the Labor@ classrom practice.
Distinguishes tasks and processes used in the technological structure of Labor@ classroom practice.
Quotes and appoints duties and obligations of actors Labor@ classroom practice.
Identifies characteristics of the elements that make up the firm practice.
Quotes the characteristics of each job within the company practice.
Defines the practical business concepts, mission, vision, objectives and organizational structure.
Identifies the concept of microenterprise.

PERFORMANCE EVIDENCE

Represents the organizational structure with all the actors and their positions.
Lists and discusses the roles of work.
Describes the types of companies Labor@ classroom practice.
Distinguishes elements of the different companies Labor@ classroom practice.
Describes the structure of performance levels for Labor@ classroom practice.
Classifies some necessary functions for the Labor@ classroom practice.
Applies prior knowledge to select firm practices.

PRODUCT EVIDENCE

Develops tools to improve the business management practice.
Practices in the firm entrepreneurship Labor@ classroom practice.
Experiences through induction and training for different processes within the virtual environment of the Labor@ classroom
practice.
Organizes work simulation environments with equal opportunities.
Runs integrating technological tools for the entrepreneurial experience.
Practices working roles: responsibility, organization, management, teamwork and communication.
Demonstrates the interaction between your company and other practices.
Design a Web page.
Develops procedures for physical and automatic control of information management.
Designs and writes technical reports on the operability of business practice weekly.

Sector: Commercial and Services
Program: Bilingual Secretary
Subject area: Business Management   **Grade:** Twelfth
Study block : Entrepreneurial Didactic Management   **Time:** 80 hours

Purpose: Make business work according to national and international.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Identify the organizational and fuctional structure of Labor@ Classroom practice.	Labor@ Classroom: • Definition of Labor@ Classroom practice. • Purpose • Scenarios. • Telematics • Working collaborative Environmental. • Organizational structure of information and communication. Technological structure: • Support Center • Labor@ Classroom practice. • Business practice • Service Centers.	Teacher: • Defines the concept of Labor@ Classroom. • Describes the purpose of Labor@ Classroom practice. • Quotes the organizational structure of information and communication in Labor@ Classroom practice. • Classifies tasks and processes used in the technological structure of Labor@ Classroom practice. • Describes the duties and obligations of Labor@ Classroom practice. • Illustrates the organizational structure with all the actors and their positions.	• Ability to dialogue in conflict situations.	• Identifies the organizational and fuctional structure of Labor@ Classroom.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Network Environment. • User Profiles on the workstation. • Internet connectivity. • Workstations. • Duties and obligations of actors in the Labor@ Classroom practice. • Secretariat teacher. • Computer Teacher. • Students in eleventh year.	Student: • Quotes the concept of Labor@ Classroom practice. • Explains the purpose of Labor@ Classroom practice. • Mentions the organizational structure of information and communication in the Labor@ Classroom practice. • Distinguishes tasks and processes used in the technological structure of Labor@ Classroom practice. • Substantiates duties and obligations of actors in Labor@ Classroom practice. • Represents the organizational structure with all the actors and their positions.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Promote employment and educational experiences of Labor@ Classroom practice for service centers.	Business Practice: • Definition • Mission • Vision • Objectives • Organizational Structure. Working roles • Definition and functions: • Upper Management • Media Management • Human Resource Management • Marketing and Sales • Accounting • Comptroller Services • Service Platform.	<u>Teacher:</u> • Lists practical business concepts, mission, vision, objectives and organizational structure. • Describes characteristics of elements that make up the firm practice. • Defines each job roles. • Mentions characteristics of each job within the company practice.	Ability to dialogue in conflict situations.	• Promotes employment and educational experiences of Labor@ Classroom for service centers.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Defines practical business concepts, mission, vision, objectives and organizational structure. • Identifies characteristics of elements that make up the firm practice. • Analyzes each job roles. • Quotes characteristics of each job within the company practice.	• Ability to dialogue in conflict situations.	

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Types of Business Practice: • Banking • Description • Objective • Purpose • Content • Some functions Tourism: • Description • Objective • Purpose • Content • Some functions	Teacher: • Defines types of Labor@ Classroom practice. • Explain elements of different companies in Labor@ Classroom practice. • Identifies the structure of performance levels for Labor@ Classroom practice. • Demonstrates some necessary functions of the Labor@ Classroom practice. • Makes instruments to improve the relationship between business management practices practice. • Promotes entrepreneurship in the Labor@ Classroom practice.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Business Services • Description • Objective • Purpose • Content • Some functions Goods Producing. • Description • Objective • Purpose • Content • Some functions	Student: • Describes types of the Labor@ Classroom practice. • Distinguishes the structure of performance levels in the Labor@ Classroom practice. • Classifies some necessary functions in the Labor@ Classroom practice. • Develops tools to improve the relationship of business management practice. • Practices in the firm entrepreneurship in the Labor@ Classroom practice.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Customer Service and / or Human Resources Management • Description • Objective • Purpose • Content • Some functions			

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Perform practical work in companies through different workstations in Labor@ classroom practice efficiently.	Definition of microenterprise • Characteristics Selection of the practice: • Banking • Tourism • Business Service • Production of goods • Customer Service / Human Resources management	Teacher: • Defines the concept of microenterprise. • Uses prior knowledge to the practice. • Makes induction and training processes within the virtual environment of the Labor@ Classroom. • Designs work simulation environments with equal opportunities. • Demonstrates integration technological tools for the development of entrepreneurial experience.	Ability to dialogue in conflict situations.	● Performs practical work in companies through different workstations in Labor@ classroom practiceefficiently.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Design a company • Business Development • Business Development • Networks of cooperation and exchange • Negotiation • Levels of tolerance and effective production	Teacher: • Programs assimilation exercises working roles: responsibility, organization, management, teamwork and communication. • Encourages interaction between different companies in practice. • Diagrams the work environment in which converge the components of the Labor@ classroom practice by designing a web page. • Organizes procedures for physical and automatic control of information management. • Performs weekly technical reports on the operability of business practice.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Conflict resolution • Technical reports	Student: • Identifies the concept of microenterprise. • Apply prior knowledge to select the practice. • Experiences induction and training for processes within the virtual environment Labor@ Classroom. • Organizes work simulation environments with equal opportunities. • Runs integration of technological tools for entrepreneurial experience.		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Practices working roles: responsibility, organization, management, teamwork and communication. • Demonstrates the interaction between your company and other practices. • Designs a Web page. • Develops procedures for physical and automatic control of information management. • Designs technical reports on the operability of business practice weekly.		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK:	PRACTICE No. 1

PURPOSE:

ESCENARIO: Labor@ Classroom	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:
- Defines the concept of Labor@ classroom practice.
- Justifies the purpose Labor@ classroom practice.
- Quotes the organizational structure of information and communication in the Labor@ classroom practice.
- Classifies tasks and processes used in the technological structure of Labor@ classroom practice.
- Describes duties and obligations of actors in Labor@ classroom practice.
- Illustrates the organizational structure with all the actors and their positions.
- Lists the practical business concepts, mission, vision, objectives and organizational structure.
- Describes the characteristics of the elements that make up the firm practice.
- Defines and analyzes each job roles.
- Mentions characteristics of each job within the company practice.
- Defines types of practice companies of Labor@ classroom practice.
- Explains elements of the different practice companies of Labor@ classroom practice.
- Identifies the structure of performance levels for each of the companies Labor@ classroom practice.
- Demonstrates some necessary functions of the practice companies of the Labor@ classroom practice.
- Make instruments to improve the relationship between business management practices.
- Encourage entrepreneurship in the business practice of classroom.

PROCEDIMIENTOS

Teacher:

- Defines the concept of microenterprise.
- Uses prior knowledge to select a firm practice.
- Makes induction and training for different processes within the virtual environment of Labor@ Classroom practice.
- Designs work simulation environments with equal opportunities.
- Demonstrates integrating technological tools for the development of entrepreneurial experience.
- Programs assimilation exercises working roles: responsibility, organization, management, teamwork and communication.
- Encourages interaction between different practice companies.
- Diagrams the work environment in which converge the different components of Labor@ classroom practice by designing a web page.
- Organize procedures for physical and automatic control and information management.
- Performs technical reports on the operability of business practice weekly.

RECOMMENDED CKECKLIST	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 quotes the concept of Labor@ classroom practice.			
Accurately explains the purpose of Labor@ classroom practice.			
Clearly mentions the organizational structure of information and communication in the Labor@ classroom practice.			
Effectively distinguishes tasks and processes used in the technological structure of Labor@ classroom practice.			
Accurately substantiates duties and obligations in Labor@ classroom practice.			
Correctly represents the organizational structure of a practice firm with all the actors and their positions.			
Correctly defines the practice firm concepts, mission, vision, objectives and organizational structure.			
Accurately identifies elements that make up the firm practice.			
Effectively lists and analyzes each of the working roles.			
Clearly quotes each of the characteristics of each position job within the company practice.			
Accurately describes each of the types of companies Labor@ classroom practice.			
Correctly distinguishes each of the elements of the different firm practice in Labor@ classroom practice.			
Accurately describes the performance levels structure for firm practice of Labor@ Classroom practice.			
Efficiently classifies some necessary functions for Labor@ classroom practice.			

RECOMMENDED CKECKLIST		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 makes tools to identify the management in the firm practice.			
Efficiently practices entrepreneurship in the Labor@ classroom practice.			
Correctly identifies the concept of microenterprise.			
Efficiently applies prior knowledge to select firm practice.			
Accurately experiments through induction and training for different processes within the virtual environment of the Labor@ classroom practice.			
Properly organizes work simulation environments with equal opportunities.			
Efficiently runs integrating technology tools for an entrepreneurial experience.			
Efficiently practices working roles: responsibility, organization, management, teamwork and communication.			
Clearly demonstrates the interaction between your company and other practices.			
Designs a Web page exactly.			
Clearly develops procedures for physical and automatic control of information management.			
Properly designs and writes technical reports on the operability of business practice weekly.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Identify the organizational and fuctional structure of Labor@ Classroom practice.	Identifies the organizational and fuctional structure of Labor@ Classroom practice.	Quotes the concept of Labor@ Classroom practice.	Knowledge	Correctly quotes the concept of Labor@ Classroom practice.
		Explains and justifies the purpose of Labor@ Classroom practice.	Knowledge	Accurately explains and justifies the purpose of Labor@ Classroom practice.
		Mentions the organizational structure of information and communication in Labor@ Classroom practice.	Knowledge	Clearly mentions the organizational structure of information and communication in Labor@ Classroom practice.
		Distinguishes Classifies tasks and processes used in the technological structure of Labor@ Classroom practice.	Knowledge	Efficiently ddistinguishes tasks and processes used in the technological structure of Labor@ Classroom practice.
		Substantiates duties and obligations of Labor@ Classroom practice.	Knowledge	Accurately substantiates the duties and obligations of Labor@ Classroom practice.
		Represents the organizational structure with all the actors and their positions.	Performance	Correctly represents the organizational structure with all the actors and their positions.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Promote employment and educational experiences of Labor@ classroom practice for service centers.	Promotes employment and educational experiences of Labor@ classroom practice for service centers.	Defines practical business concepts, mission, vision, objectives and organizational structure.	Knowledge	Rightly defines practical business concepts, mission, vision, objectives and organizational structure.
		Identifies characteristics of elements that make up the firm practice.	Knowledge	Accurately identifies characteristics of elements that make up the firm practice.
		Mentions characteristics of each job within the company practice.	Knowledge	Clearly mentions characteristics of each job within the company practice.
		Analizes each job roles.	Performance	Efficiently analizes each job roles.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Promote employment and educational experiences of Labor@ classroom practice for service centers.	Promote employment and educational experiences of Labor@ classroom practice for service centers.	Describes the types of companies Labor@ classroom practice.	Performance	Accurately describes the types of companies Labor@ classroom practice.
		Distinguishes elements of diffrent companies Labor@ classroom practice.	Performance	Correctly distinguishes elements of diffrent companies Labor@ classroom practice.
		Describes the structure of performance levels in the Labor@ classroom practice.	Performance	Accurately describes the structure of performance levels in the Labor@ classroom practice.
		Classifies some necessary functions in the Labor@ classroom practice.	Performance	Efficiently classifies some necessary functions in the Labor@ classroom practice.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Promote employment and educational experiences of Labor@ classroom practice for service centers.	Promotes employment and educational experiences of Labor@ classroom practice for service centers.	Makes tools to identify the management in the firm practice.	Product	Accurately makes tools to identify the management in the firm practice.
		Practices entrepreunership in the Labor@ classroom practice	Product	Efficiently practices entrepreunership in the Labor@ classroom practice.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
Perform practical work in companies through different workstations in Labor@ classroom practice efficiently.	Performs practical work in companies through different workstations in Labor@ classroom practice efficiently.	Identifies the concep of microenterprise.	Knowledge	Correctly identifies the concep of microenterprise.
		Applies prior knowledge to select firm practice.	Performance	Efficiently applies prior knowledge to select firm practice.
		Experiments through induction and training for different processes within the virtual environment of the Labor@ classroom practice.	Product	Accurately experiments through induction and training for different processes within the virtual environment of the Labor@ classroom practice.
		Organizes work simulation environments with equal opportunities.	Product	Properly organizes work simulation environments with equal opportunities.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Perform practical work in companies through different workstations in Labor@ classroom practice efficiently.	Performs practical work in companies through different workstations in Labor@ classroom practice efficiently.	Runs integration technological tools for the development of entrepreneurial experience.	Product	Efficiently runs integration technological tools for the development of entrepreneurial experience.
		Practices working roles: responsibility, organization, management, teamwork and communication.	Product	Efficiently practices working roles: responsibility, organization, management, teamwork and communication.
		Demonstrates the interaction between your company and other practices.	Product	Clearly demonstrates the interaction between your company and other practices.
		Designs a Web page.	Product	Accurately designs a Web page.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Perform practical work in companies through different workstations in Labor@ classroom practice efficiently	Performs practical work in companies through different workstations in Labor@ classroom practice efficiently.	Develops procedures for physical and automatic control of information management.	Product	Clearly develops procedures for physical and automatic control of information management.
		Designs technical reports on the operability of business practice weekly.	Product	Correctly designs technical reports on the operability of business practice weekly.

PROGRAM CONTENTS

BUSINESS COMMUNICATION

BUSINESS COMMUNICATION

In this subject area, students acquire the knowledge and skills to achieve an effective administration of documents, in verbal communication, in written communication and composition by applying the techniques of corporate discourse; therefore an adequate methodology and teaching techniques must be used to get learning results.

This subject area has three study blocks, 8 hours per week for a total of 200 hours per year:

Oral communication: students acquire abilities in oral speech for personal development as a professional. Likewise, it is expected that the students will apply effective communication techniques.

Written communication: students acquire abilities in the written discourse in order to achieve an effective communication. The knowledge is acquired with practice; therefore constant practice is necessary in the composition of documents.

Quality Customer Service: apply different techniques to assist customers in the English language.

GENERAL OBJECTIVES OF SUBJECT AREA

1. Value the importance of technological innovation as a support to oral and written communication.

2. Foster creative and critical development in oral speech performance.

3. Develop good work habits to be effective and effective in the tasks performed.

4. Show quality in the composition of the corporate discourse by applying the correct composition techniques

5. Write all types of corporate documents using all the orthographic rules effectively.

6. Develop composition techniques of all types of documents by applying the basic characteristics of documentation.

7. Describe and apply different techniques in English for the reception of and handling of telephone calls.

8. Understand and be understood by other persons in the English language.

STUDY BLOCK DISTRIBUTION
BUSINESS COMMUNICATION

STUDY BLOCK	Name	Time in hours	Weeks per study block
I	Oral Communication	40 hours	5 weeks
II	Written Communication	40 hours	5 weeks
III	Quality Customer Service	120 hours	15 weeks
	Total	200 hours annualy	25 weeks

STUDY BLOCK

BUSINESS COMMUNICATION

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title: Oral Communication
Purpose: Use oral communication techniques regarding business issues.
Competency Level: Basic.

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly Identifies the concept and significance of professional ethics in the business world and at modern office.	Specific
Accurately describes ethics of the professional secretary.	Specific
Correctly recognizes the concept and importance of humanist ethics at modern office.	Specific
Accurately analyzes human ethics.	
Constantly practices professional values in the classroom.	Specific
Clearly distinguishes different techniques for oral communication.	Specific
Effectively practices techniques for oral expression to address current issues.	Specific
Correctly performs group activities to perform oral expression techniques addressing current events.	Specific

COMPETENCY ELEMENTS

	Title of element
3 – 2	Demonstrate abilities and skills in the application of the techniques of oral communication.

PERFORMANCE CRITERIA

Apply oral communication techniques in different discourses of organizational performance.

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

Identifies the importance of professional ethics in the corporate environment and at modern office.
Describes professional ethics for the professional or/and executive.
Discusses about human ethics.
Distinguishes different techniques for oral communication

PERFORMANCE EVIDENCE

Practices ideals of the profession in the classroom.
Recognizes the concept and importance of humanist ethics at modern office.

PRODUCT EVIDENCE

Practices techniques of oral expression to address current events.
Carries out group activities to practice oral expression techniques in addressing current events.

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study block: Written Communication   **Time:** 40 hours
Purpose: Apply techniques and methodologies for efficient communication in the business world.

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply oral communication techniques in different discourses regarding organizational activities.	• Professional ethics: • Concept and importance of professional ethics in the business environment and the modern office • Professional ethics in the secretarial environment • Professional responsibility. • Professional training • Professional remuneration	Teacher: • Describes the concept and importance of professional ethics in the business world at modern office. • Analyzes professional or/and executive ethics.	• Technical capacity in performing duties.	• Apply oral communication techniques in different discourses regarding organizational activities.

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

	Humanist ethics:
	
	• Concept and importance of applying humanist ethics in the modern office
	• Responsibility and social commitment
	• Human vocation.
	• Values and performance of the profession:
	  • Quality of work
	  • Responsibility
	  • Cooperative spirit
	  • Cleanliness and orderliness in the place of work
	  • Attendance and punctuality.
	  • Discretion
	  • Acceptance of norms
	  • Autonomy
	  • Initiative
	  • Creativity
	  • Courtesy
		Teacher:
		
		• Defines the concept and importance of humanist ethics in the modern office.
		
		• Analyzes humanist ethics.
		
		• Associates values with professional performance.		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• National Reality Current events: • Economy • Politics • Social issues • Religious issues • Cultural issues • Environmental issues • Education • Health • Sports	Teacher: • Contrasts different techniques of oral expression. • Demonstrates different oral expression techniques to deal with current issues. • Organizes group activities to practice oral expression techniques about current events. Student: • Identifies the concept and importance of professional ethics in the business environment and the modern office. • Describes ethics of the professional and the executive. • Recognizes the concept and importance of humanist ethics in the modern office. • Analyzes humanist ethics. • Practices values of the profession during classroom performance.		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Distinguishes different oral communication techniques. • Practices different oral expression techniques for analyzing different issues. • Performs group activities to implement oral expression techniques in analyzing current events.		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Oral Expression	PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - Workshop	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES
Teacher: • Describes the concept and importance of professional ethics in the business environment and the modern office.   • Discusses ethics of the professional and/or executive.   • Defines the concept and importance of humanist ethics at modern office.   • Explores humanist ethics.   • Relates values with professional performance.   • Compares oral communication techniques.   • Demonstrates oral expression techniques to address current events.   • Organizes group activities to practice oral expression techniques addressing current issues.

RECOMMENDED CHECK LIST		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
Identifies the concept and importance of professional ethics in the business world at the modern office clearly.			
Acccurately analyzes ethics of the professional secretary.			
Correctly recognizes the concept and importance of humanist ethics at modern office.			
Accurately discusses humanist ethics.			
Constantly practices professional values in the classroom.			
Clearly distinguishes different oral communication techniques.			
Effectively practices oral expression techniques to address current issues.			
Correctly performs group activities to practice oral expression techniques addressing current issues.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply oral communication techniques in different discourses of the organization environment.	Applies oral communication techniques in different discourses of organization environment.	Identifies the concept and importance of professional ethics in the business world and at modern office.	Knowledge	Clearly identifies the concept and importance of professional ethics in the business world and at modern office.
		Analyzes ethics of the professional secretary.	Knowledge	Exactly analyzes ethics of the professional secretary.
		Recognizes the concept and importance of humanist ethics at modern office.	Performance	Recognizes the concept and importance of humanist ethics at modern office correctly.
		Discusses humanist ethics.	Knowledge	Accurately discusses humanist ethics.
		Practices professional values in the classroom.	Performance	Constantly practices professional values in the classroom.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIESS
		Distinguishes different techniques of oral communication	Performance	Clearly distinguishes different techniques of oral communication.
		Practices oral expression techniques to address current topics.	Product	Effectively practices oral expression techniques to address current topics.
		Carries out group activities to practice oral expression techniques addressing current topics.	Product	Accurately carries out group activities to practice oral expression techniques addressing current topics.

STUDY BLOCK

WRITTEN COMMUNICATION

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title: Written Communication

Purpose: apply techniques and methodologies to efficiently communicate with the business environment.

Competency Level: Basic

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly identifies characteristics of different personal and legal documents.	Specific
Precisely prepares different personal and legal documents.	Specific
Correctly interprets procedures to draft minutes.	Specific
Clearly describes procedures prior to the preparation of a meeting.	Specific
Appropriately prepares memos according to recommended procedures.	Specific
Clearly synthesizes concepts of advertising messages	Specific
Appropriately distinguishes types of advertising messages.	Specific
Accurately redefines norms regulating advertising messages.	Specific
Correctly drafts advertising messages according to recommended techniques.	Specific
Efficiently interprets definitions, characteristics and objectives of a report.	Specific
Correctly identifies types of reports.	Specific
Correctly drafts reports using different formats, styles and others.	Specific
Efficiently describes general rules and norms to draft national and international agreements and commercial contracts.	Specific
Correctly prepares national and international commercial agreements and contracts.	Specific

COMPETENCY ELEMENTS

Reference	Title of Element
3 – 1	Develop skills for appropriate communication using adequate techniques and methodologies for each individual situation.

PERFORMANCE CRITERIA

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.

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

Identifies characteristics of different personal and legal documents.
Interprets procedures to write up minutes.
Distinguishes types of advertising messages.
Synthesizes concepts of advertising messages.
Interprets definition, characteristics and objectives of the report.
Describes general rules and norms to draft national and international
commercial agreements and contracts.

PERFORMANCE EVIDENCE

Describes preparation procedures previous to a meeting.
Restates norms regulating advertising messages.
Selects types of reports.

PRODUCT EVIDENCE

Drafts different personal and legal documents.
Prepares minutes according to recommended procedures.
Drafts advertising messages according to recommended techniques.

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study block: Written Communication   **Time:** 40 hours
Purpose: Apply techniques and methodologies for efficient communication in the business world.

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Prepare personal and legal documents using correct writing techniques according to individual characteristics.	Structures, characteristics, presentation, treatment, terminology, parts, types, drafting and models of: • Personal documents • Curriculum vitae • Employment applications • Work contracts • Application for a visa. • Application for a passport • Process to acquire a driver's license	Teacher: • Describes characteristics of personal and legal documents. • Explains the process to prepare personal and legal documents.	• Discretion in confidential issues.	• Prepares personal and legal documents using correct drafting techniques according to individual characteristics.

LEARNING RESULTS	CONTENTS	TEACHING LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	- Legal documents - Certifications - Written communication - Deed - Mortgage - Guarantee certificate - The resource - Proclamation - The resolution - Notifications - Instances - Accusation - Power of attorney - Receipt for payment of fees - Decrees - Summons	Student: - Identifies characteristics of personal and legal documents. - Prepares personal and legal documents.		

LEARNING RESULTS	CONTENTS	TEACHING LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

2. Plan drafting and presentation of documents for a meeting.	Minutes
	• Procedures and legal aspects of the write up of minutes.
	• Prior procedures for a meeting.
	   • Preparation
	   • Summons
	   • Agenda
	• Recommendations on writing the minutes.
	• Writing and presentation of the minutes:
	   • Secretarial techniques
	   • Headings
	   • Absentee and in attendance members Quorum.
		Teacher:
		
		• Exemplifies procedures and techniques when drafting minutes.
		
		• Explains procedures prior to the preparation of a meeting.
		
		• Presents recommendations for the presentation of minutes.
			• Discretion in confidential issues.	• Plan drafting and presentation of documents for a meeting.

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	- Document body - Motions - Voting - Agreements - Conclusion paragraphs and final editing. • Final procedures: • Transcription of Agreements • Distribution of Minutes • Record of Minutes • Approval and rejection of minutes.	Student: Interprets procedures to draft minutes. • Describes procedures prior to the preparation of a meeting. • Prepares minutes according to recommended procedures.		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

3. Apply techniques for drafting advertising messages.	• Advertising messages:
	
	  • Advertising
	  • Structure of advertisements
	  • Types of advertising
	  • Subliminal advertising
	  • Objectives of advertising
	  • Ideological representations of advertising messages
	  • Marketing
		Teacher:
		• Defines concepts of advertising messages.
		
		• Classifies advertising messages.
		
		• Explains norms that regulate advertising messages.
		
		• Presents techniques to draft advertising messages.
			• Discretion in confidential issues.	• Applies techniques for drafting advertising messages.

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Approach to create a radio script. • Persuasive messages. • Classification of advertisements and commercials. • Drafting of commercial advertisements, TV news, stories and commentaries. • Concept and importance of stories and radio comments.	Student: • Synthesizes concepts of advertising messages. • Distinguishes the types of advertising messages. • Redefines norms regulating advertising messages. • Drafts advertising messages according to recommended techniques.		

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

4. Prepare different types of reports used at office.	The report
	• Definition
	• Characteristics
	• Objectives
	• Motives for the preparation of:
	  • The market
	  • Technical
	  • Commercial
	  • Write up
	  • The format
	  • Styles
	  • Presentation
	  • Margins
	• Classification
	  • Formal
	  • Informal
	• Types of reports
	  • Administrative
	  • Semi columns
	  • Graphic
	  • Abbreviated
	• Concepts, structure, steps of the process
	• Norms on the drafting of reports
	• Recommendations to present a report verbally before an audience.
		Teacher:
		• Formulates the definition, characteristics and objectives of the report.
		• Classifies types of reports.
		• Explains the wording, format, styles and others related to the preparation of a report.
		
		Student:
		
		• Interprets the definition, characteristics and objectives of the report.
		• Identifies types of reports.
		• Draft reports using different format, styles and others.
			• Discretion in confidential issues.	• Prepares different types of reports used at office.

235

LEARNING RESULTS	CONTENTS	LEARNING - TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5. Produce national and international commercial agreements and/or contracts.	• Definition • Characteristics • Objectives • Motives for the preparation: • The market • Technical • Commercial • Drafting • The format • Styles • Presentation • Margins • Extent • Drafting norms • Recommendations • Definition • Characteristics • Objectives • Reasons behind drafting: • Marketing • Technical • Commercial • Drafting • Format • Styles • Presentation • Margins • Scope • Drafting norms • Recommendations	<u>Teacher:</u> • Explains general norms and regulations to prepare commercial agreements and contracts, both domestic and international. • Demonstrates the preparation of commercial agreements and contracts, both domestic and international. <u>Student:</u> • Describes general regulations and norms for drafting national and international commercial agreements and contracts. • Prepares national and international commercial agreements and contracts.	• Discretion in confidential issues.	• Produces national and international commercial agreements and/or contracts.

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Written communication	PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - Workshop	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:

- Describes characteristics of personal and legal documents.
- Explains processes for preparing different personal and legal documents.
- Exemplifies procedures and techniques for drafting of minutes.
- Explains procedures prior to the preparation of a meeting.
- Presents recommendations for the presentation of minutes.
- Defines concepts of advertising messages.
- Classifies advertising messages.
- Explains norms that regulate advertising messages.
- Presents techniques for drafting advertising messages.
- Formulates the definition, characteristics and objectives of a report.
- Classifies types of reports.
- Explains the drafting, format, styles and other related with the preparation of a report.
- Explains general rules and norms in preparing commercial agreements and contracts, both domestic as well as international.
- Demonstrates the preparation of commercial agreements and contracts, both domestic as well as international.

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
Clearly identifies characteristics of personal and legal documents.			
Correctly prepares personal and legal documents.			
Correctly interprets procedures to draft minutes.			
Clearly describes procedures prior to the preparation of a meeting.			
Correctly prepares memos according to recommended procedures.			
Clearly synthesizes concepts of advertising messages.			
Accurately distinguishes types of advertising messages.			
Accurately redefines norms that regulate advertising messages.			
Correctly drafts advertising messages according to recommended techniques.			
Effectively interprets definitions, characteristics and objectives of the report.			
Correctly identifies types of reports.			
Correctly drafts reports with different formats, styles and others.			
Effectively describes general rules and norms to prepare national and international commercial agreements and contracts.			
Correctly prepares national and international commercial agreements and contracts.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Prepare personal and legal documents using correct drafting techniques according to characteristics of each document.	Prepares personal and legal documents using correct drafting techniques according to characteristics of each document.	Identifies characteristics of personal and legal documents.	Knowledge	Clearly identifies characteristics of personal and legal documents.
		Prepares personal and legal documents.	Product	Accurately prepares personal and legal documents.
Plan the drafting and presentation of documents inherent to a meeting.	Plans the drafting and presentation of documents inherent to a meeting.	Interprets the procedures to draft the minutes.	Knowledge	Interprets the procedures to draft the minutes correctly.
		Describes procedures prior to the preparation of a meeting.	Performance	Clearly describes prior procedures for the preparation of a meeting.
		Prepares minutes according to recommended procedures.	Product	Accurately prepares minutes according to recommended procedures

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply techniques to draft advertising messages.	Applies the techniques to draft advertising messages.	Synthesizes the concepts of advertising messages.	Knowledge	Clearly synthesizes advertising messages concepts.
		Distinguishes types of advertising messages.	Knowledge	Accurately distinguishes types of advertising messages.
		Redefines norms that regulate advertising messages.	Performance	Accurately redefines norms that regulate advertising messages.
		Drafts advertising messages according to recommended techniques.	Product	Correctly drafts advertising messages according to recommended techniques.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Prepare types of reports used at office.	Prepares types of reports used at office.	Interprets the definition, characteristics and objectives of the report.	Knowledge	Clearly Interprets the definition, characteristics and objectives of the report.
		Selects types of reports.	Performance	Accurately selects different types of reports.
		Drafts reports with different formats, styles and others.	Product	Correctly drafts reports with different formats, styles and others.
Prepare national and/or international commercial agreements and contracts.	Prepares national and/or international commercial agreements and contracts.	Describes rules and norms to prepare national and international commercial agreements and contracts.	Knowledge	Effectively describes rules and norms to prepare national and international commercial agreements and contracts.
		Prepares national and international commercial agreements and contracts.	Product	Correctly prepares national and international commercial agreements and contracts.

STUDY BLOCK

QUALITY CUSTOMER SERVICE

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title: Quality Customer Service
Purpose: Distinguish quality customer services techniques according to organizational International Standards.
Competency level: Basic

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

	Classification
Clearly lists oral techniques for handling calls.	Specific
Efficiently describes oral techniques on how to treat every caller and how to welcome a guest.	Specific
Effectively understands information words to accomplish a task.	Specific
Accurately interprets receiving and handling routing calls.	Specific
Specifically identify specifications about the service mentality on a clerk.	Specific
Precisely selects oral techniques about service mentality keys.	Specific
Clearly understands specific details from conversations or texts about how to say hello.	Specific
Efficiently performs situations applying service mentality keys.	Specific
Clearly list oral techniques about screening and probing calls.	Specific
Accurately comprehends by listening how to determine caller needs.	Specific
Efficiently performs role plays.	Specific
Effectively understands specifications about basic telephone skill	Specific
Accurately distinguishes three part greeting in every call	Specific
Clearly identifies guidelines about how to transfer and holding a call.	Specific
Precisely describes specifications about handling of complaint callers.	Specific
Exactly summarizes the ASAP Technique used to handle irate callers	Specific
Restates tips about handling irate callers.	Specific
Efficiently interprets how to handle the irate caller activity.	Specific
Effectively lists oral techniques forbidden and positive phrases.	Specific
Clearly identifies phrases which should be avoided on the phone.	Specific
Accurately performs role plays using of positive phrases activity.	Specific
Clearly understands specifications about communication styles.	Specific
Effectively recognizes characteristics of proactive clerk.	Specific
Accurately performs role plays proactive customer service activities.	Specific
Clearly describes coaching as a management supervisory function.	Specific
Precisely restates Four Cs model for effective coach.	Specific

Accurately performs activities with specific details about primary skills of an effective coach.	Specific
Clearly Identifies six common errors made by employees who deal with customers in person or by telephone.	Specific
Accurately applies six cardinal rules of customer service.	Specific
Clearly performs activities with techniques for avoiding errors on the job.	Specific
Precisely identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.	Specific Specific
Clearly understands specifications about the elements of effective telephone communications.	Specific
Effectively performs role plays about curt to courteous activity.	Specific
Clearly understands specifications about a person on the phone.	Specific
Precisely identifies oral techniques "What is wrong with this picture."	Specific
Clearly explains how to give our customers satisfactory telephone attention.	Specific
Efficiently recognizes emotional leakage.	Specific
Precisely identifies types of emotional leakages and its occurrence in the workplace.	Specific
Exactly performs how to avoid emotional leakage in telephone conversations.	Specific
Accurately recalls the relationship between the companies internal telephone techniques and its total customer s	Specific
Effectively practices oral techniques about how to handle ourselves like customers to each other.	Specific
Efficiently dramatizes how we are customers to each other.	Specific
Exactly identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.	Specific Specific
Clearly understands specifications about how to deal with the foreign accent.	Specific
Precisely describes six reasons why voice mail is superior to traditional written methods of taking messages.	Specific
Efficiently practices techniques leaving messages on voice mail.	Specific
Clearly describes six reasons why voice mail is superior to traditional written methods of taking messages.	Specific
Accurately practices techniques leaving messages on voice mail.	Specific
Efficiently restates the importance of attitude and creativity in providing high quality customer service.	Specific
Exactly performs high quality customer services using the telesales tips from A to Z.	

COMPETENCY ELEMENTS

Reference	Title of theElement
3 – 1	Apply quality customer service techniques according to international organizations.

PERFORMANCE CRITERIA

Applies   techniques which maximize effectiveness in receiving and handling routing calls.

Provides excellent service and competitive edge to the organization.

Applies techniques for improving effectiveness as a listener.

Applies proper telephone techniques in providing excellent service to customers.

Solves handling complaint callers by providing excellent service.

Recognizes positive phrases and others which should be avoided on the phone.

Applies techniques to be proactive with customers by telephone or personal.

Applies the four step model for effective coaching.

Recognizes effective strategies or techniques for avoiding errors on the job.

Develops effective telephone communication and state the courteous techniques.

Identifies oral techniques about what's wrong with this picture.

Applies specific techniques which are effective in preventing emotional leakage.

Recognizes between the companies' internal telephone techniques and customer service.

Applies at least one effective alternative technique for avoiding mistakes.

Practices six techniques on how to leave an effective voice mail message.

Provides high quality customer services using the telesales tips from A to Z.

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

Lists oral techniques for handling calls.
Describes oral techniques on how to treat every caller and how to welcome a guest.
Lists oral techniques about screening and probing calls.
Identifies guidelines about how to transfer and hold a call.
Describes specifications about handling complaint callers.
Restates tips about handling irate callers.
Lists oral techniques forbidden and positive phrases.
Understands specifications about communication styles.
Describes coaching as a management supervisory function.
Identifies six common errors made by employees who deal with customers in person or by telephone.
Identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.
Understands specifications about elements of effective telephone communications.
Understands specifications about the person on the phone.
Identifies oral techniques "What is wrong with this picture."
Identifies types of emotional leakages and its occurrence in the workplace.
Recalls the relationship between the companies internal telephone techniques and its total customer service.
Identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.
Understands specifications about how to deal with the foreign accent
Restates the importance of attitude and creativity in providing high quality customer service**.**

PERFORMANCE EVIDENCE

Understands information words to accomplish a task.
Selects oral techniques about service mentality keys.
Comprehends by listening how to determine caller needs.
Understands specific details from conversations or texts about how to say hello.
Understands specifications about basic telephone skills.
Summarizes the ASAP Technique used to handle irate callers
Identifies phrases which should be avoided on the phone.
Recognizes characteristics of proactive clerk.
Restates Four Cs model for effective coach.
Performs activities with techniques for avoiding errors on the job.
Explains how to give our customers satisfactory telephone attention.
Recognizes emotional leakage.
Practices oral techniques about how to handle ourselves like customers to each other.
Describes six reasons why voice mail is superior to traditional written methods of taking messages

PRODUCT EVIDENCE

Interprets receiving and handling routing calls.
Performs situations applying service mentality keys.
Performs role plays using of positive phrases in activities.
Interprets how to handle the irate caller activities.
Performs role plays proactive customer service activities.
Performs activities with specific details about primary skills of an effective coach.
Performs activities with specific details about primary skills of an effective coach.
Applies six cardinal rules of customer service.
Performs role plays about curt to courteous activity.
Performs how to avoid emotional leakage in telephone conversations.
Dramatizes how we are customers to each other.
Practices techniques leaving messages on voice mail.
Performs high quality customer services using the telesales tips from A to Z.

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 1 Attitude   **Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1.Apply techniques which maximize effectiveness in receiving and handling routing calls.	• Quality Customer Service definition. • Receiving and handling routing calls clasification. • Techniques for handling and receiving routing calls. • Routing calls office topics.	Teacher: • Describes oral techniques for handling calls. • Explains oral techniques on how to treat every caller as a to welcome a guest. • States information words to accomplish to task. • Illustrates receiving and handling routing calls.	• Order and discipline	• Applies techniques which maximize effectiveness in receiving and handling routing calls

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA

	Techniques:
	
	•How to treat every caller as to welcome aguest:
	
	  • You plows the company
	  • First impressions last
	  • Speak clearly
	  • Acknowledge your caller's request
	  • Avoid carry over conversations
	  • Speed is not success
	  • Hold on
		Student:
		• Lists oral techniques for handling calls.
		
		• Describes oral techniques on how to treat every caller and how to welcome a guest.
		
		• Understands information words to accomplish a task.
		
		• Interprets receiving and handling routing calls.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade**: Twelfth
Study Block: Quality Customer Service: 2 How to say Hello   **Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Provide excellent service and competitive edge to the organization.	• Service mentality definition. • Customer definition. • Customers classification. **Service Mentality Keys:** • Speaking appropriately • Understanding ideas. • Personal questions • Formal and informal office conversations.	Teacher: • Explains specifications about the service mentality on a clerk. • Labels oral techniques about service mentality keys. • Defines specific details from conversations or texts about how to say hello. • Organizes service mentality situations.		Provides excellent service and competitive edge to the organization.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Skills for a better clerk in customer service: • Empathy • Enthusiasm • Ownership • Responsibility • Adaptability • Balance • Resiliency	Student: • Identifies specifications about the service mentality on a clerk. • Selects oral techniques about service mentality keys. • Understands specific details from conversations or texts about how to say hello. • Performs situations applying service mentality keys.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subjetc Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 3 Call screening and probing   **Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3.Apply techniques for improving effectiveness as a listener.	Call screening and probing : • Do not interrupt • Give verbal feedback clues. • Always have paper and pen or pencil by every phone • Ask the correct questions. • Gather the right information • Never Argue. • Personal questions	Teacher: • Explains oral techniques about screening and probing calls. • Shows by plays conversations how to determine caller needs. • Prepares caller needs activities.		• Applies techniques for improving effectiveness as a listener.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES Student:	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Determining Caller Needs*:* • Make up your mind • Welcome words • Concentrate • Lead, do not push • Hearing what they say • Every call is not worthy • Let them hear you listening • Objectivity	• Lists oral techniques about screening and probing calls. • Comprehends by listening how to determine caller needs. • Performs role plays determining caller needs activity.		

Ministerio de Educación Pública
Departamento de Especialidades Técnicas

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication
Study Block: Quality Customer Service:4 Call transfer and holding

Grade: Twelfth
Time: 8 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
4.Apply proper telephone techniques in providing excellent service to customers.	Basic Telephone Skills: • Answering to business call. • Putting a caller on hold • Monogramming the call • Avoiding excuses • Giving the caller your undivided attention • Giving spoken feedback signals • Taking accurate messages • Controlling the conversation • Avoiding mouth noises • Leaving a good last impression.	Teacher: • Describes specifications about the basic telephone skills. • States three part greeting in every call. • Expresses guidelines about how to transfer and hold a call.		• Applies proper telephone techniques in providing excellent service to customers.

255

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Three part greeting • Begin with a pleasant Buffer • Follow with the name of a company • End with your name	Student: • Understands specifications about the basic telephone skills. • Distinguishes three part greeting in every call. • Identifies guidelines about how to transfer and hold a call.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 5 Handling complaint callers   **Time:** 12 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5.Solve handling complaint callers by providing excellent service.	Handling complaint callers • Complaint cases • Irate callers definitions • Tips about how to handle irate callers. The ASAP Technique • Apologize • Sympathize • Accept responsibility • Prepare to help	Teacher: • Defines specifications about handling complaint callers. • Explains the ASAP Technique used to handle irate callers. • Distinguishes tips about handling irate callers. • Shows how to handle irate caller activity.		• Solves handling complaint callers by providing excellent service.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Tips about handling irate callers. • Do not hang up • Do not be rude • Help • Handle the problem • Ask personal questions.	<u>Student</u>: • Describes specifications about handling complaint callers. • Summarizes the ASAP Technique used to handle irate callers • Restates tips about handling irate callers. • Interprets how to handle the irate caller activity.		

Sector: Commercial and Services

Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 6 How do your customers picture you   **Time:** 8hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Recognize positive phrases and others which should be avoided on the phone.	• Forbidden phrases • I don't Know • We can't do that • You will have to • Just a second • No • Positives phrases • Let me check • Here is what we can do • You will need to • Are you able to hold	Teacher: • Identifies oral techniques about forbidden and positive phrases. • Recognizes phrases which should be avoided on the phone. • Demonstrates effective application of positive phrases activity.		• Recognizes positive phrases and others which should be avoided on the phone.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Techniques: • Think before you answer. • Offer a positive solution • Wait for a response • Don't star with a negative	Student: • Lists oral techniques forbidden and positive phrases. • Identifies phrases which should be avoided on the phone. • Performs role plays using of positive phrases activities.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 7 Communication styles   **Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
7. Apply techniques to be proactive with customers by telephone or in person	Proactive with customers Proactive definition Customer service definition	Teacher: • Explains specifications about communication styles. • Identifies characteristics of proactive clerk. • Shows proactive customer service activities.		• Applies techniques to be proactive with customers by telephone or in person.

Ministerio de Educación Pública
Departamento de Especialidades Técnicas

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Characteristics of proactive clerk • Be confident • Build rapport • Always smile • Always be friendly • Give the customer to choice. • Exceed the customer expectations	Student: • Understands specifications about communication styles. • Recognizes characteristics of proactive clerk. • Performs role plays about proactive customer service activities.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 8 Delivering Coaching, receiving and giving   **Time: 12** hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES Teacher:	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
8. Apply the four step model for effective coaching	• Management supervisory function. • Four Cs model for effective coaching. • Concurrence, counseling , commitment, congratulations or continuation definitions. • training definition • coaching definition • effective coach definition	• Defines coaching as a management supervisory function. • Understands Four Cs model for effective coach. • Shows specific details about primary skills of an effective coach.		Applies the four step model for effective coaching.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Primary skills of an effective coach. • Training, coaching and counseling • The four Cs model • Primary skills of an effective coach • Two styles of connecting employee performance • The skills of asking effective questions • Four types of common questions • Skills of effective listening • Nonverbal feedback • Positive and negative position • Directive feedback • Non directive feedback • Why ask questions?	Student: • Describes coaching as a management supervisory function. • Restates Four Cs model for effective coach. • Performance activities with specific details about the primary skills of an effective coach.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 9. Hearing is not listening   **Time:** 8 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
9. Recognize effective strategies or techniques for avoiding errors on the job.	• Six common errors made by employees who deal with customers. • Techniques for avoiding errors on the job.	Teacher: • Defines six common errors made by employees who deal with customers in person or by telephone. • Presents six cardinal rules of customer service. • Prepares activities with techniques for avoiding errors on the job.	• Respect for social and Cultural background of different people.	• Recognizes effective strategies or techniques for avoiding errors on the job.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Techniques: *Six Cardinal Rules of customer Service:* • People come before paperwork • Do not rush callers • Be friendly before you know who it is. • Do not be too busy to be nice • Do not use military language on civilians • You're Welcome	Student: • Identifies six common errors made by employees who deal with customers in person or by telephone. • Applies six cardinal rules of customer service. • Performs activities about techniques for avoiding errors on the job.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade**: Twelfth
Study Block: Quality Customer Service: 10 Telephone Courtesy   **Time:** 12 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
10. Develop effective telephone communication and state the courteous techniques.	• Business Friendly customer service tips: • Offering more than the minimum • Make yourself a star every time. • Each call is unique • Be Business Friendly. Don't argue • Responds appropriately to the caller's comments. • Elements of effective telephone communications.	Teacher: • Describes four critical elements of effective telephone communication which must be actively managed to ensure courtesy in business telephone contacts. • State specifications about the elements of effective telephone communications. • Shows from curt to courteous activity.	• Respect for social and Cultural background of different people.	• Develops effective telephone communication and state the courteous techniques.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	From Curt to Courteous: • Be tactful • Voice • Tone of Voice • Words Used • Listener's Perception • Business Friendly Service What Is It? • Avoid De-Sensitization • Solve the Problem • Show Empathy • Smile	Student: • Identifies four critical elements of effective telephone communication which must be actively managed to ensure courtesy in business telephone contacts. • Understands specifications about the elements of effective telephone communications. • Performs role plays from curt to courteous activity.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subjetc Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 11 What is wrong with the picture?   **Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
11. Identify oral techniques about what's wrong with this picture.	*What's Wrong With this Picture:* • The person or the Phone? • Help Desk? • Bad Rap Department • Have a Nice Day • Getting Mad at Peter taking it Out on Paul • Call Down • Board – Bored Operator • An Honest Mistake • Excuse Me Could I Get some Help? Who Cares?	Teacher: • Labels specifications about the person on the phone • Describes oral techniques "What is wrong with this picture." • Ilustrates how to give our customers satisfactory telephone attention.	Respect for social and Cultural background of different people.	Identifies oral techniques about what's wrong with this picture.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Techniques to give the customer satisfactory telephone attention: • Smile and give immediate acknowledgment when a customer walks up and you're on the phone. • Show empathy • Handle the situation when a customer calls with a problem. • Stay positive with comments about your company. • Customers deserve your full attention. • Remember your problems are not the customer's. Don't let your negative emotions leak over to your customers. • Never order your customers to calm down. • Use the proper techniques for handling irate callers.	Student: • Understands specifications about the person on the phone • Identifies oral techniques "What is wrong with this picture." • Explains how to give our customers satisfactory telephone attention.		

Sector: Commercial and Services
 Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 12 Emotional Leakage   **Time:** 8 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
12. Apply specific techniques which are effective in preventing emotional leakage.	Techniques which are effective in preventing emotional leakage. • Shifting emotional gears • Smile before you pick up the phone • Callers can hear your smile even when they can't see it • A phony smile is better than a real frown • Leaving a good last impression • Take a deep breath	Teacher: • Defines emotional leakage. • Distinguishes different types of emotional leakages and its occurrence in the workplace. • Explains how to avoid emotional leakage in telephone conversations.	Respect for social and Cultural background of different people.	Applies specific techniques which are effective in preventing emotional leakage.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Recognizes emotional leakage. • Identifies types of emotional leakages and its occurrence in the workplace. • Performs how to avoid emotional leakage in telephone conversations.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication **Grade:** Twelfth
Study Block: Quality Customer Service: 13. We are customers to each others. **Time:** 8 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
13. Recognize between the companies' internal telephone techniques and customer service.	• Companies internal telephone techniques and its total customer service. Techniques: • Courteous, friendly, professional treatment. • Take the initiative. • Greet the caller with a pleasant buffer. • Ask don't demand. • Politeness is never out of style. • Take pride in your work • Don't make or take calls anonymously	Teacher: • States the relationship between the companies internal telephone techniques and its total customer service. • Explains oral techniques about how to handle ourselves like customers to each other. • Shows how we are customers to each other.	• Respect for social and Cultural background of different people	• Recognizes between the companies' internal telephone techniques and customer service.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Know your Customers, Inside and Out • For whom the phone rings • A matter of Manner • The name Game	Student: • Recalls the relationship between the companies internal telephone techniques and its total customer service. • Practices oral techniques about how to handle ourselves like customers to each other. • Dramatizes how we are customers to each other.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 14   How do deal with the foreign accent.   **Time:** 8 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
14. Apply at least one effective alternative technique for avoiding mistakes.	• Foreign accent definition. Tips to avoid mistakes dealing with the foreign: • Let customers know you want to help. • Ask the customer to repeat if the message is not clear. • Encourage the customer to take his/ her time • Speak clearly without raising your voice • It's never okay to be rude to a customer. • Anticipate the special needs of your customers.	Teacher: • Specifies common mistakes made by people attempting to communicate with customers who have a foreign accent. • Explains specifications about how to deal with the foreign accent. • Shows specific details from conversations about how to deal with the foreign accent.		• Applies at least one effective alternative technique for avoiding mistakes.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		Student: • Identifies common mistakes made by people attempting to communicate with customers who have a foreign accent. • Understands specifications about how to deal with the foreign accent. • Performs specific details from conversations about how to deal with the foreign accent.		

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 15 Escape from voice mail jail   **Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
15. Practice six techniques on how to leave an effective voice mail message.	• Define voice mail? • What is a voice mail jail? Techniques: • Customers can call and place orders even when you are out of the office • Automated attendant • Save time and paper • Give name and department • Always be friendly • Never leave bad news messages on voice mail. Escape from Voice Mail Jail: • What people like/ dislike about voice mail • Why voice mail? • The Greeting • Leaving Messages on voice mail.	Teacher: • Describes six reasons why voice mail is superior to traditional written methods of taking messages. • Shows techniques leaving messages on voice mail. Student: • Describes six reasons why voice mail is superior to traditional written methods of taking messages. • Practices techniques leaving Messages on voice mail.		• Practice six techniques on how to leave an effective voice mail message.

Sector: Commercial and Services
Program: Bilingual Secretary
Subject Area: Business Communication   **Grade:** Twelfth
Study Block: Quality Customer Service: 16 Telesales tips from A to Z   **Time:** 12 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
16. Provide high quality customer services using the telesales tips from A to Z.	*Telesales Tips from A to Z :* • **A =** At*titude* • **B =** Benefits • **C =** Closing • **D =** Details • **E =** Echo questions • **F =** Finish the day ready to begin • **G =** Greetings • **H =** Humor • **I =** Irritates • **J =** Jerry's pet peeve • **K =** Know your objective • **L =** Let's • **M =** Monogram the call • **N =** Naturally Inquisitive • **=** One word answers • **P =** Practice being positive • **Q =** Qualifying	Teacher: • States the importance of attitude and creativity in providing high quality customer service. • Shows high quality customer services using the telesales tips from A to Z.		• Provides high quality customer services using the telesales tips from A to Z.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• **R =** Rejection • **S =** Smile • **T=** Tone of Voice • **U =** Understanding needs • **V =** Vary your responses • **W =** Weak, Wimpy Words • **X =** X out these credibility busters • **Y =** You buy or they buy • **Z =** Be Creative	Student: • Restates the importance of attitude and creativity in providing high quality customer service. • Performs high quality customer services using the telesales tips from A to Z.		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK:	PRACTICE No. 1

Purpose:

Scenario: classroom and workshop	Time:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:

- Describes oral techniques for handling calls.
- Explains oral techniques on how to treat every caller as a welcome guest.
- States information words to accomplish to task.
- Illustrates receiving and handling routing calls.
- Explains specifications about the service mentality on a clerk.
- Labels oral techniques about service mentality keys.
- Defines specific details from conversations or texts about how to say hello.
- Organizes service mentality situations.
- Explains oral techniques about screening and probing calls.
- Shows role plays conversations, and how to determine caller needs.
- Prepares determining caller needs activity.
- Describes specifications about basic telephone skills.
- States three parts greeting in every call.
- Expresses guidelines about how to transfer and hold a call.
- Defines specifications about handling complaint callers.
- Explains the ASAP Technique used to handle irate callers.
- Distinguishes tips about handling of irate callers.
- Shows how to handle the irate caller activity.
- Identify oral techniques about forbidden and positive phrases.
- Recognizes phrases which should be avoided on the phone.
- Demonstrates effective application of positive phrases activity.
- Explains specifications about communication styles.
- Identifies characteristics of proactive clerk.
- Shows proactive customer service activities.
- Defines coaching as a management supervisory function.
- Understands Four Cs model for effective coach.
- Shows specific details about primary skills of an effective coach.

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT
Student´s Name:

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly lists oral techniques for handling calls. Efficiently describes oral techniques on how to treat every caller as a welcome guest.			
Effectively understands information words to accomplish to task.			
Accurately interprets receiving and handling routing calls. Specifically identify specifications about the service mentality on a clerk. Precisely selects oral techniques about service mentality keys. Clearly understands specific details from conversations or texts about how to say hello.			
Efficiently performs situations applying service mentality keys.			
Clearly list oral techniques about screening and probing calls. Accurately comprehends by listening how to determine caller needs. Efficiently performs role plays determining caller needs activity.			
Effectively distinguishes three part greeting in every call			
Clearly identifies guidelines about how to transfer and hold a call. Precisely describes specifications about handling complaint callers.			
Exactly summarizes the ASAP Technique used to handle irate callers			
Clearly restates tips about handling irate callers. Efficiently interprets how to handle the irate caller activities. Effectively lists oral techniques forbidden and positive phrases.			

PRACTICES AND CHECKLISTS
PRACTICE DEVELOPMENT

Student´s Name:

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly identifies phrases which should be avoided on the phone. Accurately performs role plays using of positive phrases activity. Clearly understands specifications about communication styles.			
Effectively recognizes characteristics of proactive clerk.			
Accurately performs role plays proactive customer service activities. Clearly describes coaching as a management supervisory function. Precisely restates Four Cs model for effective coach. Accurately performs activities with specific details about primary skills of an effective coach.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Apply techniques which maximize effectiveness in receiving and handling routing calls.	Applies techniques which maximize effectiveness in receiving and handling routing calls.	Lists oral techniques for handling calls.	Knowledge	Clearly lists oral techniques for handling calls.
		Describes oral techniques on how to treat every caller as a welcome guest.	Knowledge	Efficiently describes oral techniques on how to treat every caller as a welcome guest.
		Understands information words to accomplish a task.	Performance	Effectively understands information words to accomplish to task.
		Interprets receiving and handling routing calls.	Product	Accurately interprets receiving and handling routing calls.
		Identifies specifications about the service mentality on a clerk.	Knowledge	Specifically identifies specifications about the service mentality on a clerk.
		Selects oral techniques about service mentality keys.	Performance	Precisely selects oral techniques about service mentality keys.
		Understands specific details from conversations or texts about how to say hello.	Performance	Clearly understands specific details from conversations or texts about how to say hello.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Provide excellent service and competitive edge to the organization.	Provides excellent service and competitive edge to the organization.	Performs situations applying service mentality keys.	Product	Efficiently performs situations applying service mentality keys.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Apply techniques for improving effectiveness as a listener.	Applies techniques for improving effectiveness as a listener.	Lists oral techniques about screening and probing calls.	Knowledge	Clearly lists oral techniques about screening and probing calls.
		Comprehends by listening how to determine caller needs.	Performance	Accurately comprehends by listening how to determine caller needs.
		Performs role plays determining caller needs activity.	Product	Efficiently performs role plays determining caller needs activity.
Apply proper telephone techniques in providing excellent service to customers.	Applies proper telephone techniques in providing excellent service to customers.	Understands specifications about the basic telephone skills.	Performance	Effectively understands specifications about the basic telephone skills.
		Distinguishes three part greeting in every call.	Knowledge	Accurately distinguishes three part greeting in every call.
		Identifies guidelines about how to transfer and hold a call.	Knowledge	Clearly identifies guidelines about how to transfer and hold a call.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Solve handling complaint callers by providing excellent service.	Solves handling complaint callers by providing excellent service.	Describes specifications about handling complaint callers.	Knowledge	Precisely describes specifications about handling complaint callers.
.		Summarizes the ASAP Technique used to handle irate callers	Performance	Exactly summarizes the ASAP Technique used to handle irate callers
		Restates tips about handling irate callers.	Knowledge	Clearly restates tips about handling irate callers.
		Interprets how to handle the irate caller activity.	Product	Effectively interprets how to handle the irate caller activity.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFIENCIES
Recognize positive phrases and others which should be avoided on the phone.	Recognizes positive phrases and others which should be avoided on the phone.	Lists oral techniques forbidden and positive phrases.	Knowledge	Effectively lists oral techniques forbidden and positive phrases.
		Identifies phrases which should be avoided on the phone.	Performance	Clearly identifies phrases which should be avoided on the phone.
		Performs role plays using of positive phrases activities.	Product	Accurately performs role plays using positive phrases activities.
Apply techniques to be proactive with customers by telephone or personal.	Applies techniques to be proactive with customers by telephone or personal.	Understands specifications about communication styles.	Knowledge	Clearly understands specifications about communication styles.
		Recognizes characteristics of proactive clerk.	Performance	Effectively recognizes characteristics of a proactive clerk.
		Performs role plays about proactive customer service activities.	Product	Accurately performs role plays about proactive customer service activities.
Apply the four step model for effective coaching.	Applies the four step model for effective coaching.	Describes coaching as a management supervisory function.	Knowledge	Clearly describes coaching as a management supervisory function.
		Restates four Cs model for effective coach.	Performance	Precisely restates four Cs model for effective coach.
		Performance activities with specific details about the primary skills of an effective coach.	Product	Accurately performs activities with specific details about the primary skills of an effective coach.

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Recognize effective strategies or techniques for avoiding errors on the job.	Recognizes effective strategies or techniques for avoiding errors on the job.	Identifies six common errors made by employees who deal with customers in person or by telephone.	Knowledge	Efficiently identifies six common errors made by employees who deal with customers in person or by telephone.
		Applies six cardinal rules of customer service.	Knowledge	Accurately applies six cardinal rules of customer service.
		Performs activities with techniques for avoiding errors on the job	Product	Clearly performs activities with techniques for avoiding errors on the job.
Develop effective telephone communication and state courteous techniques.	Develops effective telephone communication and state courteous techniques.	Identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.	Knowledge	Precisely identifies four critical elements of effective telephone communication managing to ensure courtesy in business telephone contacts.
		Understands specifications about elements of effective telephone communications.	Knowledge	Clearly understands specifications about elements of effective telephone communications.
		Performs role plays about curt to courteous activity.	Product	Effectively performs role plays about curt to courteous activity.

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Identify oral techniques about what's wrong with this picture.	Identifies oral techniques about what's wrong with this picture.	Understands specifications about the person on the phone.	Knowledge	Clearly understands specifications about the person on the phone.
		Identifies oral techniques "What is wrong with this picture." Explains how to give our customers satisfactory telephone attention.	Knowledge Performance	Precisely identifies oral techniques "What is wrong with this picture." Clearly explains how to give our customers satisfactory telephone attention.
Apply specific techniques which are effective in preventing emotional leakage.	Applies specific techniques which are effective in preventing emotional leakage.	Recognizes emotional leakage.	Product	Efficiently recognizes emotional leakage.
		Identifies types of emotional leakages and its occurrence in the workplace. Performs how to avoid emotional leakage in telephone conversations.	Product Product	Precisely identifies types of emotional leakages and its occurrence in the workplace. Exactly performs how to avoid emotional leakage in telephone conversations.

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFIENCIES
Recognize between the companies' internal telephone techniques and customer service.	Recognizes between the companies' internal telephone techniques and customer service.	Recalls the relationship between companies internal telephone techniques and its total customer service.	Knowledge	Accurately recalls the relationship between the companies internal telephone techniques and its total customer service.
		Practices oral techniques about how to handle ourselves like customers to each other.	Knowledge	Effectively practices oral techniques about how to handle ourselves like customers to each other.
		Dramatizes how we are customers to each other.	Product	Efficiently dramatizes how we are customers to each other.
Apply at least one effective alternative technique for avoiding mistakes.	Applies at least one effective alternative technique for avoiding mistakes.	Identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.	Knowledge	Exactly identifies common mistakes made by people attempting to communicate with customers who have a foreign accent.
		Understands specifications about how to deal with the foreign accent.	Knowledge	Clearly understands specifications about how to deal with the foreign accent.
		Performs specific details from conversations about how to deal with the foreign accent.	Product	Precisely performs specific details from conversations about how to deal with the foreign accent.

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFIENCIES
Practice six techniques on how to leave an effective voice mail message.	Practice six techniques on how to leave an effective voice mail message.	Describes six reasons why voice mail is superior to traditional written methods of taking messages.	Knowledge	Precisely describes six reasons why voice mail is superior to traditional written methods of taking messages.
Provide high quality customer services using the telesales tips from A to Z.	Provides high quality customer services using the telesales tips from A to Z.	Practices techniques leaving Messages on voice mail.	Performance	Efficiently practices techniques leaving Messages on voice mail.
		Restates the importance of attitude and creativity in providing high quality customer service.	Knowledge	Efficiently restates the importance of attitude and creativity in providing high quality customer service.
		Performs high quality customer services using the telesales tips from A to Z.	Product	Exactly performs high quality customer services using the telesales tips from A to Z.

PROGRAM CONTENT

SUBJECT ÁREA

TRANSLATION AND INTERPRETING

Elaborated by:

M.Sc. Anabelle Venegas Fernández,

Foreighn Languages Coordinator

TRANSLATION AND INTERPRETING

This subject area aims at achieving quality in oral communication in a second language for the interpretation and simultaneous translation from English into Spanish and vice versa. Appropriate teaching methodology and techniques must be applied to achieve these objectives.

The study block should be developed both in the classroom and in the language lab in order to achieve the optimum level of written and oral interpretation and translation.

To acquire skills for efficient pronunciation, diction and conversation and oral management skills in a second language, promoting good practices should be emphasized in the classroom.

GENERAL OBJETIVES OF THE SUBJECT AREA

1. Develop skills in a second language to express thoughts and communicate with national and international customers in a company.

2. Develop effective skills in interpretation and translation.

3. Develop effective skills in listening and speaking.

4. Develop skills to communicate fluently at an advanced level in a second language.

5. Facilitate learning of a second language in an attractive way.

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

STUDY BLOCK DISTRIBUTION

TRANSLATION AND INTERPRETING

STUDY BLOCK	NAME	TIME IN HOURS	WEEKS PER STUDY BLOCK
I	TRANSLATION	50 HOURS	12 weeks
II	INTERPRETING	50 HOURS	13 weeks
	TOTAL	100 Hours annually	25 weeks

Sector: Commercial and Services
Program: Bilingual Secretary
Subject area: English Translation and Interpretation
Study Block : Translation

Grade: Twelfth
Time: 50 hours

Target 1: Interacting Efficiently In English at Work To Enrich Costa Rican Cultural, Economical And Social Welfare

LINGUISTIC COMPETENCIES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
1. Analyzing the main features of the translation and interpreting process. 2. Using different strategies in order to obtain accurate translation. 3. Analyzing the most important techniques used to translate different types of texts. 4. Translating different texts according to content and level of difficulty.	• Difference between translation and interpreting. • The term and the concept of "translation". • Decoding the meaning of the source text. • Re-encoding this meaning in the target language. • Measuring success in translation: Faithfulness or fidelity, and transparency.	• Read or listen to oral texts to identify different styles and information display. • Identification of forms to complete documents. • Production of appropriate forms to give messages. • Scan information to get specific details. • Written summary of messages. • Search of basic information in brochures, internet, newspapers, and others.	Effort to complete the task. Discipline to perform the tasks. Efficiency when performing tasks. Order Responsibility	• Analysis of ideas expressed, opinions and reasons to make a choice. • Getting the gist from written sources. • Taking notes of real situations. • Completion of answer sheets with sets of translation rules. • Presentation of a chart, table or any other kind of diagram where the information has been recalled.

LINGUISTIC COMPETENCIES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
5. Using different techniques for error correction. 6. Obtaining accurate result in the translation process.	• Translation problems: General, text, language and "untranslatability" • Types of translations: General, technical, scientific, medical. • Trends in translation: machine, computer-assisted and cultural. • Translation techniques: Slang, literal, transposition, modulation, adaptation, etc. • Translating at the Call Center : Letters, faxes, e-mails, telemarketing, clientele, and debt collection	• Search of details from a text. • Selection of the appropriate alternatives to complete a task. • Reading of different documents. • Use of technology to write documents. • Transcription of documents. • Production of written documents. • Identification of important elements in written documents. • Identification of the use of a variety registers in written documents.	• Politeness when interacting with others. • Respect for others own way of expressing. • Desire to perform an excellent task. • Order and discipline. • Social and cultural background of different companies. • Leadership in specific situations.	• Completion of procedures or sets of translation rules. • Production of a set of translated documents. • Demonstration of understanding by following procedures. • Presentation of different types of translations done individually or in groups.

LINGUISTIC COMPETENCIES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
		- Read or listen to oral texts to complete a task. - Elicitation/ transmission of written information. - Reading of different articles related to the topic studied. - Search of basic information in internet, newspapers, and others. - Read different types of texts to transcribe the information. - Production of diagrams, summaries and texts with the information heard. - Selection of words, phrases, sentences and paragraphs for the specific content of definition.		- Show understanding of concept by presenting diagrams, definitions and illustrations. - Presentation of translations using the corresponding techniques.

LINGUISTIC COMPETENCIES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
		• Presentation of written forms with specifications and instructions. • Production of more complex written tasks where students present pieces of equipment use and their specifications. • Transference of information from different types of documents to charts, grids, and others. • Transference of information from a text to another text (written in English). • Transference of a written message from English to Spanish and vice versa.		

Sector: Commerce and Services
Program: Bilingual Secretary   Grade: Twelfth
Subject area: English Translation and Interpretation   Time: 50 hours
Study Block : Interpreting
Target 2: Interacting Efficiently In English at Work To Enrich Costa Rican Cultural, Economical And Social Welfare

LINGUISTIC COMPETENCIES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
1. Distinguishing between translating and interpreting. 2. Identifying the main skills and attitudes involved in the interpreting process. 3. Determining different strategies in order to obtain accurate interpreting. 4. Overcoming the most relevant barriers in the interpreting process.	• The difference between translation and interpreting. • The term and the concept of "interpreting". • Modes of interpreting: Simultaneous, whispered, consecutive and liaison interpreting. • Types of interpreting: Conference, legal/court, escort, public service, medical.	• Listen to sample language to get literal meaning. • Identification of oral interactions to complete documents. • Summary of oral messages. • Search of oral information. • Search of details from an oral interaction. • Sentence-by-sentence basis consecutively interpreting.	• Effort to complete the task. • Discipline to perform the tasks. • Efficiency when performing tasks. • Order • Responsibility	• Completion of procedures or sets of interpreting rules. • Demonstration of understanding by following procedures. • Presentation of different types of interpreting done individually or in groups. • Show understanding of concept by presenting interpreting.

LINGUISTIC COMPETENCIES	CONTENT	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
5. Using different techniques used to translate different types of texts. 6. Implementing different interpreting techniques according to content and level of difficulty. 7. Taking advantage of the interpreting activity in the different Service Centers located in Costa Rica	• Techniques used for interpreting oral texts: direct and inverse, individual, group. • Interpreting at the Call Center: Independently operated or networked with additional centers. • Overcome Call Center noise hazards: Failure of equipment, job exhaustion and stress, dialect and pronunciation variations. • The voice and data pathways into the center: Voice analysis, speech variations, voice recognition, note taking, voicemail, voice recording, answer and monitoring (the source and one's language).	• Production of appropriate forms to give oral messages. • Transmission of oral information. • Listening to and note taking as the speech progresses to reproduce the message in the target language. • Transference of an oral message from English to Spanish and vice versa.	• Politeness when interacting with others. • Respect for others own way of expressing. • Desire to perform an excellent task. • Order and discipline. • Social and cultural background of different companies. • Leadership in specific situations.	• Analysis of ideas expressed, opinions and reasons to make a choice. • Completion of interpreting exercises with sets of rules. • Presentation of a summary, literal or any other kind of interpreting where the information has been recalled. • Interpreting presentations using the corresponding techniques.

BIBLIOGRAPHY

CONVERSATIONAL ENGLISH

Armstrong, Thomas. (2000) ***7 Kinds of Smart: Identifying and developing your many Intelligences.*** New York: Dutton /Signet,

Bain, Richard. (1999) ***Reflections: Talking about Language.*** St. Edmundsbury Press. London.

Brumfit, C.J y K. Johnson (2000) ***The Communicative Approach to Language Teaching.*** Oxford: University Press.

Campbell, Linda, Bruce Campbell, and Dee Dickinson. (2000) ***Teaching and Learning Through Multiple Intelligences.*** Tucson, AZ : Zephyr Press,.

Campbell, Bruce. (2000) ***Multiple Intelligences Handbook*** Tucson, AZ : Zephyr Press,.

Dudley-Evans, T., & St John, M. (1998). ***Developments in ESP: A multi-disciplinary approach***. Cambridge: Cambridge University Press.

Gardner, Howard. (1998) ***Frames of Mind : The theory of Multiple Intelligences.*** New York : Basic Books.

Gardner, Howard (2000) *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

Gatehouse, Kristen. (2001) ***The Internet TESL Journal, Vol. VII, No. 10.*** Key Issues in English for Specific Purposes (ESP) Curriculum Development.

Haggerty, Brian. (2000) ***Nurturing Intelligences.*** Menlo Park, CA : Addison Wesley.

Harmer, Jeremy. (2000) *The Practice of English Language Teaching*. Longman Handbook for Language Teachers.

Johns, A., & Dudley-Evans, T. (1991). English for Specific Purposes: International in scope, specific in purpose. *TESOL Quarterly,* **25**, 297-314.

Jones, G. (1990). ESP textbooks: Do they really exist? *English for Specific Purposes, 9,* 89-93.

Larsen- Freeman, Diane *(*2000) *Techniques and Principles in Language Teaching*. Oxford Univesity Press..

Lazear, David. (2001) *Seven Ways of Knowing : Teaching for Multiple Intelligences.* Palatine, I L: Skylight Pubs.,

Littlewood, W.T. . (2000).*Communicative Language Teaching.* Cambridge University Press

Ministerio de Educación Pública. (2005). *Programas de Inglés I y II Ciclos.* Costa Rica

Ministerio de Educación Pública.   (2005) *Programas de Inglés III Ciclo y Ed. Diversificada.* Costa Rica.

Ministerio de Educación Pública. (2005) *Sub-area de Inglés Conversacional del programa de Ejecutivo para Centros de Servicio.* Costa Rica 2005.

Ministerio de Educación Pública. (2003) *Programa de Inglés Para el Ciclo de Transición.* Costa Rica:.

Nunan, D. (2000) *The teacher as curriculum developer: An investigation of curriculum processes within the Adult Migrant Education Program*. South Australia: National Curriculum Resource Centre.

Nunan, D. (Ed.)*.* (1995) *Collaborative language learning and teaching*. New York: Cambridge University Press.

Richards, Jack and S. Rodgers. (2005) *Approaches and Methods in Language Teaching*. Cambridge, London.

Terroux Georges and Woods Howard. (1990) *Teaching English in a World at Peace. Professional Handbook*. McGill University..

Electronic References

Time for English Net: From teachers to teachers: http://www.timeforenglish.net/resources/index.htm

For English teachers of the world: www.english to go.com

The Internet TESL Journal, Vol. VII, No. 10, October 2001 http://iteslj.org/ http://iteslj.org/Articles/Gatehouse-ESP.html
Zemach, Dorothy and Lynn Stafford- Yilmaz **Writers at Work The Essay** Cambrige University

GESTION EMPRESARIAL

Alcazar Rodríguez. Rafael (1995). ***El empresario de éxito. Guía de planes de negocios***. Mèxico: Mc Graw- Hill.

Anzola. (2000). ***Curso básico de administración de empresas.*** Colombia: McGraw - Hill Interamericana S. A.

Angelini Z., José J. (2000). ***Bases para el mejoramiento continuo de las palabras a los hechos***. Costa Rica.

Ayres, Frank**.** (1999) ***Matemáticas Financiera***. México: McGraw Hill.

Barrantes, Ana Cecilia y Bravo, Roberto. **Salud Ocupacional.** San José, Costa Rica: Editorial Universidad Estatal a Distancia.

Cedeño, Alvaro. (1992) **Administración de la empresa**. 2da edición. San José, Costa Rica: EUNED,
Código de Trabajo, (1998) Costa Rica: Editorial Investigaciones Jurídicas, S.A.

Código de Comercio, (1998). Costa Rica, Editorial Investigaciones Jurídicas, S.A .

Consejo de Salud Ocupacional y Ministerio de Educación Pública (2001) ***Manual de seguridad Ocupacional para comercio y servicios***.

Consejo de Salud Ocupacional, Ministerio de Educación Pública. **(**1993). ***Antología de Salud Ocupacional.*** Costa Rica: Editorial CIPET.

De-Vos P., José Manuel **(**1994).***Seguridad e Higiene en el trabajado.*** España: Editorial Mc Graw Hill.

Escoto, Roxana. (2003). ***El proceso Contable.*** Costa Rica: Editorial EUNED.

Ludevid, Manuel y Ollè. Montserrat. (1991). ***Còmo crear su propia empresa: Factores Claves de la gestión***. Mèxico: Editorial Alfaomega.

Ministerio de Educación Pública. (1998). ***Guía didáctica sobre cultura de la calidad***. Costa Rica: Cenadi,

Mora, Guillermo. (1995). ***Valores humanos y actitudes positivas***. Colombia: McGraw .

Mora, Guillermo. (1997). ***Etica y convivencia. Derechos y deberes humanos***. Colombia: McGraw .

Rosa, Ma. Del Carmen. (1999). **Practice and secretarial skills for spanish speaking people**. México: McGraw Hill Interamericana.

Rodríguez Herrera, Olga Ma (2000). ***Temas transversales***. Ministerio de Educación Pública. División de Desarrollo Curricular. Departamento de Educación Académica. San José: Costa Rica.

Juran J. M. y Grina F. M. (1995). ***Análisis y Planificación de la Calidad***. México: Mc Graw Hill.

Laboucheix Vicente. (2001). ***Tratado de la Calidad Total***. México: Limusa.

DESTREZAS COMPUTACIONALES

Cortés, Bonilla (1996). ***Keyboarding. Manejo del teclado del computador***. Puerto Rico: McGraw-Hill Interamericana.

Chavarría, Teresita y Orozco, Sergio (1996). ***Mi tutor mecanográfico***. San José, C.R.: TECAPRO.

Dooley. (1995) **El camino fácil a Windows**. U.S.A: McGraw-Hill Interamericana,

Gonzales, A. M., C.D. Perez, (Cuarta edición) ***Técnicas Mecanográficas Modernas.*** México: McGraw-Hill.

Graphics Maran. (2001). ***Office XP, Guía Visual***. Costa Rica: ST Editorial, Inc,

Hoban, Ivonne*. **English for the secretary***. México: McGraw Hill Interamericana.

Nano Soft. (**2000) Cursos Interactivos de Office**.

Salas, Carmen. (1998). ***Técnicas mecanográficas en computación I***. San José, C.R.: EUNED.

Software de Inglés.

Tiznado. (1999). ***Office para comercio y secretariado***. Colombia: McGraw Hill Interamericana,

Tiznado Santana, (2001) Marco Antonio. **Word 2000**. Serie Azul Colombia: McGraw Hill Latinoamericana,

COMUNICACIÓN EMPRESARIAL

Ander-Egg, Ezequiel y Aguilar, María José. (1997) **Cómo hablar en público**. San José: EUNED,

 Basulto, Hilda. (1999) **Ortografía actualizada**. México: McGraw-Hill Interamericana,

Borrout, Flor. (1999) **Material didáctico para telecomunicaciones**. San José, EUNED.

De la Torre Zermeño y De la Torre Hernández. (1995). **Taller de análisis de la comunicación 1**. México: McGraw Hill.

De la Torre Zermeño y De la Torre Hernández.(1995) **Taller de análisis de la comunicación 2**. México: McGraw Hill.

Diccionario de la Lengua Española

Diccionario manual. VOX. (1995) Sinónimos y antónimos. España: Bibliograf.

Enriquez, Miguel Antonio. (2000) **Ortografía**. México: McGraw-Hill Interamericana.

Garfield, Zoubek y otros. **Curso básico de correspondencia**. Colombia, Bogotá: McGraw-Hill Interamerica S.A.

Ministerio de Educación Pública (1998). Folleto: **Cultura de la calidad**

Nava Ramírez, Josefina. (1999) **Curso breve de ortografía**. México: McGraw-Hill Interamericana,

Ortega, Wenceslao. (1999) **Ortografía**. México: McGraw-Hill Interamericana.

Pazos Ethel y Lagos, Belén. **Acentuación**. Costa Rica: EUNED.

Pazos Ethel y Lagos, Belén. **Frecuentes errores en el uso de la lengua**. Costa Rica: EUNED.

Pazos Ethel y Lagos, Belén. **Ortografía**. Costa Rica: EUNED.

Pazos, Ethel. **Puntuación**. Costa Rica: EUNED.

Pérez Grajales, Héctor. (1996) **Comunicación escrita**. II edición.   Editorial Magisterio,

Rodríguez Herrera, Olga Ma. (2000)   **Temas transversales**. Ministerio de Educación Pública. División de Desarrollo Curricular. Departamento de Educación Académica. San José, Costa Rica.

Rojas, Demóstenes (1999)   **Redacción comercial estructurada** . 4ª Edición.   Colombia: McGraw-Hill Interamericana S.A.,

Rojas,Demóstenes. (1994) **Técnicas de comunicación ejecutiva**. Colombia, Bogotá: McGraw-Hill Interamerica S.A.

Sanahuja A., (1996) **Planeamiento de la exposición oral**. Costa Rica: ITCR,

Sferra, Wright y Rice. **Personalidad y relaciones humanas**.   México: McGraw-Hill Latinoamericana.

Solé, Montse. (2001) **El protocolo y la empresa**. España: Editorial Planetaria.

Twing, Joyce. **Percepción y atención al público**. Colombia: McGraw Hill.

Vargas Acuña, M.L. Gabriel. (1994) **Habilidades básicas de redacción**. Costa Rica: Instituto Tecnológico de Costa Rica.
        Departamento de Comunicación.

Para todas las sub-áreas hay que recordar que existe bibliografía actualizada en Internet

ANEXO 1

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 is 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 complied 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:

ACADEMIC BACKGROUND
•   Elementary School:
•   High School:
•   Courses: 1.

2.

INTERNSHIPS AND PRACTICE IN COMPANIES
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: 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

REFERENCIAS BIBLIOGRÁFICAS

Bertrand, Olivier. Evaluación y certificación de competencias y cualificaciones profesionales. IBERFORP. 1997.

CONALEP. Formación de Formadores - Módulo 4: Evaluación. México. 2000.

REFERENCIAS EN INTERNET

Crispín, María Luisa y otra. El portafolio como herramienta para mejorar la calidad. Publicación Web – Universidad Iberoamericana. 2005.

Feixas, Mónica y Otro. El portafolio como herramienta. Publicación WEB de Universidades de Barcelona y Cataluña. OEI. 2005.

OEI. Las 40 preguntas más frecuentes sobre EBNC. -   www.oei.org