

SECTOR
COMMERCIAL AND SERVICES

LOGISTICS ADMINISTRATION AND DISTRIBUTION PROGRAM

CURRICULAR DESIGN BASED ON THE COMPETENCY STANDARDS
EDUCATIONAL MODEL

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**SECTOR
COMMERCIAL AND SERVICES**

**PROGRAM
LOGISTICS ADMINISTRATION AND DISTRIBUTION**

**TENTH GRADE
CURRICULAR DESIGN BASED ON THE COMPETENCY STANDARDS
EDUCATIONAL MODEL**

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CROSS CURRICULAR THEMES IN STUDY PROGRAMS

Social, economic, cultural, scientific, environmental and technological changes in today's world have made it necessary for educational curricula to not only offer knowledge and information, but also to encourage the development of values, attitudes and skills aimed at improving the quality of life of individuals and societies (*Marco de Acción Regional de "Educación para Todos en las Américas"*, Santo Domingo, 2000). Nonetheless, our educational system faces a real challenge as new subject areas or contents linked to emerging issues relevant to our society must be incorporated, and there is a risk of overloading and fragmenting the curriculum.

Cross curricular themes are an alternative to these limitations. They are understood as "an educational approach that benefits from the opportunities generated by the curriculum by incorporating meaningful learning skills into the design, development, assessment and curriculum management so as to integrate and foster improvement in the life of individuals and society as a whole. Cross curricular themes are holistic, axiological, interdisciplinary and contextualized in nature." (*Comisión Nacional Ampliada de Transversalidad 2002*).

Pursuant to the guidelines set out by the *Consejo Superior de Educación* (SE 339-2003), the only transversal theme in the Costa Rican educational system is that of values. Hence, a systematic approach to values in our domestic curriculum aims to promote the learner's socio-emotional and ethical development from the humanistic focus set out in the educational policy and in the *Ley Fundamental de Educación* (Basic Education Act).

The following cross curricular issues have been defined based on the transversal theme of values and the obligations assumed by government under existing legislation: Environmental Culture for Sustainable Development, Integral Sex Education, Health Education and Experience of Human Rights Democracy and Peace.

A series of competencies has been established for every transversal theme for students to develop throughout their educational training. These competencies are construed as: "An integrated combination of knowledge, procedures, attitudes and values enabling learners to successfully and autonomously handle individual and social situations." (*Comisión Nacional Ampliada de Transversalidad, 2002*). Such competencies are expected to guide educational processes and the development of cross curricular themes.

With the competency perspective as a guide, cross-curricular competencies have been defined as follows: "those that span and penetrate all curricular subjects, horizontally and vertically, and require the integrated and coordinated support

of all academic disciplines, as well as coordinated pedagogical action” (Beatriz Castellanos, 2002). In this fashion, these competencies appear in annual plans as well as in every other aspect of the educational system.

Following is a summary of each cross-curricular theme with its respective competencies:

Environmental Culture for Sustainable Development

Environmental education is considered to be the ideal instrument for building of an environmental culture of individuals and societies oriented toward sustainable human development. This is a function of the process that helps them understand their interdependence with the environment through critical analysis of and reflection on their immediate reality, whether biophysical, social, economic, political or cultural.

The objective of environmental education is that students take ownership of reality through activities based on values and respect, making them active participants in hence promoting the active involvement in problem identification and resolution at the local level, but with a global vision.

Competencies to be developed

- Applies knowledge acquired through critical and discerning processes of reality to solve problems of different nature (environmental, economic, social, political, and ethical) in a creative manner; adopts attitudes, practices and values that help to achieve sustainable development and a better quality of life.
- Actively and responsibly engages in projects aimed at the preservation, restoration and protection of the environment by identifying major issues and needs, creating and developing alternative solutions to help improve quality of life of the individual as well as that of others, and contributing to sustainable development.
- Engages in harmonious relationships with him/herself, others, and all other living beings through responsible attitudes and skills, and by accepting the need for interdependence with the environment.

Integral Sex Education

According to the "Políticas de Educación Integral de la Expresión de la Sexualidad Humana", (2001), experiencing human sexuality in a mature way is dependent upon an integrated approach to sex education that includes all aspects, such as physical, biological, psychological, socio-cultural, ethical and spiritual. Sexuality cannot be reduced to simply biological reproduction considered in a context devoid of values, ethical and moral principles regarding life, love, family and coexistence.

Sex education starts in early childhood and continues throughout life. At first, it is a right and a duty of parents. Later on, government, in a subsidiary action, is required to strengthen the involvement of families in the education and informing of their children, as expressed in the *Código de la Niñez y la Adolescencia* (Law on Childhood and Adolescence).

The educational system must ensure pedagogical experiences and strategies that respond to the students' potentialities in line with their development stage and the socio-cultural contexts in which they operate.

Competencies to be developed:

- Socializes with men and women alike; is supportive and respects diversity.
- Makes decisions regarding sexuality from a life plan based on critical self-knowledge and socio-cultural, ethical and moral values.
- Faces situations involving harassment, abuse and violence by identifying appropriate internal and external resources.
- Expresses his/her identity in an authentic, responsible and comprehensive manner by encouraging personal development in a context of interaction and permanent expression of feelings, attitudes, thoughts, opinions and rights.
- Promotes thoughtful and constructive processes within his/her family, and dignifies his/her condition of human being so as to identify and propose solutions according to the sociocultural context in which he/she operates.

Health Education

Health education is a fundamental right of children and adolescents. Overall health is closely related to school performance and general quality of life. So, by working on education to achieve health in schools, based on the needs of the student population at each development stage, we prepare citizens with healthy lifestyles are, as a result, people who build and seek to have quality of life for themselves and for those around them.

Health education should be a social, organized, dynamic and systematic process that motivates and guides individuals to develop, strengthen, modify or replace existing practices with healthier ones, whether it be on an individual, the family, or under collective basis and also taking into account their relationship with the environment.

Therefore, health education in the school context is not limited to the transmission of information, but also seeks to develop knowledge, skills and abilities that contribute to the social production of health, using teaching processes and dynamics that prioritize two-way communication, critical thinking and active student participation.

Competencies to be developed:

- Lifestyle that allows them to critically and thoughtfully maintain and improve their overall health and quality of life, and that of others
- Decisions that enhance their overall health and that of those around them through self-knowledge and understanding of those around them, as well as the environment in which he/she operates.
- Process of critical thinking, chooses the most adequate personal means to deal with situations of risk and identify corresponding elements of protection.
- Use of healthcare, education and community services in a responsible, critical and participative; personal commitment to improvement of these services.

Experience of Human Rights Democracy and Peace

Costa Rica is a consolidated democracy, but it is always in a state of constant review and feedback; as a result, the relevance of human rights is part of our commitment to reinforcing a culture of peace and democracy.

In educational settings, it is appropriate to manage mechanisms that foster the involvement of citizens at family, community, institutional and national levels. To do this, civil society must be informed and trained in regards to the legal framework provided by the country, so that the involvement of citizens is effective and not limited to periodic participation in elections.

A democratic system that helps turn citizenship into an appealing, interesting and civic activity is required, that entails rights and duties alike.

Competencies to be developed

- Practices his/her rights and responsibilities by living in a democratic, ethical, tolerant and peaceful way.
- Accepts his/her own reality, as an individual subject to rights and responsibilities.
- Makes personal, family and social choices that encourage tolerance, justice and gender equality according to the contexts in which he/she operates.
- Takes part in inclusive actions that promote equality in all sociocultural contexts.
- Exercises rights and responsibilities that foster democratic coexistence and a culture of peace.
- Is tolerant, accepts and understands cultural, religious and ethnic differences that encourage democratic coexistence and a culture of peace.
- Values the cultural differences found in different lifestyles.
- Engages in actions, attitudes and behaviors directed to nonviolence in school settings, in the relationship with the parents, the family and the community by solving conflicts in a peaceful way and by expressing affection, tenderness and love.
- Applies strategies for the peaceful resolution of conflicts in different contexts.
- Respects individual, cultural, ethical, social and generational differences.

Methodological Approach to Cross Curricular Themes through Study Programs and Educational Planning

As a process, cross curricular themes are meant to be part of the programmatic work of our national education system, from the current study programs to the educational planning that instructors carry out in the classroom.

Regarding to the study program, some procedures and values might lend themselves to the incorporation of cross curricular themes. However, convergence options are not limited to those mentioned in the programs as instructors can identify other possibilities for the development of cross curricular processes.

In this case, the task is for instructors to identify which of the study programs' objectives represent opportunities to address cross cultural issues and develop competencies based on a thorough reading of the students' prior knowledge, the sociocultural context, and relevant and current social events.

As for educational planning, cross curricular themes should be listed in the "Mediation Activities" and "Values and Attitudes" columns once the identification in the study programs has taken place. In the classroom, the cross curricular process should take into account the characteristics of the student population, as well as characteristics of the immediate environment in order to create more meaningful learning experiences.

In addition to educational planning, cross curricular themes ought to be conceived and specified in the institutional plan, thus, promoting the active, critical and thoughtful involvement of parents and legal guardians, community leaders, community action organizations, instructors, administrative personnel and the whole educational community.

In this sense, schools should make the corresponding decisions to ensure consistency between everyday institutional practice and cross curricular themes, and principles. Ultimately, this poses a major challenge for every school towards the development of humanistic, critical and ecological principles.

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EDUCATION AND DIVERSITY

Educational reforms and the diverse educational needs of our students demand new skills from teachers, and these skills must be acquired through constant and intentional effort. In Costa Rica, we have made great efforts to train teachers, and we have seen significant changes in classroom practices and teaching quality.

Teaching is a profession and an art that requires constant learning. Teachers must be “eternal apprentices”, constantly building new knowledge in order to resolve situations and problems. This concept of teacher as learner is one of the guiding principles behind the creating of education and diversity materials, as well as the development of curricular proposals that take diversity into account.

Most teachers have been trained, and continue to be trained, from a very homogenous educational approach that works by transmitting fragmented knowledge to students. These teachers are ;then, further trained in courses or workshops in order to sensitize them to the concept of inclusive education. In other words, training must focus on the professional development of teachers regarding their role and functions as teachers in a modern and technological era.

From this perspective, technical education in the classroom relies on a solid methodology and the organization of teaching and classroom management in order to promote the following competencies: (Mauri, T 2002):

- Full competence of teachers in information resources, social abilities, cognitive and linguistic skills that allows them to adapt to change.
- The formation of ethical values and morals is also key to equal opportunities and social justice.
- Capacity for innovation to improve teaching practices through reflective processes, research and individual action.
- Learning requires consideration of context and the real problems faced by our students. .

Therefore, vocational technical teachers must possess the knowledge, skill and attitudes necessary to enable them to handle diversity, to work with secondary students from diverse vocational specializations and social or cultural contexts with different capabilities, rhythms and learning styles.

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This program expands the array of training possibilities in professional technical schools and job opportunities for graduating students.

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BACKGROUND

The specialization LOGISTICS ADMINISTRATION AND DISTRIBUTION is part of the educational offer of the *Dirección de Educación Técnica y Capacidades Emprendedoras* (Office of Technical Education and Entrepreneurial Capacities) of the Ministry of Public Education and was created in order to fill a need in the labor market, thereby improving the economic potential of the country.

For many years, the country has been experiencing a series of radical changes in its productive base, provoking the development of new areas of study, and changes in existing areas.

This has affected people who work in supply chain related companies in this country, who have seen increases in activity and in the specialization of these activities.

As a response to this increase in activity and specialization, this Office has decided to look for ways to satisfy this demand in the most efficient and timely fashion possible. To this end, we have developed strategic alliances with the country's employers in order to define the required level of technical quality in the labor force serving our country.

These strategic alliances were key in the detection of the necessity for a new academic specialization that covers themes such as LOGISTICS ADMINISTRATION AND DISTRIBUTION for companies in general, not just those in the areas of customs and/or logistics.

With the help of CINDE, we consulted the job-creating sector in the country in order to delineate the subject areas, units of study, learning outcomes, contents, values and pedagogical strategies that form this program of study.

Equally important was the validation and support given by the *Universidad Técnica Nacional* (UTN), which has supported the creation of the specialization through its work in the area of quality and quality criteria.

We can say; in general terms, that this specialization trains technicians qualified to work in areas such as purchasing, inventory management, and imports / exports, doing so with a sense of customer service, understanding of values and information technologies while improving the effectiveness and productivity of the companies in which they work.

The success of this program is possible only through the wisdom of those who will teach it, who must obtain maximum effort and results from their students for their individual well-being and the collective welfare of the nation.

RATIONALE

This Office has elected to offer the specialization of LOGISTICS ADMINISTRATION AND DISTRIBUTION as the result of input and recommendations from companies. This process of input has resulted in the creation of a new vocational profile, with its corresponding objectives and program contents and curricular structure.

This curricular modification is a result of the constant change in the labor market.

The field of customs management is a dominant topic in the field of human resource training, and its popularity is due to several factors. On one hand, is the relative ease with which the content can be taught, and on the other, is the relative ease with which professionals in this area insert themselves into the labor market. There is a constant need for professionals in LOGISTICS ADMINISTRATION AND DISTRIBUTION to help management of small, medium and large companies make correct business decisions.

The objective of this specialization is to respond to a series of labor requirements in the areas of industrial engineering and customs administration with an emphasis in productive processes and import/export of products that will contribute to the creation of companies able to participate efficiently in a world of complex relations and vertiginous changes. The design of this program is the result of arguments presented in regional discussions with companies during 2011 and 2012.

Description of program subjects:

Compras: Determinar todo lo relacionado al proceso de compra internacional y los medios de pago para esos efectos utilizados sin dejar de considerar el régimen de zona franca que se desarrolló en el país, más aún después de la implementación de varios Tratados de Libre Comercio.

Imports and Exports: integral development of the import/export process (taking into account the corresponding permit processes), product classification related to tariff schemes, use of software specific to customs processes, (TICA, GEMA, ZAGAF).

Logistics: covers the use of technology to facilitate work in the customs areas, fostering an anti-money laundering culture and the implementation of Supply Chain processes and concept of operations management.

Inventory Management: recognizes the process of planning, scheduling and administration of inventory in a company, creating links with customs processes.

Operations Administration: explains manufacturing plant design and its relation to supply chain concepts and production capacity planning, focusing on productivity.

Operaciones de manufactura: Desarrollar procesos que involucren operaciones de manufactura utilizando la administración del tiempo como elemento clave para lograr dichos procesos más eficientemente.

Manufacturing Operations: develops processes related to manufacturing operations, using time management as a key part of maximizing the efficiency of processes.

English for Communication: delivered with a communicative approach to facilitate the integral education of students, through a process of meaningful and dynamic learning that permits technical vocabulary acquisition and pragmatic capacities in oral and written communication within the context of a modern company. Contents are taken from genuine business and accounting sources.

The program is designed around three core aspects:

- Satisfaction of an urgent labor market need that cannot be covered by students of Customs Operations Management.
- Inclusion of new topics such as: microeconomics, project planning and evaluation, SME´s, money laundering, national and international customs regulations, and management of inventory, projects and operations.
- 200 hours of business simulation, encouraging the operationalization of the concepts learned through the classroom content.

GENERAL GUIDELINES FOR TEACHERS

This study program reflects an intention to provide added value to the student's life, with a programmatic structure that explains in detail the content to be delivered in every subject and study unit down. This enables the teacher to lead the knowledge building process in the classroom and in the learning environment. Hence, teachers are able to expound on contents other than the ones exposed here but must not replace them in order to secure equal opportunities in all schools.

The learning outcomes included in the program are general enough for teachers to design their own outcomes in accordance with the ones established in the programs. In this way, learning outcomes must reflect behavioral changes that the student is expected to achieve in the short term, on a daily or weekly basis, in knowledge levels, values, attitudes, capabilities and skills.

The learning and teaching strategies established in this program allow the teacher to use his or her creativity and experience toward the achievement of desired learning outcomes. The teaching and learning strategies will serve as starting points for other considerations, with the constant being that the students must be allowed to construct their own learning experiences. Cognitive strategies must be employed to encourage analytical skills such as: comparison, classification, organization, interpretation, application, experimentation, analysis, identification, discussion, synthesis, evaluation, problem solving, among others.

Assessment rubrics are included and indicate the key outcomes that students must achieve in each unit.

The performance criteria refer to evidence that can be explicitly evaluated; these are observable and measurable products expected from the student. The measurement of these criteria allows the teacher to provide personal follow-up with each student during the learning process. The criteria are the competencies that will be assessed with both theoretical and practical instruments at the end of each unit.

At the beginning of the academic period, each unit of study is assigned an estimated time for its delivery. This time is estimated and flexible; the teacher may choose to expand or reduce the number of hours employed, justifying such changes and without detriment to the adequate development of the topics.

Values and attitudes assigned to each unit should be discussed at the beginning of each class day and serve as the basis of learning experiences subsequently developed, such as case studies, projects, etc.

According to the educational model based on competency standards, the goal of the teaching-learning process is to develop abilities and skills, as well as, provoke changes in attitudes and aptitudes of students. To achieve this, the following stages in the teaching-learning process should be considered: ¹

- Detect and confirm student learning needs (diagnostic).
- Determine learning outcomes and assessment criteria
- Plan teaching-learning strategies based on student profiles and program contents
- Design and apply corresponding assessment instruments.
- Implement the pedagogical mediation process.
- Evaluate and provide feedback to students (formative and summative assessment).

A learning-teaching strategy is a resource, a means, or an instrument by which the teacher may achieve learning outcomes and apply methodologies. Seen as a resource, the strategy implies a series of elements (material, technical, and human) that allow the articulation of content and promote its acquisition by students.

Seen as a means to an end, the strategy represents the link between what is to be taught by the teacher (content) and what is to be learned by the student (outcome). The strategy allows teachers to measure outcomes. Strategy is a consequence of the application of methodology, so it is of primary importance to define methodologies before strategies. Strategies are in turn complementary to each other; thus, the importance of ensuring the congruence of each strategy with the methodology.

¹ Ávila, Gerardo y López, Xinia. Educación basada en normas de competencia. SINETEC. 2000.

The competency standard model redefines basic concepts of education, and these concepts must be redefined in light of this new methodological framework:

Teaching must start with the creation of a learning environment that:

- recognizes previous student knowledge
- is based on cognitive and metacognitive strategies
- promotes resolution of complete and complex tasks.

Learning is based on:

- the gradual construction of knowledge
- the relation of previous knowledge with new information
- organization of knowledge in ways that are significant for the student.

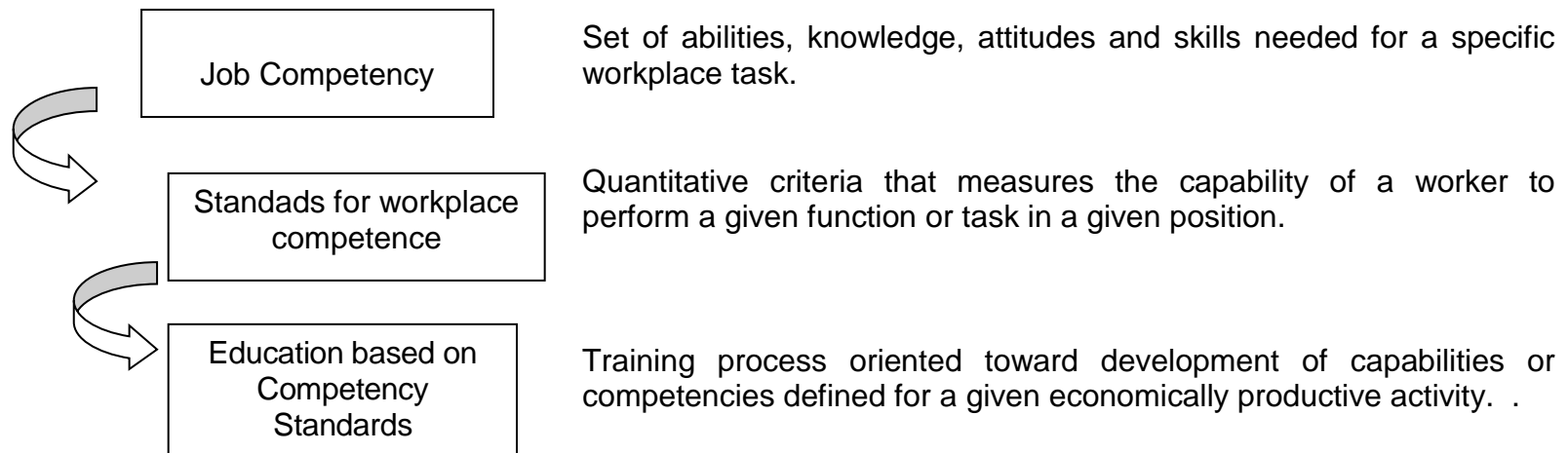
Following are general recommendations for the successful implementation of the specialization:

- The high school that delivers this specialization must have adequate equipment, infrastructure and materials.
- Teachers assigned to this specialization must be trained and interested in further training, to ensure performance.
- In order to correctly develop each study unit, the teacher should use both inductive and deductive processes, with didactic techniques and interesting activities such as informal discussion, individual and group work, and planned research, so that the student learns to appreciate the value of established objectives.

- Motivate students to subscribe to magazines, bulletins, etc.; guide students towards an effective supplementary bibliography.
- Internships are fundamental elements in the eleventh and twelfth grades for the completion of the teaching - learning process, and as such should be planned in accordance with program contents and when the teacher deems necessary to foster links with the labor market and local companies.
- Field trips and didactic visits are necessary for tenth grade students, according to scheduled learning outcomes and teacher plans.
- The teacher must always promote efficient use of laboratory and other tools; as well as, correct work habit in the lab, workshop and classroom.
- Technical bibliography based on each subject area, at each grade level.
- The teacher must always promote the use of problem solving tools, in order to educate creative and critical students, young people that are able to offer their own solutions and alternatives.
- Time must be balanced between theory and practice, according to relevant learning outcomes.
- Adequate workshops or labs for the specialization.
- A computer lab with software and hardware suited to current conditions in the labor market.
- Use of manuals, catalogues, and technical English bibliographic material, as a source of information, Interpretation and translation.
- It is imperative to use the latest technology, such as audiovisual equipment, services and Internet material.
- This specialization is intended to stimulate creativity through the implementation of specific projects related to program contents.
- The teacher must ensure that equipment and tools receive proper maintenance, in coordination with the appropriate authorities.

CONCEPT OF EDUCATION BASED ON COMPETENCY STANDARDS

Competency-standards based education promotes the integral and harmonic development of the individual and trains the student in each of the competencies required in a given productive activity. In this manner, student needs are met on one end of the process, and the needs of the productive sectors are met on the other.



A competency refers to the capacity to carry out an activity that requires cognitive, motor and social-affective skills; these skills can be classified as personal, social or professional.

From the perspective of competency standards based education, workplace training must prepare the individual to perform in optimum fashion and permit the transfer of competencies to different contexts and situations.

Comparison between Technical Traditional Educations And Competency Based Education ¹

Traditional Technical Education	Education based on Competency Standards
Traditional learning model oriented toward the needs of highly specialized productive processes	Easily adaptable to varying forms of production, including those using traditional model.
Highly academic program contents. Linked with needs of productive sector, it is not systematic or structured	The productive sector defines expected results from training, which are defined as standards of work competence.
Inflexible programs and courses	Programs and courses based on standards, permitting gradual progress of students as they move to higher levels of competence.

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

ASSESSMENT GUIDELINES

In the context of education in general, and specifically competency standards based education, assessment is a continuous and permanent process, an integral part of teaching-learning. As such, the following aspects should be considered:²

Performance assessment is a process in which evidence is compiled and criteria applied to student progress toward achievement of performance criteria previously established for a given standard or workplace competency. Performance assessment allows for the determination of completion of the standard or competency.

In the context of competency standards based education, assessment is a function of learning outcomes, and as such the assessment of a competency focuses on performance. Finally, teachers must gather all available evidence to determine if the student has achieved the learning objectives.

From this perspective, we can conclude that assessment is essentially the central factor of competency standards based education, in which weakness and strengths of the student are identified, as are the weaknesses and strengths of the teaching process itself, including strategies, materials, resources, contextualization, etc.

A competency is not observable in and of itself; therefore, it must be inferred from performance. As such, it is crucial to define the type of performance that will generate the evidence required to assess performance. The process of assessment involves observation followed by gathering and Interpretation of evidence that is subsequently contrasted with performance criteria of the corresponding workplace competency technical standard. This process allows the teacher to infer if the student has achieved competence.

Therefore, assessment based on competence standards is carried out in relation to the performance criteria established by the standards, which in turn, define the quantity and quality of evidence required to assess the performance of a student. The assessment process consists of the following activities:

² Ávila, Gerardo y López, Xinia. Education basada en normas of competencia. SINETEC. 2000.

Define the requirements or objectives of evaluation:

- Gather evidence
- Compare evidence with requirements
- Make judgment based on this comparison.

This fosters a process of ongoing learning that requires a new model of development and evaluation. We are not interested in proving how much the student has learned (knowing), but rather the performance that the student achieves with what he or she has learned (knowing and doing).

Methodologies recommended for using in education based on standards of competence are the following:

- Observation of performance
- Simulations
- Execution of projects
- Written and oral assessments
- Practical assessments.

As further support of the assessment process, the teacher should use the evidence gathering technique known as “Evidence Portfolio”.

In the context of competence standards based educations, this assessment instrument is a folder in which evidence is collected in terms of knowledge, performance and product as this evidence is generated during the learning process. This portfolio allows the student to self-evaluate, and monitoring his or her own progress toward the acquisition of desired competencies.

This technique allows the teacher to gather evidence and compare it with requirements as a function of objectives, and form judgments based on this comparison.

It is the student’s responsibility to create and maintain the portfolio, under the teachers’ supervision; guidelines for the portfolio are found in Attachment 1 of this document.

TEACHER PLANNING

1. ANNUAL PLAN FOR SUBJECT- AREA:

Schedule of months and weeks of academic year, broken down into subject areas with corresponding learning outcomes. The following must be considered for the preparation of the annual plan:

- Indicate values and attitudes that will be developed during the plan period.
- Indicate hours that will be assigned to each unit within the subject, and the logical sequence of the units.
- Create the list of materials and/or equipment that the institution must supply for the scheduled activities and deliver this list to school authorities at the beginning of academic year.

Annual Plan Template

Technical High School: _____.

Program:	Subject Area:	Level:
Teacher:		Grade:
Values and attitudes:		

Study Blocks and Learning Outcomes	February	March	April	May	June	July	August	September	October	November	December	Hours
Materials and Equipment needed:												

2. PEDAGOGICAL PRACTICE PLAN FOR THE EDUCATIONAL SUBJECT AREA:

This plan must be completed for each unit. It is a daily tool and must be delivered to school authorities to ensure that the course follows the annual plan.

Pedagogical Practice Plan

High School:			
Sector: Commercial and Services/Industrial		Program:	
Subject Area:		Grade:	Level:
Study Block:		Time:	
Purpose:			

Learning Outcomes	Contents	Teaching-Learning Strategies	Values and attitudes	Performance Criteria	Time

The learning outcomes must be planned according to the annual plan, and must reflect horizontal concordance with the contents, teaching-learning strategies, and performance criteria. Teaching strategies must be included, specifying methodologies and techniques to be used, as well as practices to be carried out in line with learning strategies (broken down by student).

In addition to values and attitudes (minimum one per unit), actions that will be taken to strengthen these should be indicated in the teaching-learning strategies column.

Performance criteria will be established based on sufficient evidence defined in the study program.

TECHNICAL PROFESSIONAL PROFILE IN LOGISTICS ADMINISTRATION AND DISTRIBUTION

The Technician in Logistics Administration and Distribution:

- Interprets technical information related to the specialization.
- Clearly transmits technical instructions, using standardized graphical communication.
- Demonstrates abilities and skills in the tasks related to the Study Program.
- Directs production processes, complying with instructions from technical superiors.
- Proposes solutions to production process problems.
- Elaborates and evaluate specialization projects.
- Demonstrates quality in your work.
- Uses the computer as a tool for specialization tasks.
- Applies standards of occupational health.
- Applies acquired knowledge in specialization tasks.
- Demonstrates professional ethics in specialization tasks.
- Organizes the workshop following technical standards of the specialization.
- Protects the environment, eliminating pollution sources within customs processes.
- Rationally, uses the materials, equipment, machinery and tools needed in the specialization.
- Uses appropriate technology in the Study Program to contribute to competitiveness, quality and development of the commercial and service sectors.

TECHNICAL OCCUPATIONAL PROFILE

PROGRAM IN LOGISTICS ADMINISTRATION AND DISTRIBUTION

- Recognizes the evolution of commerce in Costa Rica.
- Carries out research to strengthen the development, production and availability of services.
- Carries out purchases and select the ideal supplier.
- Carries out international payment transactions.
- Uses various distinct customs systems.
- Defines basic concepts related to measurements, imports and exports.
- Generically, classifies products, following current tariff regulations.
- Uses necessary and valid procedures to carry out import and export transactions.
- Uses current applications software.
- Resolves product valuation situations, following current customs regulations.
- Uses application software tools in his or her work.
- Develops an anti-money laundering culture.
- Uses operations administration and project management as management decision making.
- Identifies business strategies in global contexts.
- Designs statistical charts and graphs and interpret information for decision making purposes
- Carries out business forecasts for decision making purposes.
- Recognizes the implications of quality for a company.
- Applies project management techniques.
- Uses the correct procedures for adequate inventory planning.
- Carries out short term planning.
- Coordinates statistical control in business processes.
- Plans production capacity in companies.
- Designs work in a manufacturing plant.
- Carries out measurements of plant work.

- Recognizes the principles of business administration.
- Applies techniques of occupational health in the development of his/her profession.
- Uses operational productivity techniques within the company.
- Develops strategies for physical plant distribution.
- Correctly, classifies products for customs purposes.
- Distinguishes among the types of transportation and insurance.
- Creates his/her own physical and virtual company.
- Designs goods and services that are subsequently stored correctly in warehouses.
- Efficiently, manages warehouses in any type of company.

GENERAL OBJECTIVES

LOGISTICS ADMINISTRATION AND DISTRIBUTION PROGRAM

- Contribute to the implementation of tasks related to the specialization, following professional standards and oriented toward efficacy, quality and competitive capacity.
- Efficiently contribute to the economic and social development of the country through correct decision-making in the public or private work place, in the context of global business.
- Strengthen social harmony through the promotion of the highest human values.
- Contribute to better performance using technologies such as computers, adding machines, calculators, and the Internet.
- Promote adequate techniques in business administration, taking into account current law.
- Facilitate the use of basic computer tools, such as word processors, electronic spreadsheets, graphic presentations, and customs applications.
- Contribute personal, economic and social development, respecting standards of occupational health and environmental regulations that ensure the sustainability of the planet.
- Foster respect about ethical standards to facilitate the active participation of the graduated technician in the workforce, as a professional in LOGISTICS ADMINISTRATION AND DISTRIBUTION, with the training necessary to contribute to social harmony.
- Carry out processes according to scheduled times, using the tools of time management.
- Implement Operations Administration processes in public and private companies.

CURRICULAR STRUCTURE LOGISTICS ADMINISTRATION AND DISTRIBUTION PROGRAM

SUBJECT-AREA	HOURS PER LEVEL		
	X	XI	XII
Compras	8	-	-
Imports and Exports	8	-	4
Logistics	4	8	8
Inventory Management	-	8	-
Operaciones de Manufactura	-	4	-
Manufacturing Operations	-	-	8
English for Communication	4	4	4
TOTAL	24	24	24

NOTE: Technical-area classes last 60 minutes.

LOGISTICS ADMINISTRATION AND DISTRIBUTION CURRICULAR FRAMEWORK

UNIDADES DE ESTUDIO POR NIVEL						
SUB-ÁREA	Décimo	horas	Undécimo	horas	Duodécimo	horas
Compras 8 horas por semana	Comercio en Costa Rica.	24				
	Investigación y Desarrollo.	56				
	Compras y proveedores.	128				
	Medio de Pago Internacional.	56				
	Regímenes Aduaneros.	56				
	Total	320				

STUDY BLOCK PER LEVEL						
SUBJECT AREA	Tenth	hours	Eleventh	hours	Twelfth	hours
Import and Export 8 hours per week	“Merceología” (The Study of Products and Merchandise)	24			Customs Classification.	60
	Customs Classification.	120			International Transportation and Insurance.	40
	Import / Export Processes in CR.	72			Total	<u>100</u>
	Application Software.	48				
	Product Valuation.	56				
	Total	<u>320</u>				
Logistics 4 hours per week	Information and Communication Technologies (ICT’s).	128	Operations Administration.	80	Occupational Health.	48
	Prevention of Money Laundering.		Project Management.	96	Operations and Productivity.	48
	Total	<u>32</u>	Operation Strategies.	32	Plant Strategies.	104
		160	Descriptive Statistics	40	Total	<u>200</u>
			Forecasting.	72		
			Total	<u>320</u>		

STUDY BLOCK PER LEVEL						
SUBJECT AREA	Tenth	hours	Eleventh	hours	Twelfth	hours
Inventory Management 8 hours per week			Economics.	40		
			Inventory Management.	72		
			Inventory Planning.	72		
			Short-term Scheduling.	72		
			Statistical Control.			
			Total		64	
				<hr/> 320		
Operaciones de Manufactura 4 horas por semana			Gestión Empresarial (CODE)	80		
			Planeación de la capacidad.	32		
			Diseño del trabajo.	24		
			Mediciones de trabajo	24		
			Total		<hr/> 160	

STUDY BLOCK PER LEVEL						
SUBJECT AREA	Tenth	hours	Eleventh	hours	Twelfth	hours
Manufacturing Operations 8 hours per week					Business Skills Educational Unit.	80
					Design of Goods and Services.	56
					Warehouse Management.	64
					Total	<u>200</u>

ENGLISH FOR COMMUNICATION CURRICULAR FRAMEWORK

SUBJECT-AREA	UNITS IN EACH LEVEL					
	TENTH	HOURS	ELEVENTH	HOURS	TWELFTH	HOURS
English for Communication 4 hours per week	Building personal interaction at the company.	20	Safe work.	20	Day to day.	20
	Daily life activities.	20	Introductions in business activities.	20	Customer service.	20
	Working conditions and success at work.	20	Complaints and solving problems.	20	Stand up for Excellence.	20
	Describing a company, equipment and tools.	20	Regulations, rules and advice.	20	Travel.	20
	Talking about plans, personal and educational goals.	20	Following instructions from manuals and catalogues.	40	Astounding Future Career.	<u>20</u>
	Communicating effectively and giving presentations.	20	Making telephone arrangements.	20	Total	100
	Achieving Economic Success.	<u>40</u>	Entertaining.	<u>20</u>		
	Total	<u>160</u>	Total	<u>160</u>		

**CURRICULAR MAP
LOGISTICS ADMINISTRATION AND DISTRIBUTION TENTH GRADE**

SUB - AREA	UNIDAD DE ESTUDIO	RESULTADO DE APRENDIZAJE
Compras (en español) 8 horas por semana (320 horas)	Comercio en Costa Rica. (24 horas)	<p>Explicar la evolución del comercio en Costa Rica.</p> <p>Explicar la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico comercial de Costa Rica.</p>
	Investigación y Desarrollo. (56 horas)	<p>Demostrar la importancia de un programa de desarrollo de nuevos proveedores en las empresas.</p> <p>Ejemplificar el proceso de investigación y desarrollo de una empresa.</p>
	Compras y proveedores. (128 horas)	<p>Reconocer aspectos globales de la cadena de suministros.</p> <p>Determinar las estrategias de la cadena de suministros.</p> <p>Administrar la cadena de suministros, según la Administración de Operaciones.</p> <p>Explicar cómo seleccionar al mejor vendedor de una lista propuesta.</p> <p>Elaborar el presupuesto de materiales, con el fin de tomar decisiones sobre requerimientos de compra.</p> <p>Elaborar un cartel de licitación, según la Ley de Contratación Administrativa vigente.</p>

SUB - AREA	UNIDAD DE ESTUDIO	RESULTADO DE APRENDIZAJE
Compras.	Medios de pago internacional. (56 horas)	Utilizar los medios de pago internacional, empleados en el comercio exterior.
	Regímenes Aduaneros (56 horas)	Resolver situaciones relativas a los regímenes aduaneros, según la normativa vigente.
Imports and Exports. 8 hours per week (320 hours)	<i>Merceología (The Study of Products and Merchandise)</i> (24 hours)	Recognize basic concepts of import and export. Explain the Harmonized System.
	Classification Customs. (120 hours)	Explain the use of pre-classification customs. Classify products using the six digit.
	Import and Export Processes in Costa Rica. (72 hours)	Explain import / export procedures. Use customs procedures manuals according to current law. Calculate various types of customs tariffs according to current regulations.

SUBJECT- AREA
Imports and Exports.

STUDY BLOCK

LEARNING OUTCOME

**Import and Export
Processes in Costa
Rica.**

Elaborate customs declarations, according to current customs legislation.

Recognize articles from the *Ley General de Aduanas* (General Customs Law) and its current regulations.

Resolve situations related to local transactions, according to current customs regulations.

**Application Software.
(48 hours)**

Use specific software for various customs transactions.

**Product Valuation.
(56 hours)**

Apply product valuation rules according to current customs legislation.

**Logistics.
4 hours per week
(160 hours)**

**Information and
Communication
Technologies (ICTs).**

Apply basic word processing functions in the creation of commercial documents.

Apply spread sheet tools to create documents.

(128 hours)

Elaborate presentations and organizational charts using the adequate tools.

Apply publishing program tools in the elaboration of informative materials

SUBJECT- AREA

Logistics.

STUDY BLOCK

**Information and
Communication
Technologies (ICTs).**

**Prevention of money
laundering (32 hours).**

LEARNING OUTCOME

Select Access tools for database management.

Use Internet-related applications to search for and access information.

Identify computer virus problems and how to prevent them.

Apply e-commerce concepts to customs transactions.

Recognize the importance of the role of central government in the prevention of money laundering.

Apply Law 8204 in the resolution of money laundering situations.

**ENGLISH FOR COMMUNICATION
TENTH LEVEL**

SUBJECT- AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication.	<p>Building personal interaction at the company.</p> <p>20 hours</p>	<p>Cognitive Target: 1</p> <p>Exchanging information about: Personal interaction at the company, ways of interacting, meeting people, ethics, personal skills, cultural aspects</p>	<ul style="list-style-type: none"> • Understanding simple familiar phrases and short statements. • Asking and responding to questions in clearly defined situations. • Reading personal information forms. • Reading a personal letter. • Writing about occupations and writing names and addresses on an envelope.
	<p>Daily life activities.</p> <p>20 hours</p>	<p>Cognitive Target: 2</p> <p>Interprets and communicates information about: daily activities at home, school and job. Daily routines</p>	<ul style="list-style-type: none"> • Making appointments for personal business. • Describing personal schedules. • Talking about daily routines at home, at school and at work. • Predicting the content of a story from the title. • Writing about daily routines.
160 Hours			

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TENTH LEVEL**

SUBJECT- AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
<p>English for Communication.</p>	<p>Working conditions and success at work.</p> <p>20 hours</p>	<p>Cognitive Target: 3</p> <p>Interprets and communicates information about: someone's job, working tasks, job positions, and responsibilities.</p>	<ul style="list-style-type: none"> • Asking and answering questions about job positions and responding to job interview questions. • Describing someone's job and uncompleted work tasks. • Reading and interpreting a job application and reading magazine articles. • Writing a paragraph describing a job I would like to have. • Filling out a job application.
	<p>Describing company furniture, equipment and tools.</p> <p>20 hours</p>	<p>Cognitive Target: 4</p> <p>Interprets and communicates information about: company furniture, equipment and tools.</p>	<ul style="list-style-type: none"> • Asking for and giving information on companies and products, furniture. • Communicating messages with little or no difficulty about equipment and tools. • Reading and interpreting companies' descriptions. • Writing lists of equipment and tools from different companies.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TENTH LEVEL**

SUBJECT- AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication.	Talking about plans, personal and educational goals.	Cognitive Target: 5 Exchanging information about: leisure activities, holidays and special occasions. Planning educational and personal goals.	<ul style="list-style-type: none"> • Talking about holiday celebrations, and leisure activities. • Describing the steps needed to fill out different types of forms by applying to college. • Reading news and articles about people´s plans. • Describing possible weekend activities.
	Communicating effectively and giving presentations.	Cognitive Target: 6 Interprets and communicates information about: daily activities at home, school and job. Daily routines.	<ul style="list-style-type: none"> • Solving problems by phone and making telephone arrangements. • Describing what makes a good communicator. • Evaluating the effects of stress factors and gets advice on presenting. • Describing the facts that affect the success of a presentation.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TENTH LEVEL**

SUBJECT AREA

**English for
Communication.**

UNITS

**Achieving economic
success.
40 hours**

TARGET

Cognitive Target: 7
Using appropriate language
for comparing goods,
discussing advertisements,
describing products and your
preferences.

**LINGUISTIC
ACHIEVEMENT**

- Discussing about advertisements from different means of communication.
- Comparing goods and services and explaining the reasons why I like a product.
- Describing product characteristics by contrasting and comparing different goods or services.
- Expanding reading skills by reading job ads from newspapers or magazines and reading formal letters of complaint.
- Writing a formal letter of complaint, completing a product comparison chart and writing an advertisement.

CURRICULUM MAP
LOGISTICS ADMINISTRATION AND DISTRIBUTION ELEVENTH GRADE

SUBJECT- AREA

**Logistics.
8 hours per weeks
(320 hours)**

STUDY BLOCK
**Operations
Administration.
(80 hours)**

LEARNING OUTCOME

Explain the functions of administrative process as a key element of the modern organization.

Explain Total Quality within the framework of Operations Administration.

Develop tools needed to generate business ideas.

Recognize the importance of the inspection function in modern administration.

Apply standards of professional etiquette and protocol, according to international standards.

Evaluate professional ethics in customs-related work.

**Project Management
(96 hours)**

Explain the stages of a business project.

Recognize project management techniques.

Carry out the scheduling of an administrative project.

SUBJECT- AREA

STUDY BLOCK

LEARNING OUTCOME

Logistics.

**Project Management.
(96 hours)**

Determine activity times in the management of a project.

Use MS Project as a tool for business project management.

**Operations Strategy in
a Global Setting.
(32 hours)**

Use operations strategies in a global setting.

**Descriptive Statistics
(40 hours)**

Determine the role of statistics in the financial area.

Explain the stages of statistical research.

Create frequency distributions with graphics.

Calculate measures of central tendency for grouped and non-grouped data.

Elaborate statistical charts and graphs to present data from your professional field.

**Forecasting.
(72 hours)**

Recognize the strategic importance of business forecasting.

Develop various approaches to business forecasting.

SUBJECT- AREA

STUDY BLOCK

LEARNING OUTCOME

**Inventory Management.
8 hours per week
(320 hours)**

**Economics.
(40 hours)**

Explain important aspects of micro economics.

Distinguish relative aspects of supply and demand.

Recognize concepts related to quality in business administration.

**Inventory Management.
(72 hours)**

Explain the functions of inventory management.

Develop inventory models, according to Inventory Management principles.

Explain fixed period systems, according to Inventory Management principles.

**Inventory Planning.
(72 hours)**

Explain aggregate planning.

Plan materials requirements, taking inventory into account.

Master the concepts of materials requirement planning (MRP).

**Short-term Scheduling.
(72 hours)**

Comment on general aspects of short term scheduling.

Design Gantt chart for resource scheduling and time assignments.

SUBJECT- AREA

STUDY BLOCK

LEARNING OUTCOME

Inventory Management.

Short-term Scheduling.

Apply the allocation method for short-term scheduling.

Apply task sequencing in work centers.

Explain distinct types of short-term schedules.

Statistical Process Control. (64 hours)

Implement statistical control of a productive process.

**Operaciones de
manufactura. (en
español)
4 horas por semana
(160 horas)**

**Gestión Empresarial.
(CODE) 80 horas**

Aplicar principios de autogestión y toma de decisiones en situaciones empresariales sencillas.

Diseñar metas empresariales utilizando pautas específicas y asumiendo riesgos.

Desarrollar competencias para tener una capacidad empresarial.

Explicar cómo las personas toman la decisión de crear u operar su propia empresa.

Seleccionar oportunidades de negocios utilizando distintas técnicas.

Utilizar los procedimientos necesarios para organizar una empresa.

Operar una empresa desde el punto de vista contable.

Diseñar planes para iniciar una empresa.

Implementar un plan de negocios exitoso.

SUB - AREA

UNIDAD DE ESTUDIO

RESULTADO DE APRENDIZAJE

**Operaciones de
manufactura.**

**Planeación de la
capacidad.
(32 horas)**

- Determinar la capacidad diseñada y la capacidad efectiva.
- Explicar cómo se planea la capacidad de planta.
- Realizar un análisis de punto de equilibrio, interpretando sus resultados.
- Calcular el valor presente neto de una inversión.

**Diseño de Trabajo.
(24 horas)**

- Establecer la estrategia de recurso humano para la ventaja competitiva.
- Explicar en qué consiste el diseño del trabajo de planta.
- Ilustrar los lugares de trabajo visuales dentro de la planta.

**Medición del trabajo.
(24 horas)**

- Calcular los estándares de mano de obra y medición del trabajo.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
ELEVENTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
communication.**

Safe Work.

Cognitive Target: 1
Exchanging information
about: safe and unsafe
driving, accidents and
job benefits.

- Giving reasons for being late at work, school or meeting.
- Identifying different signs and prevention procedures.
- Describing consequences of accidents as well as accident prevention procedures at work.
- Identifying special clothes and equipment used at work.
- Scanning for specific information related to safety at work.
- Reading stories about workplace accidents and prevention measures.
- Describing the advantages of working in a company.

160 Hours

20 hours

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
ELEVENTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication.**

**Regulations, Rules
and Advice.**

20 hours

Cognitive Target: 3
Interprets and
communicates information
about: workplace rules
and following them.

- Discussing situations when foreign business people make “cultural mistakes.”
- Talking to a Manager about not following rules.
- Comparing company regulations and giving advice.
- Learning about dress code in a given country, and putting it into practice at school or work.
- Writing employee dress-code rules to be applied in a company.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
ELEVENTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication**

**Complaints and Problem
Solving
20 hours**

Cognitive Target: 4
Exchanging information
about: making complaints,
apologizing and solving
problems.

- Learning how to deal with a complaint by voice mail and automated telephone information.
- Apologizing when required.
- Solving problems at the office.
- Dealing with problems, client complaints and giving apologizes.
- Understanding how to use items in a first-aid kit.
- Writing about solutions to a problem at work or school.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
ELEVENTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication**

**Following Instructions
from Manuals and
Catalogues**

40 hours

Cognitive Target: 5
Interprets and
communicates information
about: technical
vocabulary related to
manuals and catalogues
instructions.

- Understanding or using appropriate language for informational purposes.
- Comparing equipment used in a job taken from different catalogues.
- Identifying different equipment and components in catalogues used in a specific field of study.
- Interpreting written instructions from a technical manual in a specific field of study.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
ELEVENTH LEVEL**

SUBJECT AREA

**English for
Communication**

UNITS

**Making Telephone
Arrangements**

20 hours

TARGET

Cognitive Target: 6
Exchanging information
about: telephone calls
and arrangements.

**LINGUISTIC
ACHIEVEMENT**

- Exchanging information in telephone conversations.
- Fluently expressing messages.
- Making an appointment by telephone.
- Comparing the ways people communicate in different cultures, such as expressions or gestures that people from other cultures might not understand.
- Writing a paragraph about how culture affects business life.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
ELEVENTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication**

Entertainment

20 hours

Cognitive Target: 7
Demonstrate ability to
work cooperatively with
others.

- Entertaining guests and promoting leisure activities.
- Listening to information about TV schedule.
- Discussing corporate entertaining.
- Reading a journal about a trip.
- Organizing a conference in another country including a variety of aspects.

**CURRICULUM MAP
LOGISTICS ADMINISTRATION AND DISTRIBUTION TWELFTH GRADE**

SUBJECT- AREA	STUDY BLOCK	LEARNING OUTCOME
<p>Imports and Exports</p> <p>4 hours per week (100 hours)</p>	<p>Customs Classification (60 hours)</p>	<p>Classify goods according to the six-digit customs classification.</p>
	<p>International Transportation and Insurance (40 hours)</p>	<p>Explain generalities of international transportation and insurance.</p> <p>Distinguish different types of vessels, the services they offer and the goods they carry.</p> <p>Plan materials handling and packaging according to international standards.</p> <p>Organize routes for efficient transportation of goods using cardinal compass points.</p> <p>Calculate ocean freight charges and customs fees, according to current legislation.</p>

SUBJECT- AREA

STUDY BLOCK

LEARNING OUTCOME

Logistics
8 hours per week
(200 hours)

Occupational health
(48 hours)

Operations and
Productivity
(48 hours)

Apply standards of safety and hygiene for protection of the environment and public health.

Determine the importance of demarcation of danger zones and access ways.

Distinguish the types of agent and substances to which workers are exposed at workplace.

Apply rules and regulations related to occupational health.

Define administration of operations.

Explain operations in the service sector.

Recognize new tendencies in administration of operations.

Calculates measurements of productivity operations.

SUBJECT- AREA

STUDY BLOCK

LEARNING OUTCOME

Logistics

**Plant Strategies
(104 hours)**

- Design strategies based on process approaches.
- Explain Computer Integrated Manufacturing (CIM).
- Develop plant localization strategies.
- Design strategies for physical distribution of manufacturing plants.
- Determine work times in a manufacturing plant.

**Manufacturing
Operations
8 hours per week
(200 hours)**

**Business Skill
Educational Unit
(80 hours)**

- Identify elements of the practice company.
- Elaborate products at different levels of the practice company.

**Design of Goods and
Services
(56 hours)**

- Select, adequately, designed goods and services.
- Manufacture newly designed products.
- Define a product from the design perspective.
- Identify documents needed for the production and design of services.

**Manufacturing
Operations.**

**Warehouse
Management.
(64 hours)**

Analyze basic tools and procedures used for warehouse management and administration.

Explain theoretical fundamentals of inventory management and its importance in the context of business administration

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TWELFTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication.**

100 Hours

Daily Work.

20 hours

Cognitive Target: 1

Exchanging information
about: day to day work.

- Asking and giving information about working routines.
- Describing times and conditions of my job and daily routines.
- Expressing likes and dislikes in my daily life.
- Reading an advertisement about a new product.
- Writing a plan to improve safety at home.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TWELFTH LEVEL**

SUBJECT	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication.	Customer Service 20 hours	Cognitive Target: 2 Interprets and communicates information about: customer service.	<ul style="list-style-type: none"> • Understanding specifications about the elements of effective telephone communications. • Applying techniques to improve effectiveness as a listener. • Defining the importance of proper telephone techniques in providing excellent service to customers • Understanding details from texts, passages and others. • Stating the importance of attitude and creativity in providing high quality customer service.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TWELFTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication.**

**Stand up for
Excellence.**

20 hours

Cognitive Target: 3

Exchanging information
about:
The ability to work
cooperatively with others
as a member of a team.

- Listening to a conversation between an employer and an employee and between coworkers.
- Expressing encouragement when talking about programs and courses.
- Reading about and discussing job skills.
- Organizing information regarding options between job benefits and personal qualities

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TWELFTH LEVEL**

SUBJECT AREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for Communication.	Travel. 20 hours	Cognitive Target: 4 Interprets and communicates information about traveling.	<ul style="list-style-type: none"> • Listening to statements about a map in order to get to a specific place. • Explaining leisure and entertainment possibilities to a visitor. • Discussing weather concerns when traveling. • Reading maps from other countries to find out about cities and places. • Reading about environmental issues in a foreign country. • Revising a business plan to propose to an international company. • Developing writing skills, making, accepting or declining an offer.

**CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TWELFTH LEVEL**

SUBJECT AREA

UNITS

TARGET

**LINGUISTIC
ACHIEVEMENT**

**English for
Communication.**

**Astounding Future
Career.
20 hours**

Cognitive Target: 5
Interprets and
communicates information
about: applying or
transferring skills learned
in one job situation to
another.

- Listening to a discussion between two managers.
- Discussing community problems and solutions by interviewing classmates.
- Talking about life in a city and contrasting it with life in the country.
- Comparing and contrasting the lives and goals of people regarding working conditions.
- Developing consciousness about skills, achievements and awards.
- Organizing ideas to design a plan for a life change.

PROGRAM CONTENT
TENTH GRADE

SUB ÁREA: COMPRAS



Compras
DISTRIBUCIÓN DE LAS UNIDADES DE ESTUDIO

Unidades	Nombre	Tiempo estimado en horas	Tiempo estimado en semanas
I	Comercio en Costa Rica.	24	3
II	Investigación y Desarrollo.	56	7
III	Compras y proveedores.	128	16
IV	Medios de pago internacional.	56	7
V	Regímenes Aduaneros.	56	7
	TOTAL	320	40

SUB ÁREA: COMPRAS

DESCRIPCIÓN

La sub área de compras, trata todo lo relacionado al proceso de compra internacional y los medios de pago para esos efectos utilizados sin dejar de considerar el régimen de zona franca que se desarrolló en el país.

Comercio en Costa Rica: con el desarrollo de estos contenidos programáticos, los y las estudiantes conocerán aspectos generales del comercio en Costa Rica.

Investigación y desarrollo: con la implementación de estos contenidos programáticos, se logra que el o la estudiante utilizarán técnicas de investigación y desarrollo empresarial.

Compras y proveedores: con la implementación de esta unidad de estudio, los y las estudiantes realizarán compras internacionales, seleccionando al mejor proveedor.

Medio de pago internacional: en esta unidad de estudio, se reconocerán los distintos medios de pago internacional, usados en el comercio exterior.

Regímenes aduaneros: con el desarrollo de esta unidad se identifican los beneficios para las empresas transnacionales que utilizan cualquiera de los regímenes aduaneros.

OBJETIVOS GENERALES:

- Conocer el concepto, importancia, historia y actualidad de la economía y el comercio en Costa Rica.
- Reconocer principios de investigación y desarrollo con el fin de analizar el mercado.
- Diagramar el proceso de compras, búsqueda y selección del mejor proveedor.
- Reconocer los beneficios de los regímenes aduaneros para las empresas transnacionales.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título: Comercio en Costa Rica.
Propósito: Reconocer la evolución del Comercio en Costa Rica.
Nivel de competencia: Básica

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
<ul style="list-style-type: none"> Identifica correctamente el concepto, importancia e historia de la economía y el comercio. 	Específica
<ul style="list-style-type: none"> Reconoce acertadamente la actualidad económica - comercial de Costa Rica. 	Específica
<ul style="list-style-type: none"> Señala con claridad los tratados de libre comercio y acuerdos que posee Costa Rica. 	Específica
<ul style="list-style-type: none"> Reconoce sin error la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica. 	Específica

Elementos de competencia

Referencia	Título del elemento
1 - 1	Reconocer la evolución del Comercio en Costa Rica según estándares nacionales.

Criterios de desempeño:

- Explica la evolución del comercio en Costa Rica.
- Explica la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.

Campo de aplicación:

Categoría

Clase

Servicios

Prestación de servicios de educación técnica

Evidencias de conocimiento:

- Reconoce la actualidad económica - comercial de Costa Rica.
- Reconoce la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.

Evidencias de desempeño:

- Identifica el concepto, importancia e historia de la economía y el comercio.
- Señala los tratados de libre comercio y acuerdos que posee Costa Rica.

PROGRAMA DE ESTUDIO

Modalidad: Comercial y Servicios	Especialidad: Administración Logística y Distribución
Sub-área: Compras	Año: Décimo
Unidad de Estudio: Comercio en Costa Rica	Tiempo Estimado: 24 horas
Propósito: Reconocer la evolución del Comercio en Costa Rica.	

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Explicar la evolución del comercio en Costa Rica.	<ul style="list-style-type: none"> Economía y el comercio. <ul style="list-style-type: none"> Concepto, importancia historia del comercio costarricense: (GATT Y PAE). Políticas de auto abastecimiento. Políticas de Importación y Exportación. Actualidad comercial de Costa Rica (políticas de apertura en tratados de libre comercio). 	<u>El o la docente:</u> <ul style="list-style-type: none"> Describe el concepto, importancia e historia de la economía y el comercio. Explica la actualidad económica - comercial de Costa Rica. 	<ul style="list-style-type: none"> Interés por conocer sus derechos y los de los demás. 	<ul style="list-style-type: none"> Explica la evolución del comercio en Costa Rica.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica el concepto, importancia e historia de la economía y el comercio. • Reconoce la actualidad económica - comercial de Costa Rica. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>2. Explicar la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.</p>	<ul style="list-style-type: none"> • Acuerdos Bilaterales: <ul style="list-style-type: none"> • Alemania. • Argentina. • Canadá. • Chile. • Taiwan. • Corea. • España. • Francia. • Países Bajos. • Paraguay. • República Checa. • Suiza. • Venezuela. • Acuerdos Multilaterales: <ul style="list-style-type: none"> • Organización Mundial del Comercio: <ul style="list-style-type: none"> • Rondas Ministeriales: <ul style="list-style-type: none"> • Ginebra (1998, 2009, 2011) 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Lista los tratados de libre comercio y acuerdos que posee Costa Rica. • Explica la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico – comercial de Costa Rica. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Señala los tratados de libre comercio y acuerdos que posee Costa Rica. • Reconoce la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica. 	<ul style="list-style-type: none"> • Interés por conocer sus derechos y los de los demás. 	<ul style="list-style-type: none"> • Explica la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Hong Kong (2005) • Cancún (2003) • Doha (2001) • Seattle (1999) • Singapur (199) • Tratados de libre Comercio (vigentes): <ul style="list-style-type: none"> • Chile. • Estados Unidos • México. • Canadá. • República Dominicana. • Centroamerica. • CARICOM. • China. • U.S.A / República Dominicana (CAFTA). • Panamá 			

PRÁCTICAS Y LISTAS DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Comercio en Costa Rica	PRÁCTICA No. 1
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Propósito:

Escenario:	Duración:
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MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTA

Procedimientos

El o la docente:

- Describe el concepto, importancia e historia de la economía y el comercio.
- Explica la actualidad económica - comercial de Costa Rica.
- Lista los tratados de libre comercio y acuerdos que posee Costa Rica.
- Explica la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.

LISTA DE COTEJO SUGERIDA

Fecha:

Nombre del o la estudiante:

Instrucciones: A continuación se presentan los criterios que van a ser verificados en el desempeño del o la estudiante mediante la observación del mismo. De la siguiente lista marque con una "X" aquellas observaciones que hayan sido cumplidas por el alumnado durante su desempeño.

DESARROLLO	SI	AÚN NO	NO APLICA
Identifica correctamente el concepto, importancia e historia de la economía y el comercio.			
Reconoce acertadamente la actualidad económica - comercial de Costa Rica.			
Señala con claridad los tratados de libre comercio y acuerdos que posee Costa Rica.			
Reconoce sin error la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.			

OBSERVACIONES:

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Explicar la evolución del comercio en Costa Rica.	Explica la evolución del comercio en Costa Rica.	Identifica el concepto, importancia e historia de la economía y el comercio.	Conocimiento	Identifica correctamente el concepto, importancia e historia de la economía y el comercio.
		Reconoce la actualidad económica - comercial de Costa Rica.	Desempeño	Reconoce acertadamente la actualidad económica - comercial de Costa Rica.
Explicar la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.	Explica la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.	Señala los tratados de libre comercio y acuerdos que posee Costa Rica.	Conocimiento	Señala con claridad los tratados de libre comercio y acuerdos que posee Costa Rica.
		Reconoce la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.	Desempeño	Reconoce sin error la importancia de los tratados de libre comercio y acuerdos para el desarrollo económico - comercial de Costa Rica.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título: Investigación y desarrollo.

Propósito: Ejecutar sistemas de investigación que fortalezcan el desarrollo, la producción así como la disponibilidad del servicio.

Nivel de competencia: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
• Determina en forma correcta el papel de los proveedores dentro de las empresas.	Específica
• Explica claramente el valor de las alianzas estratégicas de las empresas con los proveedores.	Específica
• Utiliza acertadamente alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo.	Específica
• Muestra con eficacia y eficiencia la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.	Específica
• Describe sin margen de error el papel de la investigación en el desarrollo del mundo empresarial y laboral.	Específica
• Demuestra puntualmente la importancia de la investigación en el desarrollo del mundo empresarial y laboral.	Específica
• Infiere acertadamente estrategias, técnicas e instrumentos de la investigación en el desarrollo del mundo empresarial y laboral.	Específica

Título

Clasificación

-
- Describe en forma correcta los beneficios de la investigación en el desarrollo del mundo empresarial y laboral. Específica
 - Explica con eficacia y eficiencia el papel de la investigación en el desarrollo del mundo empresarial y laboral. Específica
 - Enumera eficazmente los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral. Específica
 - Opera correctamente instrumentos que faciliten la investigación en el desarrollo y desempeño de puestos trabajo. Específica

ELEMENTOS DE COMPETENCIA

Referencia

Título del elemento.

1 - 2

Desarrollar en el estudiante los conocimientos, habilidades y destrezas para ejecutar sistemas de investigación que fortalezcan el desarrollo, la producción así como la disponibilidad del servicio.

Criterios de desempeño:

- Muestra la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.
- Demuestra el proceso de investigación y desarrollo de una empresa.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica.

Evidencias de conocimiento:

- Determina el papel de los proveedores dentro de las empresas.
- Describe el papel de la investigación en el desarrollo del mundo empresarial y laboral.
- Enumera los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral.
- Describe los beneficios de la investigación en el desarrollo del mundo empresarial y laboral.

Evidencias de desempeño:

- Explica el valor de las alianzas estratégicas de las empresas con los proveedores.
- Infiere estrategias, técnicas e instrumentos de la investigación en el desarrollo del mundo empresarial y laboral.
- Explica el papel de la investigación en el desarrollo del mundo empresarial y laboral.

Evidencias de producto:

- Utiliza alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo.
- Muestra la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.
- Demuestra la importancia de la investigación en el desarrollo del mundo empresarial y laboral.
- Opera instrumentos que faciliten la investigación en el desarrollo del mundo empresarial y laboral.

Modalidad: Comercial y Servicios	Especialidad: Administración Logística y Distribución.
Sub-área: Compras.	Año: Décimo
Unidad de estudio: Investigación y Desarrollo.	Tiempo estimado: 56 horas
Propósito: Ejecutar sistemas de investigación que fortalezcan el desarrollo, la producción así como la disponibilidad del servicio.	

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Demostrar la importancia de un programa de desarrollo de nuevos proveedores en las empresas.	<ul style="list-style-type: none"> Programa de desarrollo de proveedores PDP. Mejoramiento de cadenas de suministros. <ul style="list-style-type: none"> Proveedores. Definición. Importancia. Instrumentos. Características. <ul style="list-style-type: none"> Desequilibrios. Sobrecostos. Accesos. Beneficios. 	<u>El o la docente:</u> <ul style="list-style-type: none"> Reconoce el papel de los proveedores dentro de las empresas. Describe el valor de las alianzas estratégicas de las empresas con los proveedores. Emplea alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo. 	<ul style="list-style-type: none"> Responsabilidad, es nuestro compromiso hacer un uso adecuado de los recursos disponibles, los actos se definen por el grado de responsabilidad que se asume al realizarlos. 	<ul style="list-style-type: none"> Demuestra la importancia de un programa de desarrollo de nuevos proveedores en las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Alianzas estratégicas con los proveedores, fundamentadas en: <ul style="list-style-type: none"> • Solidaridad. • Cooperación. • Transparencia. • Responsabilidad Social empresarial. • Desarrollo integral y sostenible. <ul style="list-style-type: none"> • Cambio. • Mejora continua. • Estandarización. • Valorización. 	<ul style="list-style-type: none"> • Ejemplifica la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas. <u>El o la estudiante:</u> • Determina el papel de los proveedores dentro de las empresas. • Explica el valor de las alianzas estratégicas de las empresas con los proveedores. • Utiliza alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>2. Ejemplificar el proceso de investigación y desarrollo de una empresa.</p>	<ul style="list-style-type: none"> • Investigación. <ul style="list-style-type: none"> • Definición. • Importancia. • Instrumentos. • Características. • Beneficios. • Desarrollo empresarial. <ul style="list-style-type: none"> • Definición. • Importancia. • Instrumentos. 	<ul style="list-style-type: none"> • Muestra la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas. <p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Reconocer el papel de la investigación en el desarrollo del mundo empresarial y laboral. • Expresa la importancia de la investigación en el desarrollo del mundo empresarial y laboral. 	<ul style="list-style-type: none"> • Responsabilidad, es nuestro compromiso hacer un uso adecuado de los recursos disponibles, los actos se definen por el grado de responsabilidad que se asume al realizarlos. 	<ul style="list-style-type: none"> • Ejemplifica el proceso de investigación y desarrollo de una empresa.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Características. • Beneficios. • Desarrollo laboral. • Definición. • Importancia. • Instrumentos. • Características. 	<ul style="list-style-type: none"> • Explica las estrategias, las técnicas y los instrumentos de la investigación en el desarrollo del mundo empresarial y laboral. • Demuestra los beneficios de la investigación en el desarrollo del mundo empresarial y laboral. • Interpreta el papel de la investigación en el desarrollo del mundo empresarial y laboral. • Describe los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<ul style="list-style-type: none"> • Ejemplifica con instrumentos que facilitan la investigación en el desarrollo del mundo empresarial y laboral. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Describir el papel de la investigación en el desarrollo del mundo empresarial y laboral. • Demuestra la importancia de la investigación en el desarrollo del mundo empresarial y laboral. • Inferir estrategias, técnicas e instrumentos de la investigación en el desarrollo del mundo empresarial y laboral. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<ul style="list-style-type: none"> • Descubrir los beneficios de la investigación en el desarrollo del mundo empresarial y laboral. • Explicar el papel de la investigación en el desarrollo del mundo empresarial y laboral. • Enumera los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral. • Opera instrumentos que facilitan la investigación en el desarrollo del mundo empresarial y laboral. 		

PRÁCTICAS Y LISTAS DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Investigación y Desarrollo.

PRÁCTICA No. 1

Propósito:

Escenario: Aula

Duración:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTA
<ul style="list-style-type: none"> • Tiza o marcadores. • Libros de texto. • Hojas blancas. • Fotocopias. 			

Procedimientos

El o la docente:

- Reconoce el papel de los proveedores dentro de las empresas.
- Describe el valor de las alianzas estratégicas de las empresas con los proveedores.
- Emplea alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo.
- Ejemplifica la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.
- Reconocer el papel de la investigación en el desarrollo del mundo empresarial y laboral.
- Expresa la importancia de la investigación en el desarrollo del mundo empresarial y laboral.
- Explica las estrategias, las técnicas y los instrumentos de la investigación en el desarrollo del mundo empresarial y laboral.
- Demuestra los beneficios de la investigación en el desarrollo del mundo empresarial y laboral.
- Interpreta el papel de la investigación en el desarrollo del mundo empresarial y laboral.
- Describe los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral.
- Ejemplifica con instrumentos que facilitan la investigación en el desarrollo del mundo empresarial y laboral.

LISTA DE COTEJO SUGERIDA	Fecha:
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COLEGIO :	
Nombre del estudiante:	
Nombre del docente:	

Instrucciones:

A continuación se presentan los criterios que van a ser verificados en el desempeño del estudiante mediante la observación del mismo. De la siguiente lista marque con una "X" aquellas observaciones que hayan sido cumplidas por el estudiante durante su desempeño.

DESARROLLO	SI	AÚN NO	NO APLICA
• Determina en forma correcta el papel de los proveedores dentro de las empresas.			
• Explica claramente el valor de las alianzas estratégicas de las empresas con los proveedores.			
• Utiliza acertadamente alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo.			
• Muestra con eficacia y eficiencia la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.			
• Describe sin margen de error el papel de la investigación en el desarrollo del mundo empresarial y laboral.			
• Demuestra puntualmente la importancia de la investigación en el desarrollo del mundo empresarial y laboral.			
• Infiere acertadamente estrategias, técnicas e instrumentos de la investigación en el desarrollo del mundo empresarial y laboral.			

DESARROLLO	SI	AÚN NO	NO APLICA
<ul style="list-style-type: none"> Describe en forma correcta los beneficios de la investigación en el desarrollo del mundo empresarial y laboral. 			
<ul style="list-style-type: none"> Explica con eficacia y eficiencia el papel de la investigación en el desarrollo del mundo empresarial y laboral. 			
<ul style="list-style-type: none"> Enumera eficazmente los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral. 			
<ul style="list-style-type: none"> Opera correctamente instrumentos que faciliten la investigación en el desarrollo del mundo empresarial y laboral. 			

OBSERVACIONES:

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Demostrar la importancia de un programa de desarrollo de nuevos proveedores en las empresas.	Demuestra la importancia de un programa de desarrollo de nuevos proveedores en las empresas.	Determina el papel de los proveedores dentro de las empresas.	Conocimiento	Determina en forma correcta el papel de los proveedores dentro de las empresas.
		Explica el valor de las alianzas estratégicas de las empresas con los proveedores.	Desempeño	Explica claramente el valor de las alianzas estratégicas de las empresas con los proveedores.
		Utiliza alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo.	Producto	Utiliza acertadamente alianzas estratégicas que mejoren la productividad de las empresas, generando beneficios sostenibles en el tiempo.
		Muestra la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.	Producto	Muestra con eficacia y eficiencia la importancia de implementar un programa de desarrollo de proveedores (PDP) en las empresas.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Ejemplificar el proceso de investigación y desarrollo de una empresa.	Ejemplifica el proceso de investigación y desarrollo de una empresa.	Describe el papel de la investigación en el desarrollo del mundo empresarial y laboral.	Conocimiento	Describe sin margen de error el papel de la investigación en el desarrollo del mundo empresarial y laboral.
		Enumera los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral.	Conocimiento	Enumera eficazmente los pasos necesarios para la investigación en el desarrollo del mundo empresarial y laboral.
		Infiere estrategias, técnicas e instrumentos de la investigación en el desarrollo del mundo empresarial y laboral.	Desempeño	Infiere acertadamente estrategias, técnicas e instrumentos de la investigación en el desarrollo del mundo empresarial y laboral.
		Describe los beneficios de la investigación en el desarrollo del mundo empresarial y laboral.	Desempeño	Describe en forma correcta los beneficios de la investigación en el desarrollo del mundo empresarial y laboral.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
		Explica el papel de la investigación en el desarrollo del mundo empresarial y laboral.	Desempeño	Explica con eficacia y eficiencia el papel de la investigación en el desarrollo del mundo empresarial y laboral.
		Demuestra la importancia de la investigación en el desarrollo del mundo empresarial y laboral.	Producto	Demuestra puntualmente la importancia de la investigación en el desarrollo del mundo empresarial y laboral.
		Ejemplifica con instrumentos que facilitan la investigación en el desarrollo del mundo empresarial y laboral.	Producto	Opera correctamente instrumentos que faciliten la investigación en el desarrollo del mundo empresarial y laboral.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título: Compras y proveedores.
Propósito: Realizar compras y seleccionar el proveedor idóneo.
Nivel de competencia: Básica

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
<ul style="list-style-type: none"> Comenta acertadamente aspectos globales de la cadena de suministros. 	Específica
<ul style="list-style-type: none"> Explica correctamente en qué consiste la economía de la cadena de suministros. 	Específica
<ul style="list-style-type: none"> Explica con claridad las estrategias de cadenas de los suministros. 	Específica
<ul style="list-style-type: none"> Determina correctamente en qué consisten las compañías virtuales y las compras por internet. 	Específica
<ul style="list-style-type: none"> Comenta acertadamente cómo se administra la cadena de suministros. 	Específica
<ul style="list-style-type: none"> Lista con claridad los aspectos y oportunidades de una cadena de suministros integrada. 	Específica
<ul style="list-style-type: none"> Explica correctamente en qué consiste el inventario administrado por el vendedor. 	Específica
<ul style="list-style-type: none"> Distingue sin error técnicas que le permitan seleccionar al vendedor idóneo. 	Específica
<ul style="list-style-type: none"> Diferencia con claridad entre los tipos de negociaciones en materia de compras. 	Específica
<ul style="list-style-type: none"> Lista correctamente el concepto de cartel de licitación y contratación administrativa. 	Específica
<ul style="list-style-type: none"> Menciona sin error el papel de la Contraloría General de la República como ente regulador de las contrataciones. 	Específica
<ul style="list-style-type: none"> Elabora con exactitud carteles de licitación. 	Específica
<ul style="list-style-type: none"> Cita correctamente el concepto y objetivos del presupuesto de consumo y compras. 	Específica
<ul style="list-style-type: none"> Reconoce claramente en qué consiste el presupuesto de consumo y compras. 	Específica
<ul style="list-style-type: none"> Elabora sin error el presupuesto de consumo y compras. 	Específica

Elementos de competencia

Referencia	Título del elemento
1 - 3	Realizar compras y seleccionar el proveedor idóneo según estándares empresariales.

Criterios de desempeño:

1. Reconoce aspectos globales de la cadena de suministros.
2. Determina las estrategias de la cadena de suministros.
3. Administra la cadena de suministros, según la Administración de Operaciones.
4. Explica cómo seleccionar al mejor vendedor de una lista propuesta.
5. Elabora el presupuesto de materiales, con el fin de tomar decisiones sobre requerimientos de compra.
6. Elabora un cartel de licitación según la Ley de Contratación Administrativa vigente.

Campo de aplicación:

Categoría	Clase
Servicios	Prestación de servicios de educación técnica

Evidencias de conocimiento:

- Comenta aspectos globales de la cadena de suministros.
- Comenta cómo se administra la cadena de suministros.
- Lista los aspectos y oportunidades de una cadena de suministros integrada.
- Distingue técnicas que le permitan seleccionar al vendedor idóneo.
- Lista el concepto de cartel de licitación y contratación administrativa.
- Menciona el papel de la Contraloría General de la República como ente regulador de las contrataciones.
- Cita el concepto y objetivos del presupuesto de consumo y compras.

Evidencias de desempeño:

- Explica en qué consiste la economía de la cadena de suministros.
- Explica las estrategias de cadenas de los suministros.
- Determina en qué consisten las compañías virtuales y las compras por internet.
- Explica en qué consiste el inventario administrado por el vendedor.
- Diferencia entre los tipos de negociaciones en materia de compras.
- Reconoce en qué consiste el presupuesto de consumo y compras.

Evidencias de producto:

- Elabora carteles de licitación.
- Elabora el presupuesto de consumo y compras.

Modalidad: Comercial y Servicios	Especialidad: Administración Logística y Distribución
Sub-área: Compras	Año: Décimo
Unidad de Estudio: Compras y proveedores	Tiempo Estimado: 128 horas
Propósito: Realizar compras y seleccionar el proveedor idóneo.	

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Reconocer aspectos globales de la cadena de suministros.	<ul style="list-style-type: none"> • Aspectos globales de la cadena de suministros: • Importancia estratégica de la cadena de suministros. • Cuadro del impacto de las decisiones de la cadena de suministro en la estrategia. • Economía de la cadena de suministros: • Decisiones y razones de hacer o comprar. • Subcontratación (outsourcing). 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Menciona aspectos globales de la cadena de suministros. • Reconoce en qué consiste la economía de la cadena de suministros. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Comenta aspectos globales de la cadena de suministros. • Explica en qué consiste la economía de la cadena de suministros. 	<ul style="list-style-type: none"> • Respeto: tener una clara noción de los derechos fundamentales de cada persona. 	<ul style="list-style-type: none"> • Reconoce aspectos globales de la cadena de suministros.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>2. Determinar las estrategias de las cadenas de suministros.</p>	<ul style="list-style-type: none"> • Estrategias de la cadena de suministros: <ul style="list-style-type: none"> • Muchos proveedores. • Pocos proveedores. • Integración vertical (hacia adelante y hacia atrás). • Redes Keiretsu • Compañías virtuales y compras por internet. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Determina las estrategias de cadenas de los suministros. • Explica en qué consisten las compañías virtuales y las compras por internet. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Explica las estrategias de cadenas de los suministros. • Determina en qué consisten las compañías virtuales y las compras por internet. 	<ul style="list-style-type: none"> • Respeto: tener una clara noción de los derechos fundamentales de cada persona. 	<ul style="list-style-type: none"> • Determina las estrategias de las cadenas de suministros.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>3. Administrar la cadena de suministros según la Administración de Operaciones.</p>	<ul style="list-style-type: none"> • Administrando la cadena de suministros: <ul style="list-style-type: none"> • Acuerdos mutuos sobre las metas. • Confianza. • Culturas organizaciones compatibles. • Aspectos en una cadena de suministro integrada: <ul style="list-style-type: none"> • Optimización local. • Incentivos. • Lotes grandes: <ul style="list-style-type: none"> • Efecto de látigo. • Oportunidades en una cadena de suministro integrada: <ul style="list-style-type: none"> • Datos precisos de jalar. • Reducción del tamaño del lote. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Menciona cómo se administra la cadena de suministros. • Cita los aspectos y oportunidades de una cadena de suministros integrada. • Explica en qué consiste el inventario administrado por el vendedor. 	<ul style="list-style-type: none"> • Respeto: tener una clara noción de los derechos fundamentales de cada persona. 	<ul style="list-style-type: none"> • Administra la cadena de suministros según la Administración de Operaciones.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Control de re abastecimiento en una etapa. • Inventario administrado por el vendedor: • Aplazamiento. • Canalización del ensamble. • Envío directo seleccionado y empaque especial. • Pedidos por contrato. • Estandarización. • Pedidos y transferencia de fondos electrónicos. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Comenta cómo se administra la cadena de suministros. • Lista los aspectos y oportunidades de una cadena de suministros integrada. • Explica en qué consiste el inventario administrado por el vendedor. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>4. Explicar cómo seleccionar al mejor vendedor de una lista propuesta.</p>	<ul style="list-style-type: none"> • Selección del vendedor: • Evaluación del vendedor. • Desarrollo del vendedor. • Negociaciones: <ul style="list-style-type: none"> • Modelo de precio basado en el costo. • Modelo de precio basado en el mercado. • Licitación a subasta. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Identifica técnicas que le permitan seleccionar al vendedor idóneo. • Distingue los tipos de negociaciones en materia de compras. <p><u>El o la estudiantes:</u></p> <ul style="list-style-type: none"> • Distingue técnicas que le permitan seleccionar al vendedor idóneo. • Diferencia entre los tipos de negociaciones en materia de compras. 	<ul style="list-style-type: none"> • Respeto: tener una clara noción de los derechos fundamentales de cada persona. 	<ul style="list-style-type: none"> • Explica cómo seleccionar al mejor vendedor de una lista propuesta.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>5. Elaborar el presupuesto de materiales (consumo y compras), con el fin de tomar decisiones sobre requerimientos de compra.</p>	<ul style="list-style-type: none"> • Presupuesto de materiales (Consumo y compras). • Concepto y Objetivos. • Estimación de costos por unidad de materias primas. • Estimación de los requerimientos en la producción y las compras de materiales. • Las condiciones de compras y de entrega. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Define el concepto y objetivos del presupuesto de consumo y compras. • Explica en qué consiste el presupuesto de consumo y compras. • Demuestra cómo elaborar el presupuesto de consumo y compras. 	<ul style="list-style-type: none"> • Respeto: tener una clara noción de los derechos fundamentales de cada persona. 	<ul style="list-style-type: none"> • Elabora el presupuesto de materiales, con el fin de tomar decisiones sobre requerimientos de compra.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Aspectos relativos a la preparación, coordinación y control de presupuesto de materiales. • Pasos a seguir para la preparación del presupuesto de materiales. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Cita el concepto y objetivos del presupuesto de consumo y compras. • Reconoce en qué consiste el presupuesto de consumo y compras. • Elabora el presupuesto de consumo y compras. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
<p>6. Elaborar un cartel de licitación, según la Ley de Contratación Administrativa vigente.</p>	<ul style="list-style-type: none"> • Ley de Contratación Administrativa: • Carteles de licitación. • Límites de contratación administrativa (tabla vigente). 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Reconoce el concepto de cartel de licitación y contratación administrativa. • Discute el papel de la Contraloría General de la Republica como ente regulador de las contrataciones. • Demuestra la elaboración de carteles de licitación. 	<ul style="list-style-type: none"> • Respeto: tener una clara noción de los derechos fundamentales de cada persona. 	<ul style="list-style-type: none"> • Elabora un cartel de licitación, según la Ley de Contratación Administrativa vigente.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Lista el concepto de cartel de licitación y contratación administrativa. • Menciona el papel de la Contraloría General de la Republica como ente regulador de las contrataciones. • Elabora carteles de licitación. 		

PRÁCTICAS Y LISTAS DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Compras y proveedores	PRÁCTICA No. 1
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Propósito:

Escenario:	Duración:
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MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTA

Procedimientos

El o la docente:

- Menciona aspectos globales de la cadena de suministros.
- Reconoce en qué consiste la economía de la cadena de suministros.
- Determina las estrategias de cadenas de los suministros.
- Explica en qué consisten las compañías virtuales y las compras por internet.
- Menciona cómo se administra la cadena de suministros.
- Cita los aspectos y oportunidades de una cadena de suministros integrada.
- Explica en qué consiste el inventario administrado por el vendedor.
- Identifica técnicas que le permitan seleccionar al vendedor idóneo.
- Distingue los tipos de negociaciones en materia de compras.
- Reconoce el concepto de cartel de licitación y contratación administrativa.
- Discute el papel de la Contraloría General de la República como ente regulador de las contrataciones.
- Demuestra la elaboración de carteles de licitación.
- Define el concepto y objetivos del presupuesto de consumo y compras.
- Explica en qué consiste el presupuesto de consumo y compras.
- Demuestra cómo elaborar el presupuesto de consumo y compras.

LISTA DE COTEJO SUGERIDA	Fecha:
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Nombre del o la estudiante:	
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Instrucciones: A continuación se presentan los criterios que van a ser verificados en el desempeño del o la estudiante mediante la observación del mismo. De la siguiente lista marque con una "X" aquellas observaciones que hayan sido cumplidas por el alumnado durante su desempeño.

DESARROLLO	SI	AÚN NO	NO APLICA
Comenta acertadamente aspectos globales de la cadena de suministros.			
Explica correctamente en qué consiste la economía de la cadena de suministros.			
Explica con claridad las estrategias de cadenas de los suministros.			
Determina correctamente en qué consisten las compañías virtuales y las compras por internet.			
Comente acertadamente cómo se administra la cadena de suministros.			
Lista con claridad los aspectos y oportunidades de una cadena de suministros integrada.			
Explica correctamente en qué consiste el inventario administrado por el vendedor.			
Distingue sin error técnicas que le permitan seleccionar al vendedor idóneo.			
Diferencia con claridad entre los tipos de negociaciones en materia de compras.			
Lista correctamente el concepto de cartel de licitación y contratación administrativa.			
Menciona sin error el papel de la Contraloría General de la Republica como ente regulador de las contrataciones.			
Elabora con exactitud carteles de licitación.			
Cita correctamente el concepto y objetivos del presupuesto de consumo y compras.			
Reconoce claramente en qué consiste el presupuesto de consumo y compras.			
Elabora sin error el presupuesto de consumo y compras.			

OBSERVACIONES:

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Reconocer aspectos globales de la cadena de suministros.	Reconoce aspectos globales de la cadena de suministros.	Comenta aspectos globales de la cadena de suministros.	Desempeño	Comenta acertadamente aspectos globales de la cadena de suministros.
		Explica en qué consiste la economía de la cadena de suministros.	Desempeño	Explica correctamente en qué consiste la economía de la cadena de suministros.
Determinar las estrategias de la cadena de suministros.	Determina las estrategias de la cadena de suministros.	Explica las estrategias de cadenas de los suministros.	Desempeño	Explica con claridad las estrategias de cadenas de los suministros.
		Determina en qué consisten las compañías virtuales y las compras por internet.	Desempeño	Determina correctamente en qué consisten las compañías virtuales y las compras por internet.
Administrar la cadena de suministros según la Administración de Operaciones.	Administra la cadena de suministros según la Administración de Operaciones.	Comenta cómo se administra la cadena de suministros.	Conocimiento	Comenta acertadamente cómo se administra la cadena de suministros.
		Lista los aspectos y oportunidades de una cadena de suministros integrada.	Conocimiento	Lista con claridad los aspectos y oportunidades de una cadena de suministros integrada.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Explicar cómo seleccionar al mejor vendedor de una lista propuesta.	Explica cómo seleccionar al mejor vendedor de una lista propuesta.	Distingue técnicas que le permitan seleccionar al vendedor idóneo.	Conocimiento	Distingue sin error técnicas que le permitan seleccionar al vendedor idóneo.
		Explica en qué consiste el inventario administrado por el vendedor.	Desempeño	Explica correctamente en qué consiste el inventario administrado por el vendedor.
		Diferencia entre los tipos de negociaciones en materia de compras.	Desempeño	Diferencia con claridad entre los tipos de negociaciones en materia de compras.
Elaborar un cartel de licitación, según la Ley de Contratación Administrativa vigente.	Elabora un cartel de licitación, según la Ley de Contratación Administrativa vigente.	Lista el concepto de cartel de licitación y contratación administrativa.	Conocimiento	Lista correctamente el concepto de cartel de licitación y contratación administrativa.
		Menciona el papel de la Contraloría General de la República como ente regulador de las contrataciones.	Conocimiento	Menciona sin error el papel de la Contraloría General de la República como ente regulador de las contrataciones.
		Elabora carteles de licitación.	Producto	Elabora con exactitud carteles de licitación.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Elaborar el presupuesto de materiales, con el fin de tomar decisiones sobre requerimientos de compra.	Elabora el presupuesto de materiales, con el fin de tomar decisiones sobre requerimientos de compra.	Cita el concepto y objetivos del presupuesto de consumo y compras.	Conocimiento	Cita correctamente el concepto y objetivos del presupuesto de consumo y compras.
		Reconoce en qué consiste el presupuesto de consumo y compras.	Desempeño	Reconoce claramente en qué consiste el presupuesto de consumo y compras.
		Elabora el presupuesto de consumo y compras.	Producto	Elabora sin error el presupuesto de consumo y compras.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título: Medios de pago internacional.
Propósito: Realizar transacciones de pago a nivel internacional.
Nivel de competencia: Básica

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
• Nombra correctamente qué es un contrato y establece sus diferencias.	Específica
• Cita correctamente las actividades necesarias para realizar una compra venta.	Específica
• Explica acertadamente las cotizaciones y adjudicación.	Específica
• Lista con claridad las personas jurídicas que intervienen en la internación de mercancías.	Específica
• Explica correctamente en qué consiste las formas o condiciones de pago.	Específica
• Lista acertadamente las funciones de las figuras en el crédito documentado y en los bancos confirmantes.	Específica
• Usa sin error las formas de pago más corrientes en el comercio exterior.	Específica
• Explica acertadamente otras consideraciones en materia de medios de pago internacional.	Específica

Elementos de competencia

Referencia	Título del elemento
1 - 4	Realizar transacciones de pago a nivel internacional según estándares empresariales.

Criterios de desempeño:

1. Utiliza los medios de pago internacional usados en el comercio exterior.

Campo de aplicación:

Categoría

Clase

Servicios

Prestación de servicios de educación técnica

Evidencias de conocimiento:

- Cita las actividades necesarias para realizar una compra venta.
- Lista las personas jurídicas que intervienen en la internación de mercancías.
- Lista las funciones de las figuras en el crédito documentado y en los bancos confirmantes.
- Nombra qué es un contrato y establece sus diferencias.

Evidencias de desempeño:

- Explica las cotizaciones y adjudicación.
- Explica en qué consiste las formas o condiciones de pago.
- Explica otras consideraciones en materia de medios de pago internacional.

Evidencias de producto:

- Usa las formas de pago más corrientes en el comercio exterior.

Modalidad: Comercial y Servicios	Especialidad: Administración Logística y Distribución
Sub-área: Compras	Año: Décimo
Unidad de Estudio: Medios de pago internacional.	Tiempo Estimado: 56 horas
Propósito: Realizar transacciones de pago a nivel internacional.	

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRETEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Utilizar los medios de pago internacional usados en el comercio exterior.	<ul style="list-style-type: none"> • Compras Internacionales: • Compra venta internacional – concepto • El contrato de compra y venta: <ul style="list-style-type: none"> • ¿Que es un contrato? • Tipos de contratos • Que es una oferta comercial? • ¿Cómo se realiza un contrato de compra - venta? • Corte internacional de arbitraje. 	<u>El o la docente:</u> <ul style="list-style-type: none"> • Define qué es un contrato y establece sus diferencias. • Menciona las actividades necesarias para realizar una compra venta. • Analiza las cotizaciones y adjudicación. • Cita las personas jurídicas que intervienen en la internación de mercancías. 	<ul style="list-style-type: none"> • Comportarse de manera transparente con sus semejantes 	<ul style="list-style-type: none"> • Utiliza los medios de pago internacional usados en el comercio exterior.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRETEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Actividades para realizar una compra extranjera: <ul style="list-style-type: none"> • Localización de proveedores. • Confección de cotizaciones. • Recepción de cotizaciones. • Análisis de cotizaciones. • Adjudicación: <ul style="list-style-type: none"> • Obligaciones del vendedor y el comprador • Formas de comprar en le extranjero. • Personas que intervienen en la internación de mercancías: <ul style="list-style-type: none"> • Agentes aduaneros. • Regentes. 	<ul style="list-style-type: none"> • Reconoce en qué consiste las formas o condiciones de pago. • Cita las funciones de las figuras en el crédito documentado y en los bancos confirmantes. • Demuestra el uso de las formas de pago más corrientes en el comercio exterior. • Reconoce otras consideraciones en materia de medios de pago internacional. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRETEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Representantes de casa extranjeras. • Dirección General de Aduanas. • Dirección General de Tributación Directa. • Ministerio de Salud, Hacienda, Agricultura. • Bancos. • Almacenes Generales de depósito. • • Formas o condiciones de pago: <ul style="list-style-type: none"> • Operaciones de crédito documentado. • Figuras en el crédito documentado: <ul style="list-style-type: none"> • Ordenante. • Banco emisor. • Banco notificador. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Nombra qué es un contrato y establece sus diferencias. • Cita las actividades necesarias para realizar una compra venta. • Explica las cotizaciones y adjudicación. • Lista las personas jurídicas que intervienen en la internación de mercancías. • Explica en qué consiste las formas o condiciones de pago. • Lista las funciones de las figuras en el crédito documentado y en los bancos confirmantes. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRETEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Banco confirmante: <ul style="list-style-type: none"> • Banco pagador. • Banco negociador. • Banco aceptador. • Banco reembolso. • Formas de pago más corrientes en el comercio exterior: <ul style="list-style-type: none"> • Carta crédito. • Pago anticipado. • Pago contra entrega. • Giro a la vista contra entrega de documento. 	<ul style="list-style-type: none"> • Usa las formas de pago más corrientes en el comercio exterior. • Explica otras consideraciones en materia de medios de pago internacional. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRETEGIAS DE ENSEÑANZA APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Otras consideraciones en materia de medios de pago internacional. <ul style="list-style-type: none"> • La corresponsalía • Los medios de pago no documentarios • Tipos de cheques • La orden de pago internacional y sus tipos • Los documentos en el comercio internacional: • La letra de cambio • Los medios de pago documentarios • Las remesas simples, definición y características • Tipos de remesas simples • Tipos de cobranzas 			

PRÁCTICAS Y LISTAS DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Medios de pago internacional

PRÁCTICA No. 1

Propósito:

Escenario:

Duración:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTA

Procedimientos

El o la docente:

- Define qué es un contrato y establece sus diferencias.
- Menciona las actividades necesarias para realizar una compra venta.
- Analiza las cotizaciones y adjudicación.
- Cita las personas jurídicas que intervienen en la internación de mercancías.
- Reconoce en qué consiste las formas o condiciones de pago.
- Cita las funciones de las figuras en el crédito documentado y en los bancos confirmantes.
- Demuestra el uso de las formas de pago más corrientes en el comercio exterior.
- Reconoce otras consideraciones en materia de medios de pago internacional.

LISTA DE COTEJO SUGERIDA

Fecha:

Nombre del o la estudiante:

Instrucciones: A continuación se presentan los criterios que van a ser verificados en el desempeño del o la estudiante mediante la observación del mismo. De la siguiente lista marque con una "X" aquellas observaciones que hayan sido cumplidas por el alumnado durante su desempeño.

DESARROLLO	SI	AÚN NO	NO APLICA
Nombra correctamente qué es un contrato y establece sus diferencias.			
Cita correctamente las actividades necesarias para realizar una compra venta.			
Explica acertadamente las cotizaciones y adjudicación.			
Lista con claridad las personas jurídicas que intervienen en la internación de mercancías.			
Explica correctamente en qué consiste las formas o condiciones de pago.			
Lista acertadamente las funciones de las figuras en el crédito documentado y en los bancos confirmantes.			
Usa sin error las formas de pago más corrientes en el comercio exterior.			
Explica acertadamente otras consideraciones en materia de medios de pago internacional.			

OBSERVACIONES:

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Utilizar los medios de pago internacional usados en el comercio exterior.	Utiliza los medios de pago internacional usados en el comercio exterior.	Nombra qué es un contrato y establece sus diferencias.	Conocimiento	Nombra correctamente qué es un contrato y establece sus diferencias.
		Cita las actividades necesarias para realizar una compra venta.	Conocimiento	Cita correctamente las actividades necesarias para realizar una compra venta.
		Lista las personas jurídicas que intervienen en la internación de mercancías.	Conocimiento	Lista con claridad las personas jurídicas que intervienen en la internación de mercancías.
		Lista las funciones de las figuras en el crédito documentado y en los bancos confirmantes.	Conocimiento	Lista acertadamente las funciones de las figuras en el crédito documentado y en los bancos confirmantes.
		Explica las cotizaciones y adjudicación.	Desempeño	Explica acertadamente las cotizaciones y adjudicación.
		Explica en qué consiste las formas o condiciones de pago.	Desempeño	Explica correctamente en qué consiste las formas o condiciones de pago.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
		Explica otras consideraciones en materia de medios de pago internacional.	Desempeño	Explica acertadamente otras consideraciones en materia de medios de pago internacional.
		Usa las formas de pago más corrientes en el comercio exterior.	Producto	Usa sin errores las formas de pago más corrientes en el comercio exterior.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título: Regímenes Aduaneros.
Propósito: Utilizar los distintos regímenes aduaneros.
Nivel de competencia: Básica

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
1. Nombra correctamente el concepto y características de regímenes aduaneros.	Específica
2. Explica acertadamente los procedimientos comunes para cualquier régimen aduanero.	Específica
3. Resuelve sin error situaciones relativas a los regímenes aduaneros.	Específica

Elementos de competencia

Referencia	Título del elemento
1 - 5	Resolver casos de regímenes aduaneros, según la normativa vigente.

Criterios de desempeño:

1. Resuelve situaciones relativas a los regímenes aduaneros, según la normativa vigente.

Campo de aplicación:

Categoría	Clase
Servicios	Prestación de servicios de educación técnica

Evidencias de conocimiento:

- Nombra el concepto y características de regímenes aduaneros.

Evidencias de desempeño:

- Explica los procedimientos comunes para cualquier régimen aduanero.

Evidencias de producto:

- Resuelve situaciones relativas a los regímenes aduaneros.

Modalidad: Comercial y Servicios	Especialidad: Administración Logística y Distribución
Sub-área: Compras	Año: Décimo
Unidad de Estudio: Regímenes Aduaneros	Tiempo Estimado: 56 horas
Propósito: Utilizar los distintos regímenes aduaneros.	

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA – APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Resolver situaciones relativas a los regímenes aduaneros, según la normativa vigente.	<ul style="list-style-type: none"> • Procedimientos comunes a cualquier régimen aduanero: <ul style="list-style-type: none"> • Disposiciones generales • Actuaciones previas a la presentación de la declaración aduanera. • La declaración aduanera (generalidades, aceptación de la declaración, rectificación y desistimiento de la declaración). 	<u>El o la docente:</u> <ul style="list-style-type: none"> • Menciona el concepto y características de regímenes aduaneros. • Reconoce los procedimientos comunes para cualquier régimen aduanero. • Explica los regímenes aduaneros a los cuales son sometidas las mercancías. 	<ul style="list-style-type: none"> • Tener conciencia de todo aquello que nos rodea con la capacidad de anticiparse a los hechos. 	<ul style="list-style-type: none"> • Resuelve situaciones relativas a los regímenes aduaneros, según la normativa vigente.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA – APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Verificación • Autorización del levante. • Definitivos de importación y exportación <ul style="list-style-type: none"> • Generalidades. • Declaración anticipada. • Reconocimiento en el procedimiento de exportación definitiva. • Modalidades especiales de importación: <ul style="list-style-type: none"> • Equipaje. • Envíos de socorro. • Ingreso o salida de personas fallecidas. • Muestras sin valor comercial. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Nombra el concepto y características de regímenes aduaneros. • Explica los procedimientos comunes para cualquier régimen aduanero. • Resuelve situaciones relativas a los regímenes aduaneros. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA – APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Despacho domiciliario industrial. • Entrega rápida. • Envíos urgentes. • Envíos postales. • Tiendas libres. • Importaciones no comerciales. • Regímenes Temporales: <ul style="list-style-type: none"> • Tránsito aduanero interno e internacional. • Transporte multimodal. • Tránsito por vía marítima o aérea. • Transbordo. • Régimen de depósito fiscal. • Servicio de reempaque y distribución e depósito fiscal. 			

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA – APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Importación y exportación temporal. • Provisiones a bordo. • Regímenes Liberatorios aduaneros: <ul style="list-style-type: none"> • Zonas francas • Reimportación en el mismo estado • Reimportación de mercancías. • Perfeccionamiento: <ul style="list-style-type: none"> • Activo. • Temporal para el perfeccionamiento o pasivo. • Régimen devolutivo de derechos. • Régimen de zonas francas. 			

PRÁCTICAS Y LISTAS DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Regímenes Aduaneros.

PRÁCTICA No. 1

Propósito:

Escenario:

Duración:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTA

Procedimientos

El o la docente:

- Menciona el concepto y características de regímenes aduaneros.
- Reconoce los procedimientos comunes para cualquier régimen aduanero.
- Explica los regímenes aduaneros a los cuales son sometidas las mercancías.

LISTA DE COTEJO SUGERIDA	Fecha:
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Nombre del o la estudiante:	
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Instrucciones: A continuación se presentan los criterios que van a ser verificados en el desempeño del o la estudiante mediante la observación del mismo. De la siguiente lista marque con una "X" aquellas observaciones que hayan sido cumplidas por el alumnado durante su desempeño.

DESARROLLO	SI	AÚN NO	NO APLICA
Nombra correctamente el concepto y características de regímenes aduaneros.			
Explica acertadamente los procedimientos comunes para cualquier régimen aduanero.			
Resuelve sin error situaciones relativas a los regímenes aduaneros.			

OBSERVACIONES:

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Resolver situaciones relativas a los regímenes aduaneros, según la normativa vigente.	Resuelve situaciones relativas a los regímenes aduaneros, según la normativa vigente.	Nombra el concepto y características de regímenes aduaneros.	Conocimiento	Nombra correctamente el concepto y características de regímenes aduaneros.
		Explica los procedimientos comunes para cualquier régimen aduanero.	Desempeño	Explica acertadamente los procedimientos comunes para cualquier régimen aduanero.
		Resuelve situaciones relativas a los regímenes aduaneros.	Producto	Resuelve sin error situaciones relativas a los regímenes aduaneros.

SUBJECT- AREA: IMPORTS AND EXPORTS



DISTRIBUTION OF STUDY BLOCK Imports and Exports

Study Blocks	Name	Time in hours	Weeks per Study block
I	Merceología (The Study of Products and Merchandise)	24	3
II	Custom Classification.	120	15
III	Import / Export Process in Costa Rica.	72	9
IV	Application Software.	48	6
V	Customs Valuation.	56	7
	TOTAL	320	40

SUBJECT- AREA: IMPORTS AND EXPORTS

DESCRIPTION

The **Import and Export** subject, at 8 hours per week, consists of five study blocks:

Merceología (The Study of Products and Merchandise): in this study block, basic concepts of import / export and product classification are covered, in order to assimilate basic technical vocabulary.

Tariff Classification: allows students to classify export products, and complete customs declarations.

Import / Export Process: students will apply relevant processes to carry out import and export transactions.

Application Software: students will use software for functions related to the study program.

Customs Valuation: students will understand procedures needed to correctly calculate customs values.

GENERAL OBJECTIVES

Students will develop knowledge, abilities and skills in order to:

1. Recognize basic concepts related with imports, exports and product classification.
2. Correctly classify products subject to import or export.
3. Implement import / export procedures needed for international trade.
4. Carry out customs-related business electronically, using the correct software.
5. Apply current procedure for product valuation.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: *Merceología* (The Study of Products and Merchandise)
Purpose: Define basic concepts related to product classification, imports and exports.
Competency level: Basic

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> • Correctly, identifies the basic concepts of imports and exports. 	Specific
<ul style="list-style-type: none"> • Correctly, recognizes the types of traditional and non-traditional products. 	Specific
<ul style="list-style-type: none"> • Correctly, relates generalities of <i>Merceología</i>. 	Specific
<ul style="list-style-type: none"> • Accurately, explains the Harmonized System. 	Specific

Competency Evidence

Reference	Title of Element
2 - 1	Define basic import and export concepts according to the current legal framework (<i>Ley General de Aduanas (General Customs Law)</i>) and other references.

Performance Criteria:

- Recognizes basic import and export concepts.
- Explains the Harmonized System.

Field of Application:

Category

Class

Services

Technical Education Teaching Services

Knowledge Evidence:

- Identifies the basic concepts of imports and exports.
- Discusses generalities of **Merceología** (The Study of Products and Merchandise).

Performance Evidence:

- Recognizes the types of traditional and non-traditional products.
- Explains the Harmonized System.

STUDY PROGRAM

Sector: Commerce and Services	Program: Logistics Administration and Distribution
Subject-Area: Imports and Exports	Grade: Tenth
Study block: Merceología (The Study of Products and Merchandise)	Time: 24 hours
Purpose: Define basic concepts related to product classification, imports and exports.	

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Recognize basic import and export concepts.	<ul style="list-style-type: none"> • General Concepts: <ul style="list-style-type: none"> • Barter • Export • Import • Traditional exports • Non-traditional exports • System • Tariff Classification • Suppliers • Purchasing • Customs agent • Shipping • Bulk • Packaging 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Defines the basic concepts of imports and exports. • Explains the types of traditional and non-traditional products. 	Respect: Possess a clear notion of the fundamental rights of persons.	<ul style="list-style-type: none"> • Recognizes basic import and export concepts.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Ocean shipper • Tica • Gema • Package Labels. • Small items. • Time management • Just in time. • Offloading. • Containerization. • Barge transport • Customs service. • Customs declaration. • Types of transportation (air, sea, land). 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Identifies the basic concepts of imports and exports. • Recognizes the types of traditional and non-traditional products. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Temporary importation for tourism • Customs controls. • Exemptions. • Incoterms. • <i>Ley General de Aduanas (General Customs Law).</i> (Customs Law) • RECAUCA. • CAUCA. • NAUCA. • Customs rights. • Tariff System. • <i>Merceología</i> • Industrial processes. • Types of products (traditional and non-traditional) that are exported and imported. 			

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Explain the Harmonized System.	<ul style="list-style-type: none"> • <i>Merceología</i>: <ul style="list-style-type: none"> • Concept and objectives. • Principals and importance. • Historical precedents • Harmonized System (HS): <ul style="list-style-type: none"> • HS international structure and nomenclature. • Classify to the 6-digit level • Standardization of nomenclature and chapters. • HS chapter structure. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Comments on generalities of Product Classification. • Recognizes the Harmonized System. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Discusses generalities of Product Classification. • Explains the Harmonized System. 	Respect: Possess a clear notion of the fundamental rights of persons.	<ul style="list-style-type: none"> • Explains the Harmonized System.

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Merceología (The Study of Products and Merchandise)	PRACTICE No. 1
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Purpose:

Scenario:

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

Procedures

The Teacher:

- Defines the basic concepts of imports and exports.
- Explains the types of traditional and non-traditional products.
- Comments on generalities of *Merceología* (The Study of Products and Merchandise).
- Recognizes the Harmonized System.

RECOMMENDED CHECKLISTS:	Date:
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Student's name:	
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Instructions:
 The following criteria will be verified in the performance of each student through observation.
 From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Correctly, identifies basic concepts of imports and exports.			
Correctly, recognizes the types of traditional and non-traditional products.			
Correctly, relates generalities of <i>Merceología</i> (The Study of Products and Merchandise).			
Accurately, explains the Harmonized System.			

OBSERVATIONS:

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Recognize basic import and export concepts.	Recognizes basic import and export concepts.	Identifies basic concepts of imports and exports.	Knowledge	Correctly, identifies the basic concepts of imports and exports.
		Recognizes the types of traditional and non-traditional products.	Knowledge	Correctly, recognizes the types of traditional and non-traditional products.
Explain the Harmonized System.	Explains the Harmonized System.	Discusses generalities of Product Classification.	Knowledge	Correctly, relates generalities of Product Classification.
		Explains the Harmonized System.	Knowledge	Accurately, explains the Harmonized System.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: Customs Classifications.

Purpose: Generically classify products, using the current customs classifications.

Competency level: Basic

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> • Adequately, elaborates on the concept and importance of the customs tariff. 	Specific
<ul style="list-style-type: none"> • Clearly, describes how the customs tariff is applied. 	Specific
<ul style="list-style-type: none"> • Competently, explains the General Notes and materials Index of the current customs System, with abbreviations, symbols and notes. 	Specific
<ul style="list-style-type: none"> • Correctly, describes the sections of the Customs Tariff. 	Specific
<ul style="list-style-type: none"> • Correctly, characterizes each section of the Customs Tariff. 	Specific
<ul style="list-style-type: none"> • Accurately, classifies products using the current Customs Tariff. 	Specific

Competency Evidence

Reference	Title of Element
2 – 2	Classify products using the current Customs Tariff.

Performance Criteria:

1. Explains the use of the Customs Tariff *before* the classification takes place.
2. Classifies products using the six-digit.

Field of Application:

Category

Class

Services

Technical Education Teaching Services

Knowledge Evidence:

- Describes how the customs tariff is applied.
- Describes the sections of the Customs Tariff.

Performance Evidence:

- Explains the General Notes and materials index of the current Tariff System, including abbreviations, symbols and notes.
- Recognizes each section of the Customs Tariff.

Product Evidence:

- Classifies products using the current Customs Tariff.

Sector: Commerce and Services	Program: Logistics Administration and Distribution
Subject- Area: Imports and Exports	Grade: Tenth
Study Block: Customs Classifications	Time: 120 Hours
Purpose: Generically classify products using the current Customs Tariff..	

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Explain the use of pre-classification customs tariff.	<ul style="list-style-type: none"> • Customs Tariff : <ul style="list-style-type: none"> • Concept and importance. • What is the Customs Tariff. • Current General Notes of Customs System. • Materials Index of the Central American Tariff System (<i>Sistema Arancelario Centroamericano</i>) • Abbreviations and Symbols. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Defines the concept and importance of the customs tariff. • Explains how the customs tariff is applied. • Interprets the General Notes and materials index of the current Tariff System, as well as the abbreviations symbols and notes used. 	<ul style="list-style-type: none"> • Able to analyze conflictive situations. 	<ul style="list-style-type: none"> • Explains the use of pre-classification customs tariff.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Section Technical Notes and Supplementary Notes currently used for customs transactions in Costa Rica. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Elaborates on the concept and importance of the customs tariff. Describes how the customs tariff is applied. Explains the General Notes and materials index of the current Tariff System, as well as the abbreviations symbols and notes used. 		

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Classify products using the six-digit.	<ul style="list-style-type: none"> • Section I: <ul style="list-style-type: none"> • Live animals and animal products. • Section II: <ul style="list-style-type: none"> • Vegetable products. • Section III: <ul style="list-style-type: none"> • Rendered Animal or Vegetable Fats and Oils. • Edible Fats (animal or vegetable). • Section IV: <ul style="list-style-type: none"> • Foodstuffs. Liquid alcoholic beverages. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Identifies sections of the Customs Tariff. • Explains each section of the Customs Tariff. • Resolves product classification situations, using current Customs Tariff. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Describes the sections of the Customs Tariff. • Recognizes each section of the Customs Tariff. 	<ul style="list-style-type: none"> • Able to analyze conflictive situations. 	<ul style="list-style-type: none"> • Classifies products using the six-digit.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Section V: <ul style="list-style-type: none"> • Mineral Products • Section VI: <ul style="list-style-type: none"> • Chemical or related products. • Section VII: <ul style="list-style-type: none"> • Plastics and articles thereof. • Rubber and articles thereof. • Section VIII: <ul style="list-style-type: none"> • Skins, leathers, hides and articles thereof. Saddlery and harnesses. 	<ul style="list-style-type: none"> • Classifies products, using the current Customs Tariff. 		

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Travel goods, handbags, (purses) and similar containers, articles of gut. • Section IX: <ul style="list-style-type: none"> • Wood and articles thereof, charcoal, cork and articles thereof. Articles of basketry and plait work. • Section X: <ul style="list-style-type: none"> • Wood pulp or other fibrous cellulosic material, paper or cardboard for recycling (waste and scrap), paper or cardboard and its articles. 			

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Section XI: <ul style="list-style-type: none"> • Textiles and articles thereof • Section XII: <ul style="list-style-type: none"> • Shoes, hats and other headgear, umbrellas, sunshades, walking sticks, whips, riding crops and parts thereof. Artificial flowers and hair products. 			

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Customs Classifications	PRACTICE No. 1
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Purpose:

Scenario: Classroom	Time:
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MATERIALS	MACHINERY	EQUIPMENT	TOOLS

Procedures

The Teacher:

- Defines the concept and importance of the customs tariff.
- Explains how the customs tariff is applied.
- Interprets the General Notes and materials Index of the current Tariff System, with abbreviations, symbols and notes.
- Identifies the sections of the Customs Tariff.
- Explains each section of the Customs Tariff.
- Resolves product classification situations, according to current tariff.

RECOMMENDED CHECKLISTS:

Date:

Student's Name:

Instructions: The following criteria will be verified in the performance of each student through observation. From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Adequately, elaborates on the concept and importance of the customs tariff.			
Clearly, describes how the customs tariff is applied.			
Competently, explains the General Notes and materials Index of the current Tariff System, with abbreviations, symbols and notes.			
Correctly, describes the sections of the Customs Tariff.			
Correctly, characterizes each section of the Customs Tariff.			
Accurately, classifies products using the current Customs Tariff.			

OBSERVATIONS:

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCY
Explain the use of pre-classification customs tariff.	Explains the use of pre-classification customs tariff.	Elaborates on the concept and importance of tariffs.	Knowledge	Adequately, elaborates on the concept and importance of tariffs.
		Describes how tariffs are applied.	Knowledge	Clearly, describes how tariffs are applied.
		Explains General Notes and Materials Index of the current tariff system, with their abbreviations, symbols and notes.	Performance	Competently, explains General Notes and Materials Index of the current tariff system, with their abbreviations, symbols and notes.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCY
Classify products according to the six-digit tariff system.	Classifies products according to the six-digit tariff system.	Describes the sections of the tariff schedule	Knowledge	Correctly, describes the sections of the tariff schedule.
		Recognizes each section of the Customs Tariff.	Performance	Correctly, characterizes each section of the Customs Tariff.
		Classifies products, using the current Customs Tariff.	Product	Accurately, classifies using the current Customs Tariff.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: Import and Export Processes in Costa Rica
Purpose: Use the current procedures required for import / export transactions.
Competency level: Basic

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> • Coherently, comments on the concept of product origin. 	Specific
<ul style="list-style-type: none"> • Correctly, diagrams the import process. 	Specific
<ul style="list-style-type: none"> • Correctly, illustrates how shipments are cleared through border points. 	Specific
<ul style="list-style-type: none"> • Precisely, describes the import and export process. 	Specific
<ul style="list-style-type: none"> • Correctly, enumerates the characteristics and components of an export plan. 	Specific
<ul style="list-style-type: none"> • Competently, develops an export plan. 	Specific
<ul style="list-style-type: none"> • Accurately, cites the importance of customs procedure manuals. 	Specific
<ul style="list-style-type: none"> • Correctly, completes a Certificate of Origin. 	Specific
<ul style="list-style-type: none"> • Clearly, shows relationships among the various domestic and international organizations that are involved in the customs process. 	Specific
<ul style="list-style-type: none"> • Clearly, cites the concepts of customs duties and duty relief. 	Specific
<ul style="list-style-type: none"> • Accurately, calculates customs duties. 	Specific
<ul style="list-style-type: none"> • Correctly, elaborates a customs declaration. 	Specific
<ul style="list-style-type: none"> • Clearly, describes general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations. 	Specific
<ul style="list-style-type: none"> • Competently, discusses general elements of Costa Rica customs law and its regulations. 	Specific
<ul style="list-style-type: none"> • Accurately, elaborates on concepts and characteristics of various customs systems. 	Specific

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title

- Correctly, mentions notes, announcements, memos, and any other type of communication related to customs administration. Specific
- Correctly, characterizes local transactions. Specific
- Accurately, explains current standards for local transactions. Specific

Classification

Competency Evidence

Reference

Title of Element: Import / Export Procedures

2 - 3

Utilize procedures needed for an import and an export transaction, using current standards.

PERFORMANCE CRITERIA:

1. Explains import and export procedures.
2. Uses current, customs procedures manuals.
3. Calculates various types of customs tax, according to current regulations customs norms.
4. Elaborates customs declarations, according to current regulations.
5. Recognizes article of the *Ley General de Aduanas* (General Customs Law) and current regulations.
6. Resolves situations related to local transactions according to current regulations.

Category

Class

Services

Technical Education Teaching Services

Knowledge Evidence:

- Enumerates the characteristics and components of an export plan.
- Cites the importance of customs procedure manuals.
- Cites the concepts of customs duties and duty relief.
- Discusses in general terms Costa Rica customs law and its regulations.
- Elaborates on concepts and characteristics of various customs systems.
- Coherently, comments on the concept of product origin.
- Mentions notes, circulars, memoranda and any other current document relevant to customs transactions.

Performance Evidence:

- Diagrams the import process.
- Illustrates how shipments are cleared through border points.
- Recognizes the import and export process.
- Recognizes local transactions.
- Explains current standards for local transactions.

Product Evidence:

- Develops an export plan.
- Completes a Certificate of Origin.
- Calculates customs duties.
- Elaborates a customs declaration.
- Resolves customs-related situations.

Sector: Commerce and Services	Program: Logistics Administration and Distribution
Subject-Area: Imports and Exports	Grade: Tenth
Study Block: Import-Export procedures	Time: 72 hours
Purpose: Use current and valid procedures necessary for import-export transactions in Costa Rica	

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Explain import and export procedures.	<ul style="list-style-type: none"> Product origin: <ul style="list-style-type: none"> Rules of origin: <ul style="list-style-type: none"> Non-preferential. Preferential. Origin Criteria. The import process: <ul style="list-style-type: none"> Before international customs regime. 	<u>The Teacher:</u> <ul style="list-style-type: none"> Mentions the concept of product origin. Explains the import process. Determines how shipments are cleared through border points. Explains the export process. Points out the characteristics and components of an export plan. 	<ul style="list-style-type: none"> Be aware of your surroundings so you can anticipate events. 	<ul style="list-style-type: none"> Explains import and export procedures.

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Border entry: <ul style="list-style-type: none"> • Stages and formalities. • Entry of goods. • Customs Declaration. • Transportation. • Presentation and delivery. • Transportation delivery. • Paperwork necessary for an import transaction. • The export process: • Before national customs regime: 	<ul style="list-style-type: none"> • Elaborate an export plan. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Comments on the concept of product origin. • Diagrams the import process. • Illustrates how shipments are cleared through border points. • Recognizes the import and export process. • Enumerates the characteristics and components of an export plan. • Develop an export plan. 		

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Characteristics of the export plan. • Organizational commitment. • Consciousness and motivation. • Continued improvement. • Identification of problems and opportunities. • Main export plan components <ul style="list-style-type: none"> • Market Analysis. • Supply chain and export procedures. 			

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Documentation: <ul style="list-style-type: none"> • Commercial and Consular invoices • Permits or certifications • Certificates of origin • Certifications of Origin in the framework of free-trade agreements subscribed by Costa Rica • General System of Preferences • The export plan: <ul style="list-style-type: none"> • What • Where • How 			

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Export Process: <ul style="list-style-type: none"> • Export registry. • “<i>Ventanilla Única</i>” - One-stop office for external trade service (<i>VUCE</i>) • Non-<i>VUCE</i> Processes. • Types and Forms of export: • Export Forms. • Final Export. • Form revalidation and annulment. 			

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Use customs procedure manuals, according to current law.	<ul style="list-style-type: none"> • Customs Procedures Manuals. • Caribbean Basin Initiative certificate of origin (form). • European Economic Community certificate of original (form) 	<u>The Teacher:</u> <ul style="list-style-type: none"> • Points out the importance of customs procedure manuals. • Explains how to complete a Certificate of Origin. • Explains the inter-relation among the various domestic and international institutions that participate in customs processes. 	<ul style="list-style-type: none"> • Be aware of your surroundings so you can anticipate events. 	<ul style="list-style-type: none"> • Uses customs procedure manuals, following current legislation.

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Institutions related to customs issues: <ul style="list-style-type: none"> • Ministry of Finance. • Ministry of Foreign Commerce. • Ministry of Health. • Customs office. • Customs depots • Office of Direct Taxation. • CEMPRO • PROCOMER • Customs brokers. • Ministry of Agriculture. • Chambers of Commerce. • Banks. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Cites the importance of customs procedure manuals. • Completes a Certificate of Origin. • Inter-relates the various domestic and international organizations that are involved in the customs process. 		

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • International Organizations: <ul style="list-style-type: none"> • International Monetary Fund. • World Trade Organization. • Central American Common Market. • European Economic Community. • Mechanism for international dispute resolution. <p>Customs requirements:</p> <ul style="list-style-type: none"> • For physical and legal persons. • For controlled movements and previous permits. 			

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Calculate various types of customs duties, according to current regulations.	<ul style="list-style-type: none"> • Customs clearance. • Import transaction license. • Concept and calculation of taxes <ul style="list-style-type: none"> • Selective Consumption • Customs Duty • Sales • Law 6946 	<u>The Teacher:</u> <ul style="list-style-type: none"> • Mentions the concepts of customs duties and duty relief. 	<ul style="list-style-type: none"> • Be aware of your surroundings so you can anticipate events. 	<ul style="list-style-type: none"> • Calculates various types of customs duties, according to current law and procedures.

LEARNING OUTCOMES	CONTENTS	TEACHING-LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>4. Elaborate customs declarations, according to current customs legislation.</p>	<ul style="list-style-type: none"> • Tariff Exemption. • Calculation (selective tax, duty, law 6946, sales). • Customs Declaration • Check boxes. • Annulment. 	<ul style="list-style-type: none"> • Illustrates calculation of taxes and exemptions in resolution of cases. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Cites the concepts of customs duties and duty relief. • Calculates customs duties. <p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Explains how to complete a customs declaration. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Elaborates a customs declaration. 	<p>Be aware of your surroundings so you can anticipate events</p>	<ul style="list-style-type: none"> • Elaborates customs declarations, according to current customs legislation.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>5. Recognize articles from the <i>Ley General de Aduanas</i> (General Customs Law) and its current regulations.</p>	<ul style="list-style-type: none"> • Laws and regulations: <ul style="list-style-type: none"> • RECAUCA • CAUCA IV • LEY GENERAL DE ADUANAS (GENERAL CUSTOMS LAW) <ul style="list-style-type: none"> • Title I General Dispositions. • Title II National Customs System. • Title III Representatives of the Public interest. • Title IV Customs obligations. • Title V Entry /exit of goods and persons. • <i>Reglamento a la Ley General de Aduanas</i> (General Customs Law). 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Explains general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations. • Makes general observations regarding Costa Rica customs law and its regulations. • Comments on notes, circulars, memoranda and any other current document relevant to customs transactions. 	<ul style="list-style-type: none"> • Be aware of your surroundings so you can anticipate events 	<ul style="list-style-type: none"> • Recognize articles from the <i>Ley General de Aduanas</i> (General Customs Law) and its current regulations.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Notes, circulars, memoranda and any other current document relevant to customs transactions. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Recognizes general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations. Discusses in general terms Costa Rica customs law and its regulations. Mentions notes, circulars, memoranda and any other current document relevant to customs transactions. 		

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Resolve situations related to local transactions, according to current custom regulations.	<ul style="list-style-type: none"> Local Transactions within Costa Rica. Current Regulations governing local transactions. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> Explains local transactions. Recognizes current standards for local transactions. <p><u>The Student:</u></p> <ul style="list-style-type: none"> Recognizes local transactions. Explains current standards for local transactions. 	<ul style="list-style-type: none"> Be aware of your surroundings so you can anticipate events 	<ul style="list-style-type: none"> Resolves situations related to local transactions, according to current custom regulations.

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Import / Export Processes in Costa Rica PRACTICE No. 1

Purpose:

Scenario: Classroom Time:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

Procedures

- Mentions the concept of product origin.
- Explains the import process.
- Determines how shipments are cleared through border points.
- Explains the export process.
- Points out the characteristics and components of an export plan.
- Elaborates an export plan.
- Points out the importance of customs procedure manuals.
- Explains how to complete a Certificate of Origin.
- Explains the inter-relation among the various domestic and international institutions that participate in customs processes.
- Mentions the concepts of customs duties and duty relief.
- Illustrates calculation of taxes and exemptions in resolution of cases.
- Explains how to complete a customs declaration.
- Explains general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations.
- Makes general observations regarding Costa Rica customs law and its regulations.
- Comments on notes, circulars, memoranda and any other current document relevant to customs transactions.
- Explains local transactions.
- Recognizes current standards for local transactions.

RECOMMENDED CHECKLISTS	Date:
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Student's Name:	
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Instructions:
 The following criteria will be verified in the performance of each student through observation.
 From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Coherently, comments on the concept of product origin.			
Correctly, diagrams the import process.			
Correctly illustrates how shipments are cleared through border points.			
Precisely, describes the import and export process.			
Correctly, enumerates the characteristics and components of an export plan.			
Competently, develops an export plan.			
Accurately, cites the importance of customs procedure manuals.			
Correctly, completes a Certificate of Origin.			
Clearly, shows relationships among the various domestic and international organizations that are involved in the customs process.			
Clearly, cites the concepts of customs duties and duty relief.			
Accurately, calculates customs duties.			
Correctly, elaborates a customs declaration.			
Clearly, describes general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations.			

RECOMMENDED CHECKLISTS:	Date:
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Student's Name:	
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Instructions:
 The following criteria will be verified in the performance of each student through observation.
 From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Competently, discusses general elements of Costa Rica customs law and its regulations.			
Correctly, mentions notes, circulars, memoranda and any other current document relevant to customs transactions.			
Correctly, characterizes local transactions.			
Accurately, explains current standards for local transactions.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Explain import and export procedures.	Explains import and export procedures.	Comments on the concept of product origin.	Knowledge	Coherently, comments on the concept of product origin.
		Enumerates the characteristics and components of an export plan.	Knowledge	Correctly, enumerates the characteristics and components of an export plan.
		Diagrams the import process.	Performance	Correctly, diagrams the import process.
		Illustrates how shipments are cleared through border points.	Performance	Correctly, illustrates how shipments are cleared through border points.
		Recognizes the import and export process.	Performance	Precisely, describes the import and export process.
		Develops an export plan.	Product	Competently, develops an export plan.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use customs procedure manuals, according to current law.	Uses customs procedure manuals, according to current law.	Cites the importance of customs procedure manuals.	Knowledge	Accurately, cites the importance of customs procedure manuals.
		Clearly cites the concepts of customs duties and duty relief.	Knowledge	Clearly, cites the concepts of customs duties and duty relief.
		Inter-relates the various domestic and international organizations that are involved in the customs process.	Performance	Clearly, shows relationships among the various domestic and international organizations that are involved in the customs process.
		Completes a Certificate of Origin.	Product	Correctly, completes a Certificate of Origin.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Calculate various types of customs tariffs according to current regulations	Calculates various types of customs tariffs according to current regulations	Calculates customs duties.	Product	Accurately, calculates customs duties.
Elaborate customs declarations, according to current customs legislation.	Elaborates customs declarations, according to current customs legislation.	Elaborates a customs declaration.	Product	Correctly, elaborates a customs declaration.
Recognize article of the Ley General de Aduanas (General Customs Law) (General Customs Law) and current regulations.	Recognizes article of the Ley General de Aduanas (General Customs Law) (General Customs Law) and current regulations.	Discusses in general terms Costa Rica customs law and its regulations.	Knowledge	Competently, discusses general elements of Costa Rica customs law and its regulations.
		Mentions notes, circulars, memoranda and any other current document relevant to customs transactions.	Knowledge	Correctly, mentions notes, circulars, memoranda and any other current document relevant to customs transactions.
		Recognizes general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations.	Performance	Clearly describes general provisions of CAUCA, RECAUCA, Costa Rican customs law and related regulations.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Resolve situations related to local transactions, according to current customs regulations.	Resolves situations related to local transactions, following current legislation	Recognizes local transactions.	Knowledge	Correctly, characterizes local transactions.
		Explains current standards for local transactions.	Performance	Accurately, explains current standards for local transactions.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: Application Software.
Purpose: Use current application software.
Competency level: Basic

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> • Correctly, cites the concept and advantages of application software. 	Specific
<ul style="list-style-type: none"> • Clearly, recognizes the requirements for installation of application software. 	Specific
<ul style="list-style-type: none"> • Shows a perfect ability to use application software for customs transactions. 	Specific

Competency Evidence

Reference	Title of Element
2 - 4	Carry out customs transactions using application software.

Performance Criteria:

1. Uses specific software in various customs-related transactions.

Field of Application:

Category	Class
Services	Technical Education Teaching Services

Performance Evidence:

- Recognizes the requirements for installation of application software.

Knowledge Evidence:

- Cites the concept and advantages of application software.

Product Evidence:

- Uses application software for customs transactions.

Sector: Commerce and Services	Program: Logistics Administration and Distribution
Subject- Area: Imports and Exports	Grade: Tenth
Study Block: Application Software	Time: 48 hours
Purpose: Use current application software.	

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Use specific software for various customs transactions.	<ul style="list-style-type: none"> Application Software: and • Concept advantages • Installation requirements. • Applications • Uses. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Defines the concept and advantages of application software. • Describes the requirements for installation of application software. • Explains customs transactions using application software. 	<ul style="list-style-type: none"> • <u>Dedication:</u> hard work done for one's self, or with help of others 	<ul style="list-style-type: none"> • Uses specific software for various customs transactions.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Cites the concept and advantages of application software. • Recognizes installation requirements for application software. • Uses application software for customs transactions. 		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Application Software	PRACTICE No. 1
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Purpose:

Scenario: Classroom	Time:
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MATERIALS	MACHINERY	EQUIPMENT	TOOLS
			Internet

Procedures

The Teacher:

- Defines the concept and advantages of application software.
- Describes the requirements for installation of application software.
- Explains customs transactions using application software.

RECOMMENDED CHEKLISTS

Date:

Student's Name:

Instructions:

The following criteria will be verified in the performance of each student through observation.
 From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

PERFORMANCE	YES	NOT YET	DO NOT APPLY
Correctly cites the concept and advantages of application software.			
Clearly recognizes the requirements for installation of application software.			
Shows a perfect ability to use application software for customs transactions.			

OBSERVATIONS:

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use specific software for various customs transactions.	Uses specific software for various customs transactions.	Cites the concept and advantages of application software.	Knowledge	Correctly cites the concept and advantages of application software.
		Recognizes the requirements for installation of application software.	Performance	Clearly recognizes the requirements for installation of application software.
		Uses application software for customs transactions.	Product	Shows a perfect ability to use application software for customs transactions.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: Valuation of Goods.

Purpose: Resolve product valuation situations, under current customs law.

Competency level: Basic

UNITS OD JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> Clearly, explains valuation rules and duty types. 	Specific
<ul style="list-style-type: none"> Concisely, describes the consequences for a company of failing to apply a valuation rule. 	Specific
<ul style="list-style-type: none"> Competently, resolves situations where valuation of goods comes into play. 	Specific

Competency Evidence

Reference	Title of Element
2 - 5	Use the rules of product valuation to resolve relevant situations, following current regulations.

Performance Criteria:

1. Applies the rules of product valuation, following current regulations.

Field of Application:

Category	Class
Services	Technical Education Teaching Services

Performance Evidence:

- Explains the use the rules of product valuation and the types of customs duties.

Product Evidence:

- Resolves situations where valuation of goods comes into play.

Knowledge Evidence:

- Describes the consequences applying valuation rules for a company incorrectly.

Sector: Commerce and Services	Program: Logistics Administration and Distribution
Subject-Area: Imports and Exports	Grade: Tenth
Study Block: Valuation of Goods	Time: 56 hours
Purpose: Resolve product valuation situations, under current customs law.	

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply product valuation rules, according to current customs legislation.	<ul style="list-style-type: none"> • Product valuation: • Types de duties. • Valuation rules. • Principal rule (transaction value) • Transaction value for similar and identical products 	<u>The Teacher:</u> <ul style="list-style-type: none"> • Describes valuation rules and duty types. • Explains the consequences of applying valuation rules for a company incorrectly. • Exemplifies product valuation situations 	<ul style="list-style-type: none"> • Disposition and optimism as a professional 	<ul style="list-style-type: none"> • Applies product valuation rules, according to current customs legislation.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Computed Value • Fallback method • Developing country agreements • Business Consequences. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Explains valuation rules and duty types. • Describes consequences of not applying valuation rules. • Resolves situations where valuation of goods comes into play. 		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Customs Valuation. PRACTICE No. 1

Purpose:

Scenario: Classroom Time:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

Procedures

The Teacher:

- Describes valuation rules and duty types.
- Explains the consequences applying valuation rules for a company incorrectly.
- Exemplifies product valuation situations.

RECOMMENDED CHECKLISTS.

Date:

Student's Name:

Instructions:

The following criteria will be verified in the performance of each student through observation.
 From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Clearly, explains valuation rules and duty types.			
Concisely, describes the consequences of failing to apply a valuation rule for a company.			
Competently, resolves situations where valuation of goods comes into play.			

OBSERVATIONS:

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCY
1. Apply product valuation rules, according to current customs legislation.	Applies product valuation rules, according to current customs legislation.	Describes the consequences for a company of failing to apply a valuation rule.	Knowledge	Concisely, describes the consequences for a company of failing to apply a valuation rule.
		Explains valuation rules and duty types.	Performance	Clearly, explains valuation rules and duty types.
		Resolves situations where valuation of goods comes into play.	Performance	Competently, resolves situations where valuation of goods comes into play.

SUBJECT: LOGISTICS



DISTRIBUTION OF STUDY BLOCKS

LOGISTICS

Study Blocks	Name	Time in hours	Weeks per Study blocks
I	Information and Communication Technology (ICTs).	128	32
II	Prevention of Money Laundering.	32	8
	TOTAL	160	40

LOGISTICS

DESCRIPTION:

The **Logistics** subject, at 4 hours per week, consists of two study blocks:

ICT'S: this study block will help students master the use of word processing software, spread sheets, and presentation applications, as well as concepts of e-commerce.

Prevention of Money Laundering: fosters an anti-money laundering culture.

GENERAL OBJECTIVES:

Develop students' knowledge, abilities and skills, allowing them to:

1. Use technological tools.
2. Create an anti-money laundering culture.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: Information and Communication Technologies (ICT's)
Purpose: Use application software tools in your work.
Competency level: Basic

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> • Correctly cites the functions used for the creation, opening, editing and printing of documents. 	Specific
<ul style="list-style-type: none"> • Clearly points out how to manage blocks and how to format documents. 	Specific
<ul style="list-style-type: none"> • Correctly uses available tools for the construction and manipulation of tables and graphs. 	Specific
<ul style="list-style-type: none"> • Correctly uses word processing functions for the elaboration of documents. 	Specific
<ul style="list-style-type: none"> • Clearly cites basic spreadsheet operations. 	Specific
<ul style="list-style-type: none"> • Adequately points out the functions used for the creation, opening, editing and printing of documents. 	Specific
<ul style="list-style-type: none"> • Precisely demonstrates the procedure for creation of spreadsheets and for recovery and editing of documents. 	Specific
<ul style="list-style-type: none"> • Efficiently uses available tools for the construction and manipulation of tables and graphs. 	Specific
<ul style="list-style-type: none"> • Shows a perfect ability to use electronic spreadsheet functions to elaborate documents. 	Specific
<ul style="list-style-type: none"> • Correctly enumerates tools and menu bar elements. 	Specific
<ul style="list-style-type: none"> • Correctly uses procedures for the elaboration of presentations and organizational charts. 	Specific
<ul style="list-style-type: none"> • Adequately applies the functions used for the elaboration of presentations and organizational charts. 	Specific

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
• Clearly, describes correct procedures for computer image projection.	Specific
• Correctly, demonstrates various types of projection equipment in use today.	Specific
• Clearly, points out menu and tool bar elements.	Specific
• Correctly, uses procedures for the elaboration of informative material.	Specific
• Correctly, uses publishing program functions.	Specific
• Adequately, elaborates on basic database concepts.	Specific
• Clearly, cites functions and advantages of a database application.	Specific
• Competently, describes the Access environment.	Specific
• Correctly, uses procedures for working with tables, formulas, queries, printers, among other functions.	Specific
• Adequately, elaborates on basic Internet concepts.	Specific
• Correctly, describes services available on the Internet and the minimum requirement for an Internet connection.	Specific
• Correctly, uses Internet.	Specific
• Clearly, defines the concept of computer virus, its types and characteristics.	Specific
• Correctly, identifies anti-virus applications.	Specific
• Clearly, applies procedures for virus detection and elimination, as well as program protection.	Specific
• Correctly, cites the concept of e-commerce, its advantages and disadvantages.	Specific
• Clearly, enumerates tax implications of e-commerce.	Specific
• Correctly, describes customs law related to electronic transactions.	Specific
• Correctly, uses the Internet for e-commerce operations.	Specific

Competency Evidence

Reference	Title of Element
3 – 1	Use technological tools in your work.

Performance Criteria:

1. Applies word processing functions and tools in the elaboration of documents.
2. Applies spreadsheet functions and tools in the elaboration of documents.
3. Elaborates presentations and organizational charts using the correct tool.
4. Applies publishing program tools in the elaboration of informative materials.
5. Selects the appropriate Access tool for data base management.
6. Uses Internet applications and services for searching and accessing information.
7. Identifies computer virus problems and explains their prevention.
8. Applies e-commerce concepts to customs transactions.

Field of Application:

Category	Class
Services	Technical Education Teaching Services

Knowledge Evidence:

- Cites the functions used for the creation, opening, editing and printing of documents.
- Points out how to manage blocks and how to format documents.
- Cites basic spreadsheet operations.
- Points out the functions used for the creation, opening, editing and printing of documents.

- Enumerates tools and menu bar elements.
- Describes correct procedures for computer image projection.
- Points out menu and tool bar elements.
- Elaborates on basic database concepts.
- Cites functions and advantages of a database application.
- Describes the Access environment.
- Elaborates on basic Internet concepts.
- Describes services available on the Internet and the minimum requirement for an Internet connection.
- Defines the concept of computer virus, its types and characteristics.
- Identifies anti-virus applications.
- Cites the concept of e-commerce, its advantages and disadvantages.
- Enumerates tax implications of e-commerce.
- Describes customs law related to electronic transactions.

Performance Evidence:

- Demonstrates the procedure for creation of spreadsheets and for recovery and editing of documents.
- Demonstrates various types of projection equipment in use today.

Product Evidence:

- Uses available tools for the construction and manipulation of tables and graphs.
- Uses word processing functions for the elaboration of documents.
- Uses available tools for the construction and manipulation of tables and graphs.
- Uses electronic spreadsheet functions to elaborate documents.
- Uses procedures for the elaboration of presentations and organizational charts.
- Applies the functions used for the elaboration of presentations and organizational charts.
- Uses procedures for the elaboration of informative material.
- Uses publishing program functions.
- Uses Internet.
- Uses the procedure for working with tables, forms, queries, and printing, among other functions.
- Applies procedures for virus detection and elimination, as well as program protection.
- Uses the Internet for e-commerce operations.

STUDY PROGRAM

Sector: Industrial	Program: Logistics Administration and Distribution
Subject-Area: Logistics	Grade: Tenth
Study block: Information and Communication Technologies (ICT's)	Time: 128 hours
Purpose: Use application software tools in your work.	

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply basic functions of a Word processing application to elaborate documents.	<p>Generalities:</p> <ul style="list-style-type: none"> • Basic keyboard. • Functions. • Windows. • Menus and tools. • Help. <p>Work with documents:</p> <ul style="list-style-type: none"> • Creation. • Edition and modification. • Saving. • Printing. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Identifies the functions used for the creation, opening, editing and printing of documents. • Describes how to manage blocks and how to format documents. • Applies available tools for the construction and manipulation of tables and graphs. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Applies word processing functions and tools in the elaboration of documents.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Format of documents: <ul style="list-style-type: none"> • Margins. • Tabs. • Paragraphs. • Pages. Block management <ul style="list-style-type: none"> • Copy. • Move. • Erase. • Tables and graphics in a document. 	<ul style="list-style-type: none"> • Applies word processing functions for the elaboration of documents. <u>The Student:</u> <ul style="list-style-type: none"> • Cites the functions used for the creation, opening, editing and printing of documents. • Describes the procedure for handling blocks and formatting documents. • Applies available tools to elaborate and manage tables and graphics • Uses word processing functions for the elaboration of documents. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Apply spread sheet tools for the creation of documents.	<ul style="list-style-type: none"> • Characteristics of electronic spreadsheets: <ul style="list-style-type: none"> • Generalities. • Functions • Window. • Menus and tool bars. • Creating a spreadsheet. • Definition. • Parts. • Data entry and editing. • Cells. • Formulas. • Recovery and editing. • Ranges. • Eliminate. • Move. • Copy. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Describes basic spreadsheet operations. • Identifies the functions used for the creation, opening, editing and printing of documents. • Describes how to create spreadsheets and how to recover and edit documents. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Applies spread sheet tools for the creation of documents.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Select. • Using formulas. • Formats. • Creating graphs. • Printing. 	<ul style="list-style-type: none"> • Applies available tools for the construction and manipulation of tables and graphs. • Applies electronic spreadsheet functions to elaborate documents. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Cites basic spreadsheet operations. • Points out the functions used for the creation, opening, editing and printing of documents. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<ul style="list-style-type: none"> • Demonstrates the procedure for creation of spreadsheets and for recovery and editing of documents. • Uses available tools for the construction and manipulation of tables and graphs. • Uses electronic spreadsheet functions to elaborate documents. 		

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Elaborate presentations and organizational charts using the adequate tools.	<ul style="list-style-type: none"> • Terminology: <ul style="list-style-type: none"> • Transparency. • Speaker notes. • Audience copies. • Presentation Files. • Menu bar: <ul style="list-style-type: none"> • Tool Bars. • Creating presentations • Selection of style, template, and format. • Text handling. • Fonts. • Size. • Styles. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Identifies tools and menu bar elements. • Demonstrates how to elaborate presentations and organizational charts. • Uses the functions used for the elaboration of presentations and organizational charts. • Describes correct procedures for computer image projection. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Elaborates presentations and organizational charts using the adequate tools.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Alignment • Effect • Organizational chart. • Projection equipment. • Multimedia projector (video beam) • Others. 	<ul style="list-style-type: none"> • Presents various types of projection equipment in use today. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Enumerates tools and menu bar elements. • Uses procedures for the elaboration of presentations and organizational charts. • Applies the functions used for the elaboration of presentations and organizational charts. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>4. Apply publishing program tools in the elaboration of informative materials.</p>	<ul style="list-style-type: none"> • Terminology: <ul style="list-style-type: none"> • Menu Bars • Tool Bars. • Informative Material: <ul style="list-style-type: none"> • Drop down • Bulletins • Social media. • Signs • Others. 	<ul style="list-style-type: none"> • Describes correct procedures for computer image projection. • Demonstrates various types of projection equipment in use today. <p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Identifies menu and tool bar elements. • Demonstrates how to create informative material. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Applies publishing program tools in the elaboration of informative materials.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<ul style="list-style-type: none"> • Applies publishing program functions. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Points out menu and tool bar elements. • Uses procedures to elaborate informative material. • Uses publishing program functions. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5. Select Access tools for database management.	<ul style="list-style-type: none"> • Data: <ul style="list-style-type: none"> • Concepts. • Data. • Records. • File. • Field. • Source of data. • Type of data. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Defines basic database concepts. • Identifies functions and advantages of a database application. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Selects Access tools for database management.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Data Bases.</p> <ul style="list-style-type: none"> • Objectives. • Administration. • Menus. • Functions. • Tools. • Windows. • Help. • Tables. • Forms. • Queries. • Printing. • Basic Operations. • Functions. • Graphs. • Export, import data. • Combining tables. 	<ul style="list-style-type: none"> • Describes the Access environment. • Describes the procedure for working with tables, forms, queries, and printing, among other functions. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Elaborates on basic database concepts. • Cites functions and advantages of a database application. • Describes the Access environment. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Records. • Assistants. • Auto forms • Databases. • Search. • Tables. • Controls. • Queries. • Use • Finalizing queries. • Selection. • Tables. • Databases. • Creating database files. • Adding to existing files. • Modification of existing information • Erasing Files. • Changing file names. • Closing files. 	<ul style="list-style-type: none"> • Use procedures to work with tables, formulas, queries, printing, etc. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Use Internet-related applications to search for and access information.	<ul style="list-style-type: none"> • Internet <ul style="list-style-type: none"> • Domains. • Hypertext. • Protocols. • URL. • Internet in Costa Rica. • Internet Services. • Navigation / search. • Email. • Chat. • Tel Net. • File transfer protocol (FTP). • Word Wide Web (WWW). • TCP/IP. • Requirements for Internet connection. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Defines basic Internet concepts. • Describes services available on the Internet and the minimum requirement for an Internet connection. • Demonstrates how to use Internet. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Uses Internet-related applications to search for and access information.

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Getting connected • Suppliers. • Types of access. • Access software • Hardware. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Elaborates on basic Internet concepts. • Describes services available on the Internet and the minimum requirement for an Internet connection. • Uses Internet. 		

LEARNING OUTCOMES	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
7. Identify computer virus problems and explain their prevention.	<ul style="list-style-type: none"> • Computer Virus <ul style="list-style-type: none"> • Concept. • Characteristics. • Types. • Antivirus: <ul style="list-style-type: none"> • Concept. • Characteristics • Virus detection • Correction and protection of programs. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Identifies the concept of computer virus, its types and characteristics. • Describes anti-virus applications. • Demonstrates procedures for virus detection and elimination, as well as program protection. <p><u>The Student:</u></p> <ul style="list-style-type: none"> • Defines the concept of computer virus, its types and characteristics. • Identifies anti-virus applications. • Applies procedures for virus detection and elimination, as well as program protection. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	8. Identifies computer virus problems and explain their prevention.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
9. Apply e-commerce concepts to customs transactions.	<ul style="list-style-type: none"> • E-commerce: <ul style="list-style-type: none"> • Concept and advantages. • International Commerce using the Internet. <ul style="list-style-type: none"> • Internet commerce and developing countries. • Problems and questions: <ul style="list-style-type: none"> • Tax implications of e-commerce. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Defines the concept of e-commerce, its advantages and disadvantages. • Identifies tax implications of e-commerce. • Describes customs law related to electronic transactions. • Uses the Internet, explain what e-commerce is. 	<ul style="list-style-type: none"> • Dedication: hard work done one's self, or with the help of others. 	<ul style="list-style-type: none"> • Applies e-commerce concepts to customs transactions.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Protection of intellectual property rights. • Other legal issues. • Customs duties in e-commerce 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Cites the concept of e-commerce, its advantages and disadvantages. • Enumerates tax implications of e-commerce. • Describes customs law related to electronic transactions. • Uses the Internet for e-commerce operations. 		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Information and Communication Technology (ICT's)	PRACTICE No. 1
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Purpose:

Scenario: Computer Lab	Time:
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MATERIALS	MACHINERY	EQUIPMENT	TOOLS

Procedures

The Teacher:

- Identifies the functions used for the creation, opening, editing and printing of documents.
- Describes how to manage blocks and how to format documents.
- Applies available tools for the construction and manipulation of tables and graphs.
- Applies electronic spreadsheet functions to elaborate documents.
- Describes basic spreadsheet operations.
- Identifies the functions used for the creation, opening, editing and printing of documents.
- Describes how to create spreadsheets and how to recover and edit documents.
- Applies word processing functions for the elaboration of documents.
- Applies available tools for the construction and manipulation of tables and graphs.
- Identifies tools and menu bar elements.
- Demonstrates how to elaborate presentations and organizational charts.
- Uses the functions used for the elaboration of presentations and organizational charts.
- Describes correct procedures for computer image projection.
- Presents various types of projection equipment in use today.
- Identifies menu and tool bar elements.
- Demonstrates how to create informative material.
- Applies publishing program functions.
- Defines basic database concepts.
- Identifies functions and advantages of a database application.

Procedures

The Teacher:

- Describes the Access environment.
- Describes the procedure for working with tables, forms, queries, and printing, among other functions.
- Defines basic Internet concepts.
- Describes services available on the Internet and the minimum requirement for an Internet connection.
- Demonstrates how to use Internet.
- Identifies the concept of computer virus, its types and characteristics.
- Describes anti-virus applications.
- Demonstrates procedures for virus detection and elimination, as well as program protection.
- Defines the concept of e-commerce, its advantages and disadvantages.
- Identifies tax implications of e-commerce.
- Describes customs law related to electronic transactions.
- Uses the Internet, explain what e-commerce is.

RECOMMENDED CHECKLISTS:	Date:
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Student's name:	
<p>Instructions: The following criteria will be verified in the performance of each student through observation. From the following list, mark with an 'X' in the column that corresponds to the performance of the student.</p>	

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Correctly, cites the functions used for the creation, opening, editing and printing of documents.			
Clearly, points out how to manage blocks and how to format documents.			
Correctly, uses available tools for the construction and manipulation of tables and graphs.			
Correctly, uses word processing functions for the elaboration of documents.			
Clearly, cites basic spreadsheet operations.			
Adequately, points out the functions used for the creation, opening, editing and printing of documents.			
Precisely, demonstrates the procedure for creation of spreadsheets and for recovery and editing of documents.			
Efficiently, uses available tools for the construction and manipulation of tables and graphs.			
Shows a perfect ability to use electronic spreadsheet functions to elaborate documents.			
Correctly, enumerates tools and menu bar elements.			
Correctly, uses procedures for the elaboration of presentations and organizational charts.			

DEVELOPMENT	YES	NOT YET	DO NOT APPLY
Adequately, applies the functions used for the elaboration of presentations and organizational charts.			
Clearly, describes correct procedures for computer image projection.			
Correctly, demonstrates various types of projection equipment in use today.			
Clearly, points out menu and tool bar elements.			
Correctly, uses procedures for the elaboration of informative material.			
Correctly, uses publishing program functions			
Adequately, elaborates on basic database concepts.			
Clearly, cites functions and advantages of a database application.			
Competently, describes the Access environment.			
Correctly, uses procedures for working with tables, formulas, queries, printers, among other functions.			
Adequately, elaborates on basic Internet concepts.			
Correctly, describes services available on the Internet and the minimum requirement for an Internet connection.			
Correctly, uses Internet.			
Clearly, define the concept of computer virus, its types and characteristics.			
Correctly, identifies anti-virus applications.			
Clearly applies procedures for virus detection and elimination, as well as program protection.			
Correctly, cites the concept of e-commerce, its advantages and disadvantages.			
Clearly, enumerates tax implications of e-commerce.			
Correctly, describes customs law related to electronic transactions.			
Correctly, uses the Internet for e-commerce operations.			

OBSERVATIONS:

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Apply the basic functions of a word processing application to elaborate documents.	Applies word processing functions and tools in the elaboration of documents.	Cites the functions used for the creation, opening, editing and printing of documents.	Knowledge	Correctly, cites the functions used for the creation, opening, editing and printing of documents.
		Points out how to manage blocks and how to format documents.	Knowledge	Clearly, points out how to manage blocks and how to format documents.
		Uses available tools for the construction and manipulation of tables and graphs.	Product	Correctly, uses available tools for the construction and manipulation of tables and graphs.
		Uses word processing functions for the elaboration of documents.	Product	Correctly, uses word processing functions for the elaboration of documents.
Apply spreadsheet functions and tools in the elaboration of documents.	Applies spreadsheet functions and tools in the elaboration of documents.	Cites basic spreadsheet operations.	Knowledge	Clearly, cites basic spreadsheet operations.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Points out the functions used for the creation, opening, editing and printing of documents.	Knowledge	Adequately, points out the functions used for the creation, opening, editing and printing of documents.
		Demonstrates the procedure for creation of spreadsheets and for recovery and editing of documents.	Performance	Precisely, demonstrates the procedure for creation of spreadsheets and for recovery and editing of documents.
		Uses available tools for the construction and manipulation of tables and graphs.	Product	Efficiently, uses available tools for the construction and manipulation of tables and graphs.
		Uses electronic spreadsheet functions to elaborate documents.	Product	Shows a perfect ability to use electronic spreadsheet functions to elaborate documents.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Elaborate presentations and organizational charts using the correct tool.	Elaborates presentations and organizational charts using the correct tool.	Enumerates tools and menu bar elements.	Knowledge	Correctly, enumerates tools and menu bar elements.
		Describes correct procedures for computer image projection.	Knowledge	Clearly, describes correct procedures for computer image projection.
		Demonstrates various types of projection equipment in use today.	Performance	Correctly, demonstrates various types of projection equipment in use today.
		Uses procedures for the elaboration of presentations and organizational charts.	Product	Correctly, uses procedures for the elaboration of presentations and organizational charts.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Applies the functions used for the elaboration of presentations and organizational charts.	Product	Adequately, applies the functions used for the elaboration of presentations and organizational charts.
Apply publishing program tools in the elaboration of informative materials.	Applies publishing program tools in the elaboration of informative materials.	Points out menu and tool bar elements.	Knowledge	Clearly, points out menu and tool bar elements.
		Uses procedures for the elaboration of informative material.	Product	Correctly, uses procedures for the elaboration of informative material.
		Uses publishing program functions	Product	Correctly, uses publishing program functions
Select data base access tools.	Selects data base access tools.	Elaborates on basic database concepts.	Knowledge	Adequately, elaborates on basic database concepts.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Cites functions and advantages of a database application.	Knowledge	Clearly, cites functions and advantages of a database application.
		Describes the Access environment.	Knowledge	Competently, describes the Access environment.
		Uses procedures for working with tables, formulas, queries, printers, among other functions.	Product	Correctly, uses procedures for working with tables, formulas, queries, printers, among other functions.
Use Internet-related applications to search for and access information.	Uses Internet-related applications to search for and access information.	Elaborates on basic Internet concepts.	Knowledge	Adequately, elaborates on basic Internet concepts.
		Describes services available on the Internet and the minimum requirement for an Internet connection.	Knowledge	Correctly, describes services available on the Internet and the minimum requirement for an Internet connection.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Uses Internet.	Product	Correctly, uses Internet.
Identify computer virus problems and explain their prevention.	Identifies computer virus problems and explain their prevention.	Defines the concept of computer virus, its types and characteristics.	Knowledge	Clearly, define the concept of computer virus, its types and characteristics.
		Identifies anti-virus applications.	Knowledge	Correctly, identifies anti-virus applications.
		Applies procedures for virus detection and elimination, as well as program protection.	Product	Clearly, applies procedures for virus detection and elimination, as well as program protection.
Apply e-commerce concepts to customs transactions.	Applies e-commerce concepts to customs transactions.	Cites the concept of e-commerce, its advantages and disadvantages.	Knowledge	Correctly, cites the concept of e-commerce, its advantages and disadvantages.
		Enumerates tax implications of e-commerce.	Knowledge	Clearly, enumerates tax implications of e-commerce.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Describes customs law related to electronic transactions.	Knowledge	Correctly, describes customs law related to electronic transactions.
		Uses the Internet for e-commerce operations.	Product	Correctly, uses the Internet for e-commerce operations.

EDUCATIONAL INSTITUTION TECHNICAL STANDARD

GENERAL DATA

Title: Prevention of money laundering.
Purpose: Create an anti-money-laundering culture.
Competency level: Basic

UNITS OF JOB COMPETENCY THAT COMPRISE THE STANDARDS

Title	Classification
<ul style="list-style-type: none"> • Correctly, diagrams the process designed to prevent money laundering. 	Specific
<ul style="list-style-type: none"> • Correctly, enumerates the factors that weaken central government. 	Specific
<ul style="list-style-type: none"> • Precisely, illustrates the organizational structure of the “<i>Instituto Costarricense sobre Drogas</i>” (ICD). 	Specific
<ul style="list-style-type: none"> • Competently, describes the functions of international organizations linked to money laundering. 	Specific
<ul style="list-style-type: none"> • Clearly, cites the concepts, warning signs and scope of Ley 8204 (Law 8204). 	Specific
<ul style="list-style-type: none"> • Adequately, documents the consequences of money laundering for the country, society and public health. 	Specific
<ul style="list-style-type: none"> • Correctly, describes the obligations of supervised financial institutions and how these justify the efforts of the Financial Analysis Unit. 	Specific
<ul style="list-style-type: none"> • Competently, resolves situations related to money laundering. 	Specific

Competency Evidence

Reference	Title of Element
3 - 2	Prevention of Money Laundering under current legislation.

Performance Criteria:

1. Recognizes the role of central government in the prevention of money laundering.
2. Applies Law 8204 to the resolution of money laundering situations.

Field of Application:

Category

Class

Services

Technical Education Teaching Services.

Performance Evidence:

- Diagrams the process designed to prevent money laundering.
- Illustrates the organizational structure of the “*Instituto Costarricense sobre Drogas*” (ICD).
- Resolves situations related to money laundering.

Product Evidence:

- Resolves situations related to money laundering.

Knowledge Evidence:

- Enumerates the factors that weaken central government.
- Describes the functions of international organizations linked to money laundering.
- Cites the concepts, warning signs and scope of “Ley 8204” (Law 8204).
- Elaborates on the consequences of money laundering for the country, society and public health.
- Describes the obligations of supervised financial institutions and how these justify the efforts of the Financial Analysis Unit.

Sector: Industrial	Program: Logistics Administration and Distribution
Subject: Logistics	Grade: Tenth
Study Block: Prevention of Money Laundering	Time: 32 hours
Purpose: Create an anti-money-laundering culture.	

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Recognize the importance of the role of central government in the prevention of money laundering.	<ul style="list-style-type: none"> • Role of central government through “rule of law”. • The Rule of Law. • Foster the belief that the rule of law offers better quality of life to a society, and examine the role citizens have in supporting or undermining a law-based society. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Explains the process designed to prevent money laundering. • Identifies the factors that weaken central government. • Explains the organizational structure of the “<i>Instituto Costarricense sobre Drogas</i>” (ICD). • Identifies the functions of international organizations linked to money laundering. 	<ul style="list-style-type: none"> • Interest in the value of honesty 	<ul style="list-style-type: none"> • Recognizes the role of central government in the prevention of money laundering.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Factors that weaken the central government: corruption and crime • Ley 8204, organization of ICD: <ul style="list-style-type: none"> • Executive Council. • General Management. • Office of Information and Statistics. • Office of projects and prevention. • Office of Intelligence. • Office of Information and Records. • Office of IT. <ul style="list-style-type: none"> • Management of Seized and Forfeited Property. • Office Financial Analysis. 	<p><u>The Student</u> :</p> <ul style="list-style-type: none"> • Diagrams the process designed to prevent money laundering. • Enumerates the factors that weaken central government. • Illustrates the ICD organizational chart. • Describes the functions of international organizations related to the fight against money laundering. 		

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Office Internal Audit • Legal Office. • Administration Office • International Organizations involved in the fight against money laundering: <ul style="list-style-type: none"> • Recommendations of the Financial Action Task Force (FATF) • Caribbean Financial Action Task Force(CFATF) • The Egmont Group. • CICAD-OEA. 			

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
<p>2. Apply Law 8204 to the resolution of money laundering situations.</p>	<ul style="list-style-type: none"> • General Aspects of Law 8204 “<i>Ley sobre estupefacientes, sustancias psicotrópicas, drogas de uso no autorizado, money laundering and actividades conexas</i>” (national law against illegal drug trade, money laundering and related activities.) and the <i>Instituto Costarricense sobre Drogas</i>. • Analysis of articles 14, 15, 57 to 82, and 123 to 126 of Law 8204. • Concept of money laundering. • Stages of money laundering. Placement. 	<p><u>The Teacher:</u></p> <ul style="list-style-type: none"> • Recognizes the concepts, warning signs and scope of Ley 8204 (Law 8204). • Explains the consequences of money laundering for the country, society and public health. • Describes the obligations of supervised financial institutions and justify the work of the Financial Analysis unit. • Resolves situations related to money laundering. 	<ul style="list-style-type: none"> • Interest in the value of honesty 	<ul style="list-style-type: none"> • Applies Law 8204 to the resolution of money laundering situations.

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Layering Integration.</p> <ul style="list-style-type: none"> • Warning signs. • Consequences of money laundering for the country, the society, and public health. • Criminal wealth. • Damage to international image of country. • Moral deterioration of society. • Corruption and violence • Social damage. • Regressive redistribution of wealth. <ul style="list-style-type: none"> • Inflation • Monetary disruptions. • Unfair competition. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Cites the concepts, warning signs and scope of Ley 8204 (Law 8204). • Elaborates on the consequences of money laundering for the country, society and public health. • Describes the obligations of supervised financial institutions and how these justify the efforts of the Financial Analysis Unit. • Resolves situations related to money laundering. 		

LEARNING OUTCOMES	CONTENTS	LEARNING-TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Credit problems, bankruptcies, and foreclosures. • Unemployment. • Obligations of supervised financial institutions • Work of the Office of Financial Analysis. • Development of money laundering situations. 			

PRACTICES AND CHECKLISTS			
PRACTICE DEVELOPMENT			
STUDY BLOCK: Prevention of Money Laundering		PRACTICE No. 1	
Purpose:			
Scenario: Classroom		Time:	
MATERIALS	MACHINERY	EQUIPMENT	TOOLS

Procedures

The Teacher:

- Defines the technical vocabulary used in money laundering.
- Explains the process designed to prevent money laundering.
- Identifies the factors that weaken central government.
- Explains the ICD organizational chart.
- Identifies the functions of international organizations linked to money laundering.
- Defines the concept of money laundering.
- Recognizes the scope of Law 8204.
- Identifies the stages of money laundering.
- Describes the warning signs.
- Explains the consequences of money laundering for the country, society and public health.
- Describes the obligations of supervised financial institutions.
- Justifies the work of the Office of Financial Analysis.
- Demonstrates the resolution of situations related to money laundering.

RECOMMENDED CHECKLISTS:

Date:

Student's Name:

Instructions:

The following criteria will be verified in the performance of each student through observation.

From the following list, mark with an 'X' in the column that corresponds to the performance of the student.

PERFORMANCE	YES	NOT YET	DO NOT APPLY
Correctly, diagrams the process designed to prevent money laundering.			
Correctly, enumerates the factors that weaken central government.			
Precisely, illustrates the organizational structure of the <i>"Instituto Costarricense sobre Drogas" (ICD)</i> .			
Competently, describes the functions of international organizations involved in the fight against money laundering.			
Clearly, cites the concepts, warning signs and scope of Ley 8204 (Law 8204).			
Adequately, documents the consequences of money laundering for the country, society and public health.			
Correctly, describes the obligations of supervised financial institutions and how these justify the efforts of the Financial Analysis Unit.			
Competently, resolves situations related to money laundering.			

OBSERVATIONS:

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Recognize the importance of government action in the prevention of money laundering.	Recognizes the importance of government action in the prevention of money laundering.	Enumerates the factors that weaken central government.	Knowledge	Correctly, enumerates the factors that weaken central government.
		Describes the functions of the international organizations linked to money laundering.	Knowledge	Competently, describes the functions of international organizations linked to money laundering.
		Diagrams the process designed to prevent money laundering.	Performance	Correctly, diagrams the process designed to prevent money laundering.
		Illustrates the ICD organizational chart.	Performance	Precisely, illustrates the ICD organizational chart.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Apply Law 8204 to the resolution of money laundering situations.	Applies Law 8204 to the resolution of money laundering situations.	Cites the concepts, warning signs and scope of Ley 8204 (Law 8204).	Knowledge	Clearly, cites the concepts, warning signs and scope of Ley 8204 (Law 8204).
		Elaborates on the consequences of money laundering for the country, society and public health.	Knowledge	Adequately, documents the consequences of money laundering for the country, society and public health.
		Describes the obligations of supervised financial institutions and how these justify the efforts of the Financial Analysis Unit.	Knowledge	Correctly, describes the obligations of supervised financial institutions and how these justify the efforts of the Financial Analysis Unit.
		Resolves situations related to money laundering.	Product	Competently resolves situations related to money laundering.

SUB – AREA: ENGLISH FOR COMMUNICATION

TENTH LEVEL



English classes have given me confidence in the four skills, no matter what profession I choose!

DISTRIBUTION OF UNITS ENGLISH FOR COMMUNICATION

Tenth Grade

Unit	Name of the unit	Estimated time in hours	Amount of weeks per unit
1	Building personal interaction at the company	20 hrs	5 weeks
2	Daily life activities	20 hrs	5 weeks
3	Working conditions and success at work	20 hrs	5 weeks
4	Describing a company, equipment and tools.	20 hrs	5 weeks
5	Talking about plans, personal and educational goals.	20 hrs	5 weeks
6	Communicating Effectively	20 hrs	5 weeks
7	Raising Economic Success	40 hrs	10 weeks

Subject area: English for Communication	Level: Tenth
Unit 1: Building personal interaction at the company	Hours per unit: 20 hours
Cognitive target: Exchanging information about personal interaction at the company, ways of interacting, meeting people, ethics, personal skills, cultural aspects	

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Understanding simple familiar phrases and short statements. Predicting meaning through the use of context. 	<p>Functions</p> <ul style="list-style-type: none"> Identifying oneself to others in the company Expressing likes, dislikes and preferences and personal qualities in a professional environment. Asking for and giving information about personal skills. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Listen to input language. Identify basic vocabulary from oral and visual stimuli. Perform instructions given by the teacher or partners. 	<ul style="list-style-type: none"> Politeness when dealing with others. Friendliness with others. Self-respect for others. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Understand simple familiar phrases and short statements. Predict meaning by exchanging greetings, introductions leave takings, personal information

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>SPEAKING</p> <ul style="list-style-type: none"> Asking and responding to questions in clearly defined situations. Expressing personal responses, likes, dislikes and feelings. <p>READING</p> <ul style="list-style-type: none"> Reading personal information forms. Reading a personal letter. <p>WRITING</p> <ul style="list-style-type: none"> Writing about occupations. Writing my name and address on an envelope. 	<ul style="list-style-type: none"> Expressing opinions and concerns. Approving or disapproving different practices in a working environment Asking for and giving information about occupations. Solving problems Agreeing and disagreeing <p>Language</p> <ul style="list-style-type: none"> High frequency questions. Personal and company names and job titles. I consider, disagree, agree I am concern about... I think... Greetings, introductions and leave takings. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Match meanings with visual images such as pictures, drawings and charts. Participate in oral tasks such as oral interaction scenarios or other types of role playing to fulfill the topic by giving the sets of rule Apply the information heard to what he/she has to do 	<ul style="list-style-type: none"> Good working habits. Politeness when dealing with others. 	<ul style="list-style-type: none"> Ask and respond to questions by using expressions and role plays on the topic being studied. Express personal responses, likes, dislikes and feeling by giving my opinion regarding the topic. Read any material related to the topic by using the acquired knowledge. Writing about occupations. Writing my name and address on an envelope.

Subject area: English for Communication	Level: Tenth
Unit 2: Daily life activities	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: daily activities at home, school and job	

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> • Welcoming a new partner. • Making appointments for personal business. 	Functions and communicating information. <ul style="list-style-type: none"> • Participating as a member of a team. • Acquiring and evaluating information. • Making appointments. • Communicating schedule information at home, school and work. • Identifying and listing to daily activities 	<u>The students:</u> <ul style="list-style-type: none"> • Identify sounds, words, and vocabulary to carry out actions. • Participate in dialogues and role-plays. • I describe activities and routines. • Identify clues, and main ideas from texts. 	<ul style="list-style-type: none"> • Self-respect and respect for other people's preferences. • Sensitivity towards other people's likes and dislikes. • Tolerance for other people's opinions, ideas. 	<u>The students:</u> <ul style="list-style-type: none"> • Welcome a new partner by communicating effectively. • Make appointments for personal business.

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>SPEAKING</p> <ul style="list-style-type: none"> Describing my personal schedules. Talking about daily routines at home, at school and at work. <p>READING</p> <ul style="list-style-type: none"> Reading personal stories Predicting the content of a story from the title. <p>WRITING</p> <ul style="list-style-type: none"> Creating titles for compositions. Writing about daily routine. 	<ul style="list-style-type: none"> Responding to basic information in the target language. <p>Language</p> <ul style="list-style-type: none"> Simple present: statements, spelling rules. Adverbs of frequency. Expressions of frequency. Routines. sleep , go to the movies, swim, and walk. I feel happy, she is angry, etc I like..., I prefer... 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Use vocabulary to make descriptions in a written way. Use information in contexts. Produce short pieces of writing. 	<ul style="list-style-type: none"> Respect for other people's opinions. Respect for people's behaviour and way of being. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Describe my personal schedules by writing about my weekly routine. Talk about daily routines by having interaction with my classmates. Practice reading comprehension skills by doing exercises. Create titles for compositions. Write about daily routine.

Subject area: English for Communication	Level: Tenth
Unit 3: Working conditions and success at work	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: someone 's job, working tasks, and job positions, responsibilities	

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Asking and answering about job positions. Expressing opinions about work and respond to job interview questions. <p>SPEAKING</p> <ul style="list-style-type: none"> Describing someone 's job. Reporting completed and uncompleted work tasks. 	<p>Functions</p> <ul style="list-style-type: none"> Expressing likes, dislikes, preferences and personal qualities in a professional environment. Exchanging information about the company structure and working conditions. Identifying important issues. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Practice having a job interview. Participate in oral tasks such as oral interaction, scenarios or other types of role playing to fulfill the topic by giving the sets of rules. Ask and answer questions about work responsibilities, schedules, benefits and requirements for jobs. 	<ul style="list-style-type: none"> Politeness when dealing with others. Friendliness with others. Self-respect for others. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Ask and answer about job positions Express opinions about work and respond to job interview questions. Describe someone 's job. Reporte completed and uncompleted work tasks.

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Scanning a form to find specific information. Reading and interpret a job application. Reading a magazine article. <p>WRITING</p> <ul style="list-style-type: none"> Writing a paragraph describing a job I would like to have. Filling out a job application. 	<ul style="list-style-type: none"> Solving problems Describing facts and situations. Contrasting and comparing information. <p>Language</p> <ul style="list-style-type: none"> Simple present. Yes/no questions. Information questions. Personal and Company names and job titles. Personal Information Adverbs and adverbial phrases of frequency.. Human Resources Manager 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Read newspaper job ads. Negotiate and communicate information.. Acquire and evaluate information. Organize and maintain information. 	<ul style="list-style-type: none"> Good working habits. Politeness when dealing with others. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Scan a form to find specific information. Read and interpret a job application. Read a magazine article. Write a paragraph describing a job I would like to have. Fill out a job application form

Subject area: English for Communication	Level: Tenth
Unit 4: Describing a company, equipment and tools.	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: company furniture, equipment and tools	

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Asking for and giving information on companies and products, furniture. <p>SPEAKING</p> <ul style="list-style-type: none"> Communicating messages with little or no difficulty about equipment and tools. Expressing and seeking ideas and opinions about a company. 	<p>Functions</p> <ul style="list-style-type: none"> Identifying, classifying, and locating furniture, equipment . Asking for and giving information about company furniture, equipment and tools. Describing types of tools, ergonomics, processes and operations. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Pretend working for a company. Talk about types of business, equipment, furniture and tools. Find the characteristics of the perfect partner. 	<ul style="list-style-type: none"> Establish differences and similarities between a place full of technological equipment with a place with little technology. Respect for norms, rules and regulations. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Ask and answer information to describe a company equipment. Communicate messages with little or no difficulty about equipment and tools. Express and seek ideas and opinions about a company.

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING and</p> <ul style="list-style-type: none"> Reading and interpreting companies descriptions. <p>WRITING</p> <ul style="list-style-type: none"> Writing lists of equipment and tools from different companies. 	<ul style="list-style-type: none"> Removing the ink container and replace it with a new one. Describing Measurements. Check the pieces of furniture, adjust the___ to your own ergonomic. Describing items used in a company: carbon copy, notations, Language Conjunctions: as if, after, and others. Infinitives, participles, gerunds, parallel dangling structures. The imperative. Sequencing. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Role-play situations such as interviews, dialogues, conversations, and others. Exchange information with partners about the topic being studied. Classify sets given under rules, norms or warnings. Use technology to organize information Search basic information on names, ID cards, and others. Produce oral situations. (Interviews, dialogues, conversations.) 	<ul style="list-style-type: none"> Responsibility when using special machines. Differences and similarities between a place full of technological equipment with one with little technology. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Read information and interpret it by seeking companies descriptions or visiting them. Writing lists of equipment and tools from different companies

Subject area: English for Communication	Level: Tenth
Unit 5: Talking about plans, personal and educational goals.	Hours per unit: 20 hours
Cognitive target: Exchanging information about: leisure activities, holidays and special occasions. Planning educational and personal goals	

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Describe leisure activities by planning long and short term future activities. Talking about holiday celebrations. <p>SPEAKING</p> <ul style="list-style-type: none"> Describing the steps to fill out college application, student loans and financial aid. Stating personal goals 	<p>Functions</p> <ul style="list-style-type: none"> Planning for the immediate future. Planning for long term future activities. Setting personal and professional goals. Setting a schedule for leisure activities with friends and family. Applying for enrollment in college 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Use prior knowledge to carry out tasks. Use expressions to talk about something. Extract main points and details in written and oral texts. Present short speeches about holidays and celebrations in English speaking countries. 	<ul style="list-style-type: none"> Effort to complete an immediate or future plan. Discipline to perform the tasks. Efficiency when performing tasks. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Describe leisure activities by planning long and short term future activities. Talk about holiday celebrations in English speaking countries by presenting short speeches. Describe the steps to fill out different type of forms by doing college enrollement.

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> • Reading a personal letter. • Reading news article about people 's plans. <p>WRITING</p> <ul style="list-style-type: none"> • Listing possible weekend activities. • Organizing your writing by using a chart. 	<p>Language</p> <ul style="list-style-type: none"> • Future with be going to: statements, yes/no questions. • Future with might statements. • Infinitives with want, plan, need: statements. • Future with: will statements 	<p><u>The students:</u></p> <ul style="list-style-type: none"> • Produce short pieces of writing, descriptions, and others. • Identify cultural features and values in different cultures from a written text. • Practice of values to analyze our culture and others. 	<ul style="list-style-type: none"> • Leadership in specific situations in life. • Self-respect for others at job or at school. • Good working habits. 	<p>Stating personal goals.</p> <p><u>The students:</u></p> <ul style="list-style-type: none"> • Read about people 's plans or any personal letter by collecting news or magazine articles. • Listen possible weekend activities. • Organize your writing by using a chart.

Subject area: English for Communication	Level: Tenth
Unit 6: Communicating Effectively	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: daily activities at home, school and job. Daily routines	

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Solving problems by phone and making telephone arrangements. Taking messages effectively from recorded announcements. <p>SPEAKING</p> <ul style="list-style-type: none"> Describing what makes a good communicator. 	<p>Functions</p> <ul style="list-style-type: none"> Getting people's attention and introducing a speaker. Talking about improving English skills when giving a speech. Making a short speech. Distinguishing speeches for different occasions Responding to criticism when giving a presentation. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Prepare a presentation by using all the material presented by the professor. Give oral performances by speaking from notes. Gain audience attention through the use of words and visuals. 	<ul style="list-style-type: none"> Show respect for cultural, individual, ethical, and social diversity. Demonstrate concern when interacting with the social, natural and cultural environment. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Solve problems and make telephone arrangements by phone. Take messages effectively from recorded announcements. Describe what a good communicator is by responding to criticism when giving a short speech.

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> Evaluating the effects of stress factors and get advice on presenting. Avoiding misunderstandings based on the cultural background. <p>WRITING</p> <ul style="list-style-type: none"> Describing the facts that affect the success of a presentation. 	<p>Language</p> <ul style="list-style-type: none"> Sentence stress. Phrasal/ prepositional verbs. Pausing for effect. Ethical vocabulary. Intonation. 	<ul style="list-style-type: none"> Listen carefully to the material presented by the professor to identify specific information. Complete dialogues by using specific information. Practice oral interaction using proper pronunciation and language Apply background and new knowledge to interact in interviews, dialogues, and speeches. 	<ul style="list-style-type: none"> Responsibility to give and follow directions. Show responsibility when giving oral presentations. Demonstrate respect for orders and instructions requested at school/ work. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Evaluate the effects of stress factors and get advice on presenting skills by doing specific readings. Avoid misunderstandings when develop reading comprehension skills. Describe the facts that affect the success of a presentation.

Subject area: English for Communication	Level: Tenth
Unit 7: Raising Economic Success	Hours per unit: 40 hours

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Discussing about advertisements from different means of communication. Talking to a salesclerk about a faulty appliance. <p>SPEAKING</p> <ul style="list-style-type: none"> Comparing goods and services. Explaining the reasons why I like a product. Describing product characteristics by contrasting and comparing different goods or services. 	<p>Functions</p> <ul style="list-style-type: none"> Shopping for appliances. Interpreting job ads. Examining alternatives and choosing. Discussing advantages and disadvantages of borrowing money to different sources. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Listen actively using prior knowledge. Use expressions to talk about advertisements. Present short speeches contrasting and comparing products. Speak fluently so others can understand. 	<ul style="list-style-type: none"> Participation as a member of a team. Develop critical thinking. Learn to negotiate. Organization and keeping information. 	<p><u>The students:</u></p> <ul style="list-style-type: none"> Discuss about advertisements by comparing different means of communication. Talk about a faulty appliance giving the correspondent reclaim. Compare goods and services by explaining the reasons why I prefer any product. Explain the reasons why I like a product. Describe product characteristics by contrasting and comparing different goods or services.

LINGUISTIC ACHIEVEMENTS	CONTENT	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Discussing every day risk and risk in business. • Describing the different ways of raising money. <p>READING</p> <ul style="list-style-type: none"> • Developing reading skills by reading a formal letter of complaint. • Expanding reading skills by reading job ads from newspaper or magazines. <p>WRITING</p> <ul style="list-style-type: none"> • Writing a formal letter of complaint, completing a product comparison chart and writing an advertisement. 	<p>Language</p> <ul style="list-style-type: none"> • The comparative form of adjectives. • (not) as + adjective +as. • The superlative adjectives. • Superlatives with most and more. • Prepositions. 	<ul style="list-style-type: none"> • Read a list of risks and distinguish daily risks from business risks. • Use prior knowledge to read with understanding. • I extract main points and details in written and oral texts. 	<ul style="list-style-type: none"> • Allocate material and facility resources. • Cooperate with others. • Reflect and evaluate. • I solve problems and make decisions 	<p><u>The students</u></p> <ul style="list-style-type: none"> • Discuss every day risk and risk in business by comparing the different ways of raising money. • Describe the different ways of raising money. • Develop reading skills by reading a formal letter of complaint, reading job ads. • Expand reading skills by reading job ads from newspaper or magazines. • Write a formal letter of complaint, completing a product comparison chart and writing an advertisement

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PORTAFOLIO DE EVIDENCIAS
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Student:
Place and Date:

EVIDENCE PORTFOLIO

Technical High School:	
Program:	
Level:	TENTH GRADE____ ELEVENTH GRADE____ TWELFTH GRADE____
Student's Name	
Date of Birth	
Address	
Telephone	
Email	
Full Names - Parents or Guardians	
Telephone - Parents or Guardians	

ACADEMIC HISTORY

- Primary School:
- High School:
- Courses Completed:

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