Subject Area: English Oriented to Web Development		
Level: Tenth		
CEFR Band: B1.1	Scenario 2: IT Essentials	Time: 28 hours
Essential Question: How does connectivity help us improve our working, learning and living environments?	Theme 2: Connectivity	
Essential Competences: 10. Teamwork	New Citizenship Axis: Digital Citizenship with Social Equity	

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
Enhance the interaction and collaboration of other devices and people, respectively, in the resolution of problems and tasks overcoming physical and time restraints.	Organizes the work in a straightforward collaborative task by stating the main goal and explaining in a simple manner the main issue that needs to be solved, using different types of connectivity.	Guide and monitor the interactions and procedures to establish practical associations among learners.
Assume the most convenient criteria to favor the democratic participation of other collaborators to solve a task or situation.	Creates strategies to engage different collaborators in the resolution of problems using interconnected technologies.	Formulate and facilitate situations where the learners can identify different connectivity alternatives to carry out specific tasks.
Oral and Written Comprehension		Task Building Process:
Listening**:** Understand the main ideas of complex technical discussions in their field, while trying to incorporate different types of connectivity.	Recognizes specific features and conditions needed to interact and share information over different scenarios, transcending physical limits.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for behaving properly in the computer science lab.
Reading: Interpret the main message from complex diagrams and visual information, in order to collaborate in the resolution of a task.	Uses the interconnectivity to maximize the interaction with the environment and other members.	

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
Oral and Written Production		2. Expose learners to authentic materials to deal with the real world of communication related to connectivity processes. 3. Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary required to go over the essential question related to interpersonal communication. 4. Give learners controlled practice in using the target language, vocabulary, structures and functions. 5. Engage learners to meaningful productive tasks based on strategies to diagnose and identify appropriate elements of specific connectivity methods
Spoken Interaction: Explain how connectivity works by providing examples that draw on people's everyday experiences.	Gives a short, rehearsed talk or presentation about connectivity and the benefits of learning how to take advantage of it. Explains basic details and the corresponding actions to solve unpredictable but logical problems with connectivity.	
Spoken Production: Make a short instructional or informational text easier to understand by presenting it as a list of separate points.	Uses clear straight forward technical and non-technical vocabulary to explain how connectivity works an facilitates our daily activities. Asks questions to invite other people to clarify their reasoning to suggest possible procedures to achieve an expected outcome.	
Produce sounds and prosodic patterns.	Articulates a range of sounds in the target language by eliciting repetition of the new sounds.	
Writing: Identify and mark (e.g. underline, highlight) the essential information in a	Generates a brief written explanation of connectivity and its impact in different educational and working environments.	

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
straightforward, informational text, in order to pass this information on to someone else.		6. Project: integration of activities. It has to be done in class.

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
Functions Describing the way in which different devices interact between each other. Articulating a set of procedures to engage people within a collaborative world. Discourse Markers Connecting words Due to, Due to the fact, Because, Since, many people believe, Similarly, and for instance.	Can correctly use separable and inseparable phrasal verbs. Structure prepositional vs. phrasal (separable vs. inseparable phrasal) verbs Examples 1. Looking for my PC/looking for it. 2. Scroll down the Webpage. 3. Please, hook up the cables before you turn on the computer. 4. Don't forget to log in before you save the information.	Connectivity • Architecture • Wide Band • BITS • Data Centers • FRONT • Customers • Connections • Switch • Data Centers • DHCP (Dynamic Host Configuration Protocol) • Physical Address • Mac Address • Addressing • DNS (Domain Name Servers) • Duplex	Identify the following sounds correctly: /ə/ as in upon = [əˈpɑn] /ʌ/ as in come = [kʌm]

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		• Shipping/Transferring Packages • ETHERNET (Domain Name Servers) • Optical Fiber • HTTP (Hypertext Transfer Protocol) • HTTPS (Hypertext Transfer Protocol Secure) • Wireless • Data Exchange • IP (Internet Protocol) • Dynamic IP • Fixed IP • ISP (Internet Service Provider) • LAN (Local Area Network) • Link • MAN (Metropolitan Area Network) • Network Mask • Modem • Octets • PIN (Personal Identification Number) • Prefix • Protocol • Shipping Protocol	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		• Exit Port • Access Point • Server´s Response • Router • Symmetric • Sub-mask • Suffix • Switch • TCP (Transmission Control Protocol) • Phone • Network Traffic • Transmission of Data • WAN (Wide Area Network) • WIFI (Wireless Fidelity; radio technologies commonly used for wireless local area networking)	

Subject Area: English Oriented to Web Development		
Level: Tenth		
CEFR Band: B1.1	Scenario 3: Programming	Time: 28 hours
Essential Question: In what way can flowcharts improve the organization and execution of different learning outcomes?	Theme 1: Flowcharts	
Essential Competences: 15. Order and Cleanliness	New Citizenship Axis: Sustainable Development Education	

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
Generate a neat and organized graphic flowchart that allows them to carry out different learning tasks.	Evaluates the different variables that constitute a flowchart, in order to satisfy specific learning tasks.	Help the students to work analytically and consciously about their own learning processes.
Determine new roads or learning pathways to avoid the disrespectful waste of renewable and non-renewable resources.	Takes care of the environment by determining the necessary and more efficient line of actions.	Develop the potential of the learners by inspiring them to think objectively and critically.
Oral and Written Comprehension		Task Building Process:
Listening: Understand problem and solution relationships in informal conversations that explain the variables in a flowchart.	Establishes practical and efficient connections about different variables within a flowchart, in order to respond to precise learning tasks.	1. Create opportunities for schemata-building to introduce the meaning of unknown vocabulary, structures and functions for behaving properly in the class. 2. Expose learners to authentic materials to deal with the real world of communication related to common algorithms.
Reading: Understand cause and effect relationships in a structured flowchart.	Makes connections and distinguishes concrete practical sequential procedures to accomplish a task.	
Oral and Written Production		
Spoken Interaction: Reasonably fluently relate a straightforward narrative or description as a linear sequence of points that	Explains the main points in an idea or problems established in a flowchart with reasonable precision	

Goals Learners can:	Performance Indicator The student:	Pedagogical Task The teacher will:
need to be done, in order to generate an appropriate and eco-friendly outcome.	Discusses options and possible line of actions in a flowchart.	3. Focus on linguistic elements such as functions, discourse markers, grammar and vocabulary required to go over the essential question related to interpersonal communication. 4. Give learners controlled practice in using the target language, vocabulary, structures and functions. 5. Engage learners to meaningful productive tasks based on strategies to diagnose and identify appropriate elements of flowcharts. 6. Project: integration of activities. It has to be done in class.
Spoken Production: Justify a viewpoint on a topical issue by discussing pros and cons of various options within a sequential diagram. Produce sounds and prosodic patterns.	Collocates information from several connected variables and summarize the main course of actions orally. Briefly gives reasons and explanations for selected number of variables in a flowchart. Articulates a range of sounds in the target language by eliciting repetition of the new sounds.	
Writing: Make a complicated process easier to understand by breaking it down into a series of smaller parts within a flowchart.	Writes a brief standard report conveying factual information, stating specific and convenient actions within a flowchart.	

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
Functions	Can make offers using the first conditional.	Flowcharts • Activity • To group	Identify the following sounds. Front Closing:

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
Using logical and sequential diagrams to describe common learning actions. Analyzing the variables and the different alternatives to create effective and efficient procedures. Discourse Markers Connecting words To begin with, In first place, Primarily, Firstly, Secondly, Thirdly, Lastly, At first it can be seen …	Structure 'if' + present simple + 'will' + VP for offers Examples 1. If *Yes*, I will spend more time studying. 2. If *No*, I will not go with you!	• Algorithm • Internal Storage • To Assign • Data Base • Calculate • Cycle/Loop • To Classify • To Concatenate • Connector • Connection • Constants • Data • Stored Data • Decision • Multiple Decision • Document • Manual Entry/Input • To Write • End • Information Flow • Flow Chart • To Print • Start • Memory • To Read • Cycle/Loop Limit	The front of the tongue moves upwards within (or towards in case of /ɔɪ/ the front of the mouth. /eɪ/ as in day = [deɪ] /aɪ / as in dive = [daɪv] /ɔɪ/ as in day = [tɔɪ] Minimal Pairs: Practice / eɪ/ versus / aɪ / Back Closing: The back of the tongue moves upwards (a long way upwards in the case of /oʊ/) towards the “center to back” of the mouth. /oʊ/ as in coat = [oʊ] /ɔɪ/ as in voice = [vɔɪs] Minimal Pairs: Practice

Learnings			
Functions and Discourse Markers	Grammar	Vocabulary	Phonology
		• Flow Lines/Arrows • To Mix • Operation • Process • Retard • Routine • Data Output • If (Simple Decision Structure) • Else (Simple Decision Structure) • Adder/Accumulator • Variable • Condition • Multiple Choice/Selection • Subprocess • Logical Structure • Alternative Structure • Repetitive Structure • Error • Entities • Files • Types • Symbols	[oʊ] versus [ɔɪ] _____