

**MODALIDAD:  
COMERCIAL Y DE SERVICIOS**

**ESPECIALIDAD  
EXECUTIVE SERVICE CENTERS**

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

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**SECTOR:  
COMMERCIAL AND SERVICE**

**PROGRAM:  
EXECUTIVE SERVICE CENTERS**



**ELEVENTH GRADE**

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This program will increase the potential for success of the Technical and Professional High Schools preparing students for job opportunities after graduation and will expand the possibilities for rewarding careers for the graduates of these schools.

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## Presentation of Fundamentals

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

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

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

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

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

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

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

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

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

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

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

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

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

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## RATIONALE EXECUTIVE SERVICE CENTERS PROGRAM

The Executive Service Centers offers updated training and education for human resources. Nowadays, there are different reasons for its popularity. First, there are good educational conditions for teaching this program in Costa Rica. Also, the insertion of graduates in this field into the labor market has been easy. Moreover, there is a need for technicians who can help managers of small, medium and large companies and assist them in making correct decisions.

In 2008, this program began with 700 students in 22 technical high schools including: C.T.P. San Sebastián, Puntarenas day and evening section, Mario Quirós Sasso day and evening section, Puriscal, Comercial y Servicios (COTEPECOS), Colegio Vocacional de Artes y Oficios (COVAO) evening Section, Flores, Invu Las Cañas, Ulloa, Dos Cercas, Fernando Volio, Jesús Ocaña day and evening section, San Juan Sur, Monseñor Sanabria evening section, Venecia, Limón evening section. In the year 2008, took place with 355 students from 15 schools who completed successfully the Program. It is estimated that at least 10 technical high schools taught this program in 2009.

The objective of this study program is to meet labor needs in the commercial and service area; especially, in rural and urban areas in order to contribute to the economy of the country. Its creation was based on the reasoning and needs outlined in regional management forums of (2004 -2005) with representatives of companies of the private and public sectors and the educational sector too.

### Antecedents:

- In the year 2004 and 2005, to the managers of national and transnational companies asked the Ministry of Public Education (MEP) to analyze and revise the Executive Secretariat Study Program in order to look for options to supply manpower to fill the vacancies in this area.
- In the 2005, after working during the whole year with managers, graduates of the Executive Secretariat program, officials of MEP, the contents of this new program was created.
- In 2006, the program started in 14 technical high schools to meet the need and companies 'requirements for customer service.

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## DESCRIPTION OF THE EXECUTIVE SERVICE CENTERS PROGRAM

The study program EXECUTIVE SERVICE CENTERS looks for students to work in public and private companies. It offers an excellent service to English and Spanish speaking customers.

The Executive Service Centers will develop a high level in the proficiency in English (bilingual executive). The graduates will be able to speak and translate to work in companies, institutions, and international organizations. The graduates' people will be bilingual when concluding their three year studies. Some important subjects are: Quality Culture, Etiquette and Protocol, Customer service to change the mentality for service centers.

Moreover, students will be able to identify, elaborate, organize and work effectively at their jobs. Besides this, they can work in service centers in banks, hotels, investment companies and the financial field.

In the service platform, the technician in for Executive Service Centers will have a pro-active attitude to organizational development. It will apply administrative basics with assertiveness in making executive.

Description of the subject areas:

- **Oral Communication in English:** it has contents related to the personal interaction in the company, the structure of the company and the labor conditions of the same one and concluding with the team and furniture of the company, occupational health, customer service, handling of the company, routine activities in the company, positions and labor positions. This subject-area should be developed as much in the classroom as in the language laboratory using an English software to achieve a good pronunciation.
- **Written Communication in English:** the program contents are writing to communicate, grammatical sentence, the types of paragraphs in English in the context of the modern company.
- **Business Management:** the program contents are the administrative principles of Taylor and Fayol and the new concepts of management, and other such as Occupational health, Administration of offices, Administration of documents and human development, Labor Rights and Quality Culture.

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- **Computer Skills:** this subject area integrates two study units about computer science tools Office and Word processor to master these tools for business documents. They study databases with Excel spreadsheets, Access, Power Point, nets, Internet, electronic mail, Publisher, use of graphics, charts, and the production of legal and commercial documents.
- **Corporate Communication:** this subject area has three study units: Oral communication, written Communication and customer service in eleventh year and in the twelfth year in Oral Expression, Written Expression, Etiquette and Protocol and the Quality in the customer service.
- **Administration of Service Centers:** the program contents of this subject area are Basics of Accounting, Descriptive Statistics, Marketing, Human and Public Relationships, Service Platform, and Entrepreneurial Didactic Management where students learn about practice firms called classroom Labor
- **Translation and Interpreting:** in this sub-area the students must have an intermediate level of a second language, to translate orally and interpret in written form in English and Spanish.

The program is centered on three core aspects:

- Satisfaction of the bilingual labor market.
- The knowledge of English and its four skills. The students will receive 1154 hours in English during the three years of study a total of 2520. This program may open with other languages: Italian, Mandarin, Portuguese, among others.
- The program offers 220 hours of managerial simulation to facilitate knowledge.

The graduates can work:

- at Executive Service Centers for bilingual customers service platforms, in the banking, tourism, and financial sector.
- as "supervisor" at Call Center in national or international companies.
- as assistants of a marketing and sales departments.
- in services and goods companies.

For these reasons, the Secretary Advisory has implemented the Executive Service Centers Study Program. It is based on a marketing study and on the management national and regional forums, which asked for a program designed to meet the needs of small, medium, large and multinational companies.

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## CROSS CURRICULAR THEMES

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

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

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

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

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

From the pedagogical viewpoint Cross-Curricular Themes are defined mainstreaming as: "Those that pass through and permeate both horizontally and vertically, all subjects in the curriculum and are required for their development integrated and coordinated contributions of different disciplines of study and joint educational action "(Beatriz Castellanos, 2002). In this way, they are present in the annual programs; as well as, throughout the entire educational system.

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

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## **Environmental Culture for Sustainable Development**

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

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

Competencies to develop:

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

## **Integral Sexual Education**

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

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

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

Competencies to develop:

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

## Health Education

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

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

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

### Competencies to develop:

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

### Experience of Human Rights Democracy and Peace

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

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

Competencies to develop:

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

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

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

Regarding to curricula display values that promote, specifically, the incorporation of Cross-Curricula Themes. However, the options for convergence are not limited to those mentioned in the program. The students and the teachers can identify other possibilities to develop cross-curricular themes.

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

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

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

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

## **CROSS-CURRICULAR THEMES COMMITTEE**

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## TEACHING GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

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

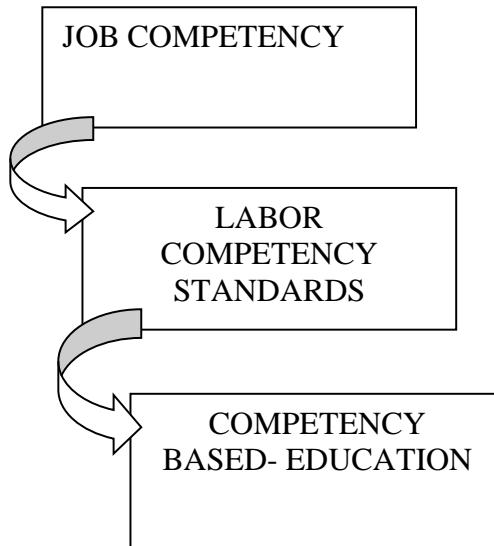
- Teaching should be based on creating an educational environment that:
  - recognizes students' previous knowledge.
  - is based on cognitive and metacognitive strategies.
  - accomplishes complete and complex tasks.
- Learning takes place through:
  - gradually building knowledge.
  - the relationship between prior knowledge and new information.
  - meaningful organization of knowledge for the student.

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

- The Technical High School must provide adequate infrastructure, equipment and materials.
- To teach effectively, the teacher must be able and willing to upgrade.
- Both inductive and deductive processes must be developed in the study block, using attractive and dynamic teaching techniques to motivate students to achieve their goals. These techniques, which have been planned and oriented by the teacher, include discussions individual and team work, and searching for information.
- Encourage students to make use of magazines, newsletters and other printed material in order to acquire up-to-dated information and reading matter.
- Internships are essential in eleventh grade for the fulfillment of the teaching-learning process and must be planned according to the program contents or as a teacher deems necessary in order to establish a relationship with the local area businesses.
- Educational tours are necessary in tenth grade for learning results in the study block. Nevertheless, the teacher is in charge of deciding when to take students out of school.
- It is important for the teacher to be aware of the correspondent use of tools and working habits in the laboratory, workshop and in the classroom.
- Basic technical literature for each subject area of the three grades.
- All subject area teachers must provide necessary tools to solve problems in order to create analytical men and women who will be able to provide solutions and alternatives.
- The time allotted to practice and theory must be evenly distributed in accordance with the learning results to be developed.
- Workshops or labs relevant to the subject areas of each program.
- An up-to-dated computer lab with correspondent software based on the requirements of the labor market.
- Provide manuals, catalogs and technical literature in English to be consulted by students.
- It is essential to make good use of technological devices such as audiovisual equipment, available material on Internet and others.
- This program should stimulate students' creativity through developing specific projects associated with its contents.
- Teachers should ensure equipment and tool-maintenance, and report regularly to the Principal or Technical Coordinator to make the arrangements for technician assistance.

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

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



Group of abilities, knowledge, attitudes and necessary skills to carry out a specific job.

Quantitative criteria for a worker's skill to enable the performance of a function or a task within a specific labor position.

Integral training process aimed at the development of the capacities or the individual's competencies according to current norms of an economic and productive activity.

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

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

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

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

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

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

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

## ASSESSMENT GUIDELINES

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

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

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

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

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

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

- Define requirements or evaluation objectives.
- Collect evidence.
- Compare evidence with the requirements.
- Assess based on this comparison.

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

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

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

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

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

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

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

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## TEACHERS` PLANNING

### 1. ANNUAL PLAN FOR SUBJECT-AREA

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

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

### Scheme for Annual Plan

#### ANNUAL PLAN

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

Program: Executive Service Centers	Subject area:	Grade: <b>ELEVENTH</b>
Teacher:		Year:
Values and attitudes:		

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

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

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

### Pedagogical Practice Plan

Technical High School:		
Sector: Commercial And Services		Program: Executive Service Centers
Subject Area:	Year:	Grade: ELEVENTH
Study block:	Time:	
Purpose:		

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

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

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

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

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

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## **TECHNICAL PROFESSIONAL PROFILE SERVICE CENTER EXECUTIVE**

- Works in team with ability and efficiently
- Believes in the company individually or as a team.
- Applies knowledge and skills in the program.
- Organizes, with excellence, activities related to the program.
- Makes right decisions in the administrative process.
- Adapts technical processes from the program.
- Promotes customs, beliefs and Costa Rican values.
- Applies occupational and ethical norms.
- Uses technological advances at work.
- Executes, with quality, works for the country's socio-economic development.
- Organizes physical space in accordance with the program.
- Uses the computer as a tool in the program tasks.
- Uses technical terminology of the program in Spanish and in other languages.
- Uses rationally materials, equipment, and supplies in the program.
- Protects the atmosphere and be aware of protecting natural resources.
- Applies knowledge of English language, as second language, in the development of the profession.
- Organizes, with quality, and executes work by his/her own initiative or for superiors instructions.
- Adapts personality to different situations at work, due to changes in the technology or the organizational structure.
- Uses technology to achieve competitiveness, quality and development of commercial and of service sector in the program.

## **TECHNICAL OCCUPATIONAL PROFILE SERVICE CENTER EXECUTIVE**

The Mid Level Technician of Service Center Executive:

- Applies quality in the program.
- Shows excellence in customer service identifying with the mission and vision of the company.
- Presents a positive attitude to change adapting to labor situations.
- Applies norms of Occupational Health preventing accidents and labor illnesses promoting physical and mental health personally or in group.
- Applies professional ethics in the tasks.
- Uses rationally natural resources and protects the atmosphere contributing to the environment.
- Incorporates values education in daily life.
- Applies technological processes promoting quality and competitiveness.
- Presents professional image characteristic of the program.
- Applies public relationships principles in the interaction of the management world.
- Demonstrates ability to work under pressure.
- Demonstrates ability to work with teams at office or service center.
- Uses materials and supplies of a service center correctly.
- Applies knowledge acquired from different disciplines at work.
- Protects the atmosphere and is aware of protecting natural resources
- Applies knowledge of English language, as second language at work.
- Organizes with quality and executes work by his/her own initiative or by superiors instructions.

- Adapts personality to different situations at work, due to changes in the technology or the organizational structure.
- Uses technology contributing competitiveness, quality and development of the commercial sector and services
- Organizes work to achieve better efficiency.
- Applies teamwork principles in the management atmosphere.
- Demonstrates ability to organize meetings, congresses and forums applying the protocol of national and international norms.
- Demonstrates basic knowledge in the countable procedures.
- Applies with effectiveness the communication channels.
- Applies effective communication considering the language adapted used in management environment.
- Applies principles of quality customers, by means of telephone or personally.
- Applies basic knowledge on the visitors' personalities filtering visits and calls.
- Uses correct techniques of communication in the elaboration of characteristic documents for service centers.
- Administers documentation of service center applying laws from "Archivo Nacional" (National Archive).
- Uses, with efficiency, the computer and the up-to-dated computer packages used in service centers.
- Applies basic knowledge on tourism and first aids.
- Applies internal regulations on the use of computer laboratory.

## **PROGRAM OBJECTIVES EXECUTIVE SERVICE CENTERS**

- Achieve high English proficiency that promotes student excellence at work.
- Promote customer service principles at work by identifying him/herself with the vision, mission and objectives of the company.
- Foster application of Occupational Health norms for preventing accidents and labor illnesses, and promoting personal and social health.
- Contribute integral development, promoting humanist vision, human rights, respect for the law, and values education.
- Promote justice toward gender, race, language, ethnic groups, and social condition for a healthy and harmonious coexistence in order to avoid violence.
- Foster Costa Rican values and beliefs.
- Propitiate creative and critical thinking, adapting to labor different situations due to changes of attitudes, technology, technical and procedures in the development of the profession Executive Service Centers.
- Foment the quality in the functions of Executive Service Centers, with efficient attention to the customer, phone attention, and the elaboration and presentation of business documents that use the computation updated programs.
- Translate and interpret from English to Spanish and vice versa simultaneously in texts and conversations.

**CURRICULAR STRUCTURE  
PROGRAM  
EXECUTIVE SERVICE CENTERS**

<b>SUBJECT AREA</b>	<b>HOURS PER WEEK</b>		
	<b>LEVEL</b>		
	<b>X</b>	<b>XI</b>	<b>XII</b>
ORAL COMMUNICATION IN ENGLISH	<b>10</b>	<b>8</b>	<b>6</b>
WRITTEN COMMUNICATION IN ENGLISH	<b>4</b>	--	--
TRANSLATION AND INTERPRETING	--	--	<b>4</b>
CORPORATE COMMUNICATION	--	<b>4</b>	<b>4</b>
GESTIÓN EMPRESARIAL	<b>6</b>	-	-
ADMINISTRATION OF SERVICE CENTERS	--	<b>8</b>	<b>6</b>
DESTREZAS COMPUTACIONALES	<b>4</b>	<b>4</b>	
COMPUTER SKILLS			<b>4</b>
<b>TOTAL DE HORAS</b>	<b>24</b>	<b>24</b>	<b>24</b>

## CURRICULAR FRAMEWORK

### EXECUTIVE SERVICE CENTERS

SUBJECT AREA	STUDY BLOCK IN EACH LEVEL					
	TENTH		ELEVENTH		TWELFTH	
<b>Oral Communication in English</b>	<ul style="list-style-type: none"> <li>Personal Interaction at the Company</li> <li>Company Structure and Working Conditions</li> <li>Company furniture, Equipment and tools</li> </ul> Total	140 H 130 H <u>130 H</u> <b>400 H</b>	<ul style="list-style-type: none"> <li>Job Manufacturing and Job Performance</li> <li>Routine Business Activities</li> <li>Safety at Work</li> </ul> Total	112 H 112 H <u>96 H</u> <b>320 H</b>	<ul style="list-style-type: none"> <li>Workplace Management</li> <li>Customer Service</li> </ul> Total	74 H <u>76 H</u> <b>150 H</b>
<b>Written Communication in English</b>	<ul style="list-style-type: none"> <li>Writing to Communicate</li> <li>Sentence Structure</li> <li>Types of Paragraphs</li> </ul> Total	32 H 58 H <u>70 H</u> <b>160 H</b>				
<b>Translation and Interpreting</b>					<ul style="list-style-type: none"> <li>Translation</li> <li>Interpreting</li> </ul> Total	48 H <u>52 H</u> <b>100 H</b>

**EXCECUTIVE SERVICE CENTERS  
CURRICULAR FRAMEWORK**

SUBJECT AREA	STUDY BLOCK IN EACH LEVEL				
	TENTH	ELEVENTH	TWELFTH		
<b>Corporate Communication</b>		<ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Written Communication</li> <li>• Quality Customer Service</li> </ul> <p align="right">Total</p>	60 H 68 H <u>32 H</u>  <b>160 H</b>	• Written Expression  • Oral Expression  • Etiquette and Protocol  • Quality Customer Service	20 H 28 H 20 H <u>32 H</u>  <b>100 H</b>

<b>SUBJECT AREA</b>	<b>STUDY BLOCK ON EACH LEVEL</b>					
	<b>TENTH</b>		<b>ELEVENTH</b>		<b>TWELFTH</b>	
<b>Gestión Empresarial</b>	<ul style="list-style-type: none"> <li>• Salud Ocupacional 20 H</li> <li>• Administración de Oficinas 60 H</li> <li>• Administración de Documentos 50 H</li> <li>• Human Development 20 H</li> <li>• Derecho Laboral 60 H</li> <li>• Cultura de la Calidad <u>30 H</u></li> </ul> <p>Total <b>240 H</b></p>					

<b>SUBJECT AREA</b>	<b>STUDY BLOCK ON EACH LEVEL</b>					
	<b>TENTH</b>		<b>ELEVENTH</b>		<b>TWELFTH</b>	
<b>Administration for Service Centers</b>			<ul style="list-style-type: none"> <li>• Basis of Accounting 56 H</li> <li>• Descriptive Statistics 36 H</li> <li>• Marketing 48 H</li> <li>• Entrepreneurial Didactic Management <u>180 H</u></li> </ul> <p>Total 320 H</p>	<ul style="list-style-type: none"> <li>• Service Platform 60</li> <li>• Internship 40</li> <li>• Human and Public Relations <u>50</u></li> </ul> <p>Total <u>150 H</u></p>		

SUBJECT AREA	STUDY BLOCK ON EACH LEVEL				
	TENTH	ELEVENTH		TWELFTH	
<b>Destrezas Computacionales</b>	<ul style="list-style-type: none"> <li>• Herramientas Computacionales</li> <li>• Procesador de texto Word</li> </ul> Total	100 H <u>60 H</u> <b>160 H</b>	<ul style="list-style-type: none"> <li>• Aplicaciones Computacionales</li> <li>• Base de Datos</li> </ul>	100 H <u>60 H</u> <b>160 H</b>	
<b>Computer Skills</b>				<ul style="list-style-type: none"> <li>• Network user</li> <li>• Production of Documents in Computer</li> </ul>	28 H <u>72 H</u> <b>100 H</b>

***CURRICULAR MAP***

**EXECUTIVE SERVICE CENTERS**

***TENTH GRADE***

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
TENTH GRADE**

<b>SUBJECT AREA</b>	<b>STUDY BLOCK</b>	<b>TARGET</b>	<b>LINGUISTIC COMPETENCIES</b>
<b>Oral Communication in English</b>  <b>400 Hours</b>	Personal Interaction at the Company  140 hours	Target content 1  Exchanging information about: Personal interaction at the company, Ways of interacting, Ethics, Personal skills, Cultural aspects  Hours: 140 hours	<ul style="list-style-type: none"> <li>• Understanding family simple phrases and short statements.</li> <li>• Predicting meaning through the use of context.</li> <li>• Asking and responding to questions in clearly defined situations.</li> <li>• Expressing personal responses, likes, dislikes and feelings.</li> </ul>

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<b>Oral Communication in English</b>  <b>400 Hours</b>	Company structure and working conditions  130 hours	Target content 2  Expressing information about: Company structure and working conditions, Activities, organization and background, Employment policy, Fringe benefits, Importance of motivation, Work relations  Hours: 130	<ul style="list-style-type: none"> <li>Understanding simple familiar phrases and short statements.</li> <li>Predicting meaning through the use of context.</li> <li>Asking and responding to questions in clearly defined situations.</li> <li>Expressing personal responses, likes, dislikes and feelings.</li> <li>Understanding simple vocabulary and expressions presented in familiar contexts.</li> <li>Understanding a range of familiar statements and questions.</li> <li>Taking part in structured conversations of at least three or four exchanges.</li> </ul>

### STUDY BLOCK

#### SUBJECT AREA

**Oral  
Communication  
in English**  
**400 Hours**

Company furniture,  
equipment and tools  
130 hours

#### TARGET

Target content 3  
Using the appropriate linguistic tools to communicate in English with others at the company.

Hours: 130

#### LINGUISTIC

#### COMPETENCIES

- Understanding ideas and information in the text through making inferences and comparisons.
- Communicating messages easily.
- Expressing and giving opinions about devices.

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<b>Written communication in English</b> <b>160</b>	Unit 1: Writing to communicate 32 hours	Target content 1 Basic English Skills Hours: 20 hours	<ul style="list-style-type: none"> <li>Understanding words and sentences in context using certain grammar structure.</li> <li>Completing written forms with the appropriate information.</li> <li>Understanding language varieties to complete a task successfully.</li> <li>Writing sentences using certain grammar structure.</li> </ul>
		Target content 2 Introduction to Academic Writing Hours: 12 hours	<ul style="list-style-type: none"> <li>Learning why and how people write.</li> <li>Completing written forms with appropriate information.</li> <li>Distinguishing different parts of a paragraphs.</li> </ul>

## SUBJECT ÁREA

## STUDY BLOCK

## TARGET

## LINGUISTIC COMPETENCIES

**Written  
Communication  
in English**

160

Unit 2  
Sentence  
Structure  
58 hours

Target content 1  
Types of sentences  
Hours: 12

- Understanding words in different types of sentences.
- Recognizing different types of sentences.
- Writing different types of sentences using certain grammar structure.

Target content 2  
Noun, adverbial, relative clauses and participial phrases  
Hours: 46

- Offering the correct written response.
- Performing in written English.
- Understanding language varieties to complete a task successfully.
- Writing sentences using certain grammar structure.
- Distinguishing different types of clauses and phrases.

SUBJECT AREA	STUDY BLOCK	TARGET	LEARNING RESULTS
<b>Written Communication in English</b> 160	Unit 3: Types of paragraphs 70 hours	<p>Target content 1 Narrative, Descriptive and expository paragraphs Hours: 24</p>	<ul style="list-style-type: none"> <li>• Writing sentence using certain grammar structure.</li> <li>• Understanding relations between the different paragraphs.</li> <li>• Writing short imaginative paragraphs.</li> <li>• Expressing information explicitly.</li> </ul>
		<p>Target content 2 The writing process Hours: 46</p>	<ul style="list-style-type: none"> <li>• Understanding the mechanics of different types of paragraphs.</li> <li>• Completing written forms with the appropriate information.</li> <li>• Distinguishing between different steps of the writing process.</li> <li>• Understanding the correct organization of a paragraph.</li> <li>• Performing factual communication to start and end up a good paragraph.</li> <li>• Understanding and being understood by others</li> </ul>

<p>Gestión Empresarial 240 Horas</p>	<p>Salud Ocupacional 20 horas</p>	<ul style="list-style-type: none"> <li>• Analizar aspectos relacionados con la Salud Ocupacional, así como los principales conceptos.</li> <li>• Describir la importancia de la seguridad en la prevención de accidentes.</li> <li>• Aplicar normas de seguridad e higiene para proteger el medio ambiente y la salud de las personas.</li> <li>• Analizar los aspectos psíquicos y físicos relacionados con la carga de trabajo.</li> <li>• Inferir en los diferentes reglamentos las regulaciones relacionados con la Salud Ocupacional.</li> </ul>
	<p>Administración de Oficinas 60 horas</p>	<ul style="list-style-type: none"> <li>• Identificar las características del proceso administrativo de una organización.</li> <li>• Examinar el contexto, planificación y ergonomía en la administración de la oficina.</li> </ul>

**SUB-ÁREA**

**UNIDAD DE ESTUDIO**

Gestión  
Empresarial  
240 Horas

Administración de  
Documentos  
50 horas

**RESULTADOS DE APRENDIZAJE**

- Valorar la importancia de la legislación archivistita para la empresa pública.
- Aplicar las reglas y normas generales para clasificar y ordenar nombres y documentos.
- Ejecutar procedimientos para la localización seguimiento y registro de los documentos con rapidez y exactitud.

SUB-ÁREA	STUDY BLOCK	LEARNING RESULTS
Gestión Empresarial 240 Horas	<p><b>Human Development: Personal and Cultural Values</b> Hours: 6</p> <p><b>Human Development : Social and Work Values</b> Hours: 6</p> <p><b>Human Development : Organizational Values</b> Hours: 8</p>	<ul style="list-style-type: none"> <li>Understand the importance of personal and cultural values.</li> <li>Recognize social and working values presented at specific community and in different workplaces.</li> <li>Identify the purpose of organizational values for a working community.</li> </ul>

SUB-ÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
Gestión Empresarial  240 Horas	Derecho Laboral  60 horas	<ul style="list-style-type: none"> <li>• Describir la importancia del derecho laboral.</li> <li>• Interpretar los elementos de los contratos de trabajo que rigen los derechos y deberes del trabajador y del patrono.</li> <li>• Explicar los tipos de jornada laboral en sus diversas modalidades de pago.</li> <li>• Inferir las obligaciones y prohibiciones de los trabajadores de acuerdo con la normativa vigente.</li> <li>• Identificar los beneficios sociales del trabajador contemplados en la legislación vigente.</li> <li>• Clasificar las causas que dan origen a la suspensión o terminación de la relación laboral.</li> <li>• Realizar cálculos de indemnizaciones por cesación de la relación laboral con responsabilidad patronal.</li> <li>• Efectuar los cálculos correspondientes a vacaciones y aguinaldo con la información suministrada en cada caso.</li> <li>• Inferir las cargas sociales y las deducciones aplicadas a las planillas en las empresas.</li> <li>• Aplicar los conceptos de la microempresa según la legislación costarricense.</li> </ul>

SUB- ÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
Gestión Empresarial 240 Horas	Cultura de la Calidad 20 horas	<ul style="list-style-type: none"><li>• Identificar las características de calidad, productividad y competitividad.</li><li>• Valorar la importancia del trabajo en equipo en la toma de decisiones empresariales.</li><li>• Utilizar herramientas y métodos con el fin de lograr un mejoramiento continuo en las diferentes áreas de acción.</li><li>• Analizar la necesidad de satisfacer al cliente como condición indispensable en la competitividad de una empresa.</li></ul>

SUB-ÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
<b>Destrezas Computacionales</b> <b>160 Horas</b>	Herramientas Computacionales 100 horas	<ul style="list-style-type: none"><li>• Ejecutar normas básicas para el cuidado del equipo y la organización del lugar de trabajo.</li><li>• Aplicar los principios de ergonomía al digitar documentos propios de la oficina.</li><li>• Identificar los elementos básicos de un computador en español e inglés.</li><li>• Seleccionar programas para detectar y eliminar los virus del software.</li><li>• Utilizar las funciones del ambiente Windows para el manejo de la información.</li><li>• Digitar al tacto de letras, números y otros que conforman el teclado hasta alcanzar 50 palabras por minuto.</li><li>• Utilizar las aplicaciones relacionados con el uso de Internet y los servicios que este ofrece para la búsqueda y acceso de información.</li></ul>

<b>Destrezas Computacionales</b>	Procesador de Texto Word 60 horas	<ul style="list-style-type: none"><li>• Aplicar las diferentes funciones del procesador de texto Word en los ejercicios prácticos del teclado y en textos.</li><li>• Utilizar los símbolos alfanuméricos necesarios en la presentación de documentos empresariales.</li><li>• Confeccionar tablas y gráficos con las herramientas disponibles en el procesador de texto.</li><li>• Digitar documentos sencillos y complejos, utilizando las funciones del procesador de textos, con las técnicas correspondientes, así como el cotejo.</li><li>• Distinguir los elementos básicos de la máquina de escribir manual y electrónica.</li></ul>
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***CURRICULAR MAP***  
***ELEVENTH GRADE***

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<b>Oral Communication in English 320 Hours</b>	Job Manufacturing and Job Performance  112 hours	Target content 1 Developing communicative competence in the English language by means of technical topics. Hours: 112	<ul style="list-style-type: none"> <li>• Reacting to language spoken at normal speed in everyday life.</li> <li>• Identifying the main rules of filing.</li> <li>• Understanding variety of registers.</li> <li>• Listening between lines about the topic studied.</li> <li>• Understanding ideas.</li> <li>• Talking in simple language about family and sums up situations of our own world.</li> <li>• Reporting information gathered from texts, web sites, and others.</li> <li>• Speaking appropriately.</li> <li>• Responding to request with appropriate expressions.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication in English	Routine Business Activities  112 hours	Target content 2 Developing communicative competence in the English language by means of technical topics.  Hours: 112	<ul style="list-style-type: none"> <li>• Reacting towards instructions.</li> <li>• Identifying details in material relative.</li> <li>• Summarizing messages and narratives.</li> <li>• Responding and giving opinions about events and issues.</li> <li>• Responding to messages and dialogues in short situation context.</li> <li>• Reporting information to completes to task.</li> <li>• Speaking with intelligible pronunciation and intonation.</li> <li>• Asking for repetition / confirmation.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication in English	Safety at Work 96 hours	Target content 3 Developing communicative competence in the English language by means of technical topics. Hours: 96	<ul style="list-style-type: none"> <li>• Identifying relevant information.</li> <li>• Giving directions to carry out to task.</li> <li>• Expressing main point and personal response.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

<b>SUBJECT AREA</b>	<b>STUDY BLOCK</b>	<b>LEARNING RESULTS</b>
<b>Corporate communication 160 Hours</b>	Oral Communication 60 hours	<ul style="list-style-type: none"> <li>• Analyze the process of oral communication in the managerial environment.</li> <li>• Apply the language adapted in the office taking into account the style, characteristic and the techniques of oral communication.</li> <li>• Develop the abilities to communicate satisfactorily with the different types of clients.</li> <li>• Apply the norms and principles of the phone national and international service.</li> <li>• Apply the abilities and skills in the phone attention.</li> </ul>
	Written Communication 68 hours	<ul style="list-style-type: none"> <li>• Writes with excellence a various types of business letters using a planning process according to styles, characteristics and others.</li> <li>• Applies techniques of composition and presentation of diverse documents used at modern office.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
<b>Corporate Communication</b>  <b>160 Hours</b>	<p>Quality Customer Service</p> <p>1. Attitude</p> <p>Hours: 4</p>	<ul style="list-style-type: none"> <li>• Apply techniques which maximize effectiveness in receiving and handling routin calls.</li> </ul>
	<p>Quality Customer Service</p> <p>2. How to say hello</p> <p>Hours: 4</p>	<ul style="list-style-type: none"> <li>• Provide excellent service and competitive edge to the organization.</li> </ul>
	<p>Quality Customer Service</p> <p>3. Call screening and probing</p> <p>Hours: 4</p>	<ul style="list-style-type: none"> <li>• Apply techniques for improving effectiveness as to listener.</li> </ul>

SUBJECT ÁREA	STUDY BLOCK	LEARNING RESULTS
<b>Corporate Communication</b> <b>160 Hours</b>	<p>Quality Customer Service</p> <p>4. Call transfer and holding Hours: 4</p> <p>Quality Customer Service</p> <p>5. Handling complaint callers Hours: 4</p> <p>Quality Customer Service</p> <p>6. How do your customers picture you Hours: 4</p>	<ul style="list-style-type: none"> <li>• Apply proper telephone techniques in providing excellent service to customers.</li> <li>• Solve handling complaint callers by providing excellent service.</li> <li>• Recognize positive phrases and others which should be avoided on the phone.</li> </ul>

## SUBJECT AREA

## STUDY BLOCK

## LEARNING RESULTS

### Corporate Communication

**160 Hours**

Quality Customer Service  
7. Communication styles

Hours: 4

- Apply techniques to be proactive with customers by telephone or in personal.

Quality Customer Service  
8.Delivering coaching, receiving and giving

Hours: 4

- Apply four step model for effective coaching.

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
<b>Administration for Service Centers</b> <b>320 Hours</b>	Basis of Accounting 56 hours	<ul style="list-style-type: none"> <li>• Apply basic elements of accounting.</li> <li>• Distinguish elements in accounting equation and double entry principle.</li> <li>• Analyze transactions in the elements of accounting equation.</li> <li>• Develop a definite classification of the accounts of the income statements and balance sheets (real and nominal).</li> <li>• Examine the components in the financial and economic accounts in financial accounting.</li> <li>• Use the account through recording and synthesis of accounting transaction.</li> <li>• Prepare financial and economic statements for a financial services company.</li> <li>• Develop an accounting cycle for a service company.</li> </ul>



SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Administration for Service centers 320 hours	<p>Descriptive Statistics 36 hours</p> <p>Marketing 48 hours</p> <p>Entrepreneurial Didactic Management 180 hours</p>	<ul style="list-style-type: none"> <li>• Apply descriptive statistics in information processing.</li> <li>• Prepare statistical tools for quality control.</li> </ul> <ul style="list-style-type: none"> <li>• Analyze the influence of marketing in business management.</li> <li>• Choose a variety of possibilities to suit a demand or to request in foreign trade.</li> <li>• Communicate instructions, detailed products and standards for international operations.</li> </ul> <ul style="list-style-type: none"> <li>• Identify the organizational and functional structure of L@bora Classroom practice.</li> <li>• Promote employment and educational experiences of Labor@ Classroom practice for service centers.</li> <li>• Perform practical work in companies through different workstations in L@bora Classroom practice efficiently.</li> </ul>

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

**SUB ÁREA**

**UNIDAD DE  
ESTUDIO**

**RESULTADOS DE APRENDIZAJE**

**Destrezas  
Computacionales  
160 Horas**

Aplicaciones  
Computacionales  
100 horas

- Digitar documentos sencillos y complejos utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.
- Ejecutar ejercicios de velocidad en la computadora, hasta alcanzar 60 p.p.m. como mínimo al finalizar el curso lectivo.
- Aplicar los elementos de la barra de menú y herramientas de la hoja electrónica.
- Aplicar las herramientas de la hoja electrónica en la elaboración de documentos comerciales.
- Construir gráficos en la hoja electrónica.
- Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.
- Utilizar el equipo especial para la proyección de presentaciones desde la computadora.
- Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.
- Aplicar las herramientas del programa de publicaciones en la confección de material informativo.

**CURRICULAR MAP  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE**

**SUB-ÀREA**

**UNIDAD DE ESTUDIO**

**RESULTADOS DE APRENDIZAJE**

**Destrezas  
Computacionales  
160 Horas**

Bases de Datos  
60 Horas

- Analizar los diferentes conceptos sobre bases de datos.
- Diferenciar los elementos de Access.
- Aplicar las operaciones básicas y asistentes en Access.
- Ejecutar diferentes tipos de consulta.
- Seleccionar las herramientas de Access para el manejo de bases de datos.

## ***PROGRAM CONTENTS***

### ***TWELFTH GRADE***

<b>SUBJECT AREA</b>	<b>STUDY BLOCK</b>	<b>TARGET</b>	<b>LINGUISTIC COMPETENCIES</b>
<b>Oral Communication in English 150 Hours</b>	Workplace Management 74 hours	Target content 1 Workplace Management Hours: 74	<ul style="list-style-type: none"> <li>Identifying speakers' specifications, request, and others.</li> <li>Understanding variety of language forms to complete a task.</li> <li>Asking for repetition.</li> <li>Responding with the appropriate response.</li> </ul>
	Customer Service 76 hours	Target content 2 Customer Service Hours: 76	<ul style="list-style-type: none"> <li>Identifying the purpose of short messages.</li> <li>Copying with unfamiliar names` expressions and places to complete to procedure.</li> <li>Negotiating meaning with the other speaker.</li> </ul>
			<ul style="list-style-type: none"> <li>Responding to messages and dialogues in situations in different contexts.</li> <li>Speaking with intelligible pronunciation and intonation.</li> </ul>

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
<b>Translation and Interpreting</b> <b>100 Hours</b>	Translation 48 hours	Target content 1 Translation Hours: 48	<ul style="list-style-type: none"> <li>Analyzing the main features of the translation and interpreting process.</li> <li>Using different strategies in order to obtain accurate translation.</li> <li>Analyzing the most important techniques used to translate different types of texts.</li> <li>Translating different texts according to content and level difficulty.</li> <li>Using different techniques for error correction.</li> <li>Obtaining accurate result in the translation process.</li> </ul>

SUBJECT AREA	UNIT	TARGET	LINGUISTIC COMPETENCIES
<b>Translation and Interpreting</b> <b>100 Hours</b>	Interpreting 52 hours	Target content 2 Interpreting Hours: 52	<ul style="list-style-type: none"> <li>• Distinguishing between translating and interpreting.</li> <li>• Identifying the main skills and attitudes involved in the interpreting process.</li> <li>• Determining different strategies in order to obtain accurate interpreting.</li> <li>• Overcoming the most relevant barriers in the interpreting process.</li> <li>• Using different techniques used to translate different types of texts.</li> <li>• Implementing different interpreting techniques according to content and level of difficulty.</li> <li>• Taking advantage of the interpreting activity in the different Service Centers located in Costa Rica.</li> </ul>

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
<b>Corporate Communication</b> <b>100 Hours</b>	Written Expression 20 hours	<ul style="list-style-type: none"> <li>• Prepare personal and legal documents using correct writing techniques according to individual characteristics.</li> <li>• Plans drafting and presentations of documents for a meeting.</li> <li>• Apply techniques for drafting advertising messages.</li> <li>• Produce different types of reports used at the office.</li> <li>• Produce national and international commercial agreements and/or contracts.</li> </ul>
	Oral Expression 28 hours	<ul style="list-style-type: none"> <li>• Apply oral communication techniques in different discourses of organizational activities.</li> </ul>
	Etiquette and Protocol 20 hours	<ul style="list-style-type: none"> <li>• Apply etiquette and protocol norms and procedures to achieve a good corporate image.</li> </ul>

## SUBJECT AREA

### Corporate Communication

100 hours

## STUDY BLOCK

Quality customer service

1. Hearing is not listening  
Hours: 4

Quality customer service

2. Telephone courtesy  
Hours: 4

Quality customer service

3. What is wrong with the Picture.  
Hours: 4

Quality customer service

4. Emotional leakage  
Hours: 4

## LEARNING RESULTS

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

- Develop effective telephone communication and state the courteous techniques.

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

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

## SUBJECT AREA

### Corporate Communication

100 hours

## STUDY BLOCK

Quality customer service  
5. We are customers to each others.  
Hours: 4

Quality customer service  
6. How to deal with the foreign accent

Hours: 4

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

Quality customer service  
8. Telesales tips form To Z  
Hours: 4

## LEARNING RESULTS

- Recognize between the companies' internal telephone techniques and customer service.

- Apply at least one effective alternative technique for avoiding mistakes.

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

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

## SUBJECT AREA

## STUDY BLOCK

### Administration for Services Centers 150 Hours

Service Platform

60 hours

- Organize task in the service platform.

Internship

40 hours

- Analyze internal organizational structures of service centers and platforms.
- Analyze different positions required in the service centers and service platforms.

Human and Public Relations

50 hours

- Apply knowledge, abilities and skills characteristic of the field of program and inherent to work environment.

- Analyze principles of the human relationships in the management world to achieve a good image.

- Apply principles of the human successful relationships in the corporate world.

- Value the importance of public relationships in the attention to customers.

## SUBJECT ÁREA

## STUDY BLOCK

### Computer Skills

**100 Hours**

Network User

28 hours

Production of Documents in Computer

72 hours

## LEARNING RESULTS

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

- Rehearse procedures of speed in Spanish and English in computer use until reaching 70 w.p.m. as minimum.
- Apply correct techniques in the elaboration and presentation of documents in English and Spanish.

***PROGRAM CONTENT  
EXECUTIVE SERVICE CENTERS  
ELEVENTH GRADE***

**PROGRAM CONTENTS**

**SUBJECT AREA**

**ORAL COMMUNICATION IN ENGLISH**

***Elaborated for:***

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

***Coordinator of Foreign Languages***

Approved as of agreement. 05-08-07

## ORAL COMMUNICATION IN ENGLISH

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

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

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

### GENERAL OBJETIVES OF THE SUBJECT AREA

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

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

## INTRODUCTION

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

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

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

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

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

## THE EDUCATIONAL POLICY

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

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

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

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

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

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

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

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

## ENGLISH AS A FOREIGN LANGUAGE IN THE EDUCATIONAL SYSTEM

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

## ENGLISH AS AN OBJECT OF STUDY

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

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

### Formal component

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

### Functional component

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

## Cultural component

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

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

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

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

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

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

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

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

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

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

## THE MEDIATION OF LEARNING IN TECHNICAL EDUCATION

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

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

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

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

### Listening

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

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

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

1. Distinguishing between sounds, stress and intonation patterns.
2. Understanding questions.

3. Understanding comprehension passages.
4. Listening to broadcasts.
5. Listening to lectures.
6. Taking dictation.

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

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

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

When developing listening comprehension, the activities should:

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

#### EVALUATION OF LEARNING OUTCOMES.

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

## Speaking

The development of the skill is the ultimate goal for students learning English in our society. However, the development of the skill has to be carried out in conjunction with the development of the other skills. In particular, speaking and listening are complementary to each other in the act of communication. For that reason, both should be practiced in close relation to each other.

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

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

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

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

## **METHODOLOGICAL APPROACH**

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

## ENGLISH FOR SPECIFIC PURPOSES

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

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

### II. Variable characteristics:

ESP may be, but is not necessarily:

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

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

### I. Absolute Characteristics

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

## II. Variable Characteristics

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

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

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

### Types of ESP

David Carter (1983) identifies three types of ESP:

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

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

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

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

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

### **Characteristics of ESP Courses**

The characteristics of ESP courses identified by Carter (1983) are discussed here. He states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

If we revisit Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks.

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

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

### **Abilities Required for Successful Communication in Occupational Settings**

Cummins (1979) theorized a dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language.

Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

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

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

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

## Materials Development

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

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

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

## THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

### Theory of language

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

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

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

### Theory of learning

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

## Objectives

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

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

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

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

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

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

## The Syllabus

### Types of learning and teaching activities

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

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

## Learner roles

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

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

## Teacher roles

Breen and Candlin describe teacher roles in the following terms:

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

Breen and Candlin point to secondary roles such as:

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

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

## Role of instructional materials

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

## COOPERATIVE LANGUAGE LEARNING

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

## Theory of Language

It follows some basic premises:

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

## Theory of Learning

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

## Objectives

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

## The Syllabus

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

### Types of learning and teaching activities

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

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

### Learner roles

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

### Teacher roles

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

## MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH

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

### LEARNER PROFILE

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

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

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

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

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

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

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

## EMOTIONAL INTELLIGENCE

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

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

## LEARNING STYLES

*Why should teaching conform to learning styles?*

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

According to Gabriel H. Díaz Maggioli (1995) in his book Managing Learning Styles in the Classroom, a “learning style” is defined as “the way of handling new information by making use of our habitual or preferred method”. It should be noted at this point, that our learning style is, in a way, our permanent way of acquiring, processing and retrieving new information. Kate Kinsella (1995) states that “learning styles are influenced both by nature and nurture and encompass behavioral, perceptual cognitive concept- forming and affective aspects. We come to the world programmed to learn in a certain way. But the environment in which we grow up, the people we interact with, the nature of the knowledge that comes to us, and even the amount of knowledge that we are able to absorb can alter it. Also our personality influences our approach to learning, and personal factors such as shyness or extroversion may determine even the channels we use to absorb, process and retrieve new knowledge”.

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

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

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

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

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

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

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

## PLANNING

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

### **The Cognitive Target:**

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

### **Objectives:**

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

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

### **Language:**

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

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

### **Functions:**

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

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

### **Values and Attitudes:**

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

### **Procedures:**

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

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

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

### **Warm up**

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

### **Presentation**

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

### **Practice**

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

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

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

## Consolidation/ Production

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

## Evaluation of Learning Outcomes

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

## Curricular Accommodations

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

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

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

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

## Chronicle:

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

A unit lesson plan format is included in annex 3.

## CLASSROOM ASSESSMENT AND EVALUATION OF LEARNING OUTCOMES SUGGESTIONS

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

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

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

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

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

### GENERAL ASSESSMENT PRINCIPLES

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

- a. Tasks should provide a purpose for using the language.
- b. Tasks should provide a context for language use rather than just isolated items.
- c. Tasks should lead towards real language use, to give students the opportunities to do the sorts of things native speakers do with the language.

- d. Tasks should promote individual and group activities, to allow the students to learn by themselves as individuals as well as from their peers.
- e. Tasks should allow students to experience what they have practiced in the classroom: using activities such as information gap, problem solving, and others.
- f. Tasks should simulate learning situations to allow students to re-organize and re-plan their learning strategies.
- g. Tasks should provide opportunities for critical thinking, they should motivate the students creative thinking skills, so they can solve communication problems by using the language.
- h. Tasks should be suitable for the students' age, level in school and language proficiency.

### **PRINCIPLES FOR ASSESSING LISTENING**

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

### **PRINCIPLES FOR ASSESSING SPEAKING**

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

### **PROFILE FOR THE ENGLISH TEACHER IN TECHNICAL EDUCATION**

The English teacher of the Costa Rican Educational System must:

- Have high communicative skills in the target language;
- Master ESP teaching skills
- Encourage and demonstrate oral communication in the target language;
- Have ample knowledge of second-language learning and second-language acquisition;
- Have knowledge of languages and dialects of his/her community;
- Encourage proper use of the target language;
- Encourage non-verbal communication;
- Master innovating methodologies and communication techniques;
- Promote positive human relationships;
- Be self-confident and perseverant at work;
- Respect others' opinions and decisions in reaching a consensus;
- Promote team work and good communication along with positive leadership;
- Be willing to communicate and interact;
- Observe student's reactions and behavior carefully in order to make the necessary changes in his/her teaching-learning practices;
- Promote meaningful and creative experiences for those with whom they interact;
- Be willing to develop him/herself professionally;
- Promote discussion groups (reflective teaching) with colleagues and other professionals to improve teaching practices;
- Participate in extra-curricular activities at school, in the community and nationwide.

## OBJECTIVES OF ENGLISH IN TECHNICAL EDUCATION IN “LA EDUCACION DIVERSIFICADA”(DIVERSIFIED EDUCATION)

1. To promote the use of the English language in an environment where the learners feel self-confident to communicate effectively.
2. To promote learners' interest and abilities to apply the English language independently.
3. To propitiate the learners' interests in reading books, simplified versions, general and specialized magazines, manuals, catalogs, instructions, safety rules or any other authentic material conducive to a permanent learning and a critical attitude.
4. To motivate the students' use of the English Language permanently as means of promoting their own cultural and social as well as their communities' welfare.
5. To encourage learners to exchange information (real, emotional and attitudinal) about themselves, their families, their country and the world.
6. To stimulate the learners' capacity to recognize and produce socio-linguistic and cultural features of the English language when using basic communication expressions about daily, general and specific topics.
7. To promote the learners' use of grammatical features that will enable them to communicate with others even though the grammatical functions are not correctly or consequently used.
8. To provide learners with a linguistic model which will help them achieve a command of pronunciation and prosodic features.
9. To propitiate in the learner the development of a fluent communication capacity so that the message can be understood by a responsive native speaker.
10. To promote the application of the information gathered through the understanding of messages presented in diverse situations.
11. To stimulate the reading comprehension ability in different authentic texts on daily and specialized topics to let the learners find the central idea, details, contextual and textual reference, and help them develop a series of reading abilities and styles.
12. To propitiate the learners' production of written texts, short reports, memos, forms, sheets about daily and general topics.
13. To promote the learners' capacity to investigate about diverse and specific topics.
14. To stimulate learners to use the language to solve communicative problems at daily basis in class and where the language is required.
15. To propitiate learners' interest in applying the knowledge of the language acquired to interact at daily and professional basis.
16. To stimulate the reading of safety rules in English in order to prevent accidents or risk situations.
17. To encourage learners appreciation of values, attitudes, gender, sex education, democracy and Human Rights and sustained development related to their own and the target culture

## LINGUISTIC OBJECTIVES

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

## STUDY BLOCKS

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

It is important that teachers take into account the following:

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

## SCOPE AND SEQUENCE

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

## STUDY BLOCK DISTRIBUTION

### ORAL COMMUNICATION IN ENGLISH

<b>Study Block</b>	<b>Name</b>	<b>Time in hours</b>	<b>Weeks per Study Block</b>
I	<b>Job Manufacturing and job performance</b>	112 hours	14 weeks
II	<b>Routine Business Activities</b>	112 hours	14 weeks
III	<b>Safety at work</b>	96 hours	12 weeks
	<b>TOTAL</b>	<b>320 Hours Annually</b>	<b>40 weeks</b>

## **STUDY BLOCK**

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

**Sector:** COMMERCIAL AND SERVICES

**Program:** Executive Service Centers

**Subject area:** Oral communication in English

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

**Grade:** XI

**Time:** 112 hours

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

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

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

## **STUDY BLOCK**

### **ROUTINE BUSINESS ACTIVITY**

**Sector:** COMMERCIAL AND SERVICES

**Program:** Executive Service Centers

**Subject Area:** Oral communication in English

**Study Block 2: Routine Business Activities**
**Target:** Developing Communicative Competence in the English Language By Means Of Technical Topics

**Grade:** XI

**Time:** 112 hours

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

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

LINGUISTIC OBJECTIVES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUE AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> <li>-I don't have that information available right now, can you call you back?</li> <li>- I'm afraid I can't tell you that, it's confidential.</li> <li>- Would you please do_____.</li> <li>-When will our order be delivered?</li> <li>-May I help? What can I do for you?</li> <li>-Please fill out this form.</li> <li>-What's your name? -We are glad to confirm your request for.</li> <li>-There is would be glad to see you in to minute.</li> <li>-Please make an appointment</li> <li>-When will our order be delivered?</li> </ul>			

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

## **STUDY BLOCK**

### **SAFETY AT WORK**

**Sector:** COMMERCIAL AND SERVICES

**Program:** Executive Service Centers

**Subject Area:** Oral communication in English

**Study Block:** Safety at work

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

**Level:** XI

**Time:** 96 hours

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

***PROGRAM CONTENTS***

**SUBJECT AREA**

**CORPORATE COMMUNICATION**

## CORPORATE COMMUNICATION

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

This subject area has three study blocks of 4 hours per week for a total of 160 hours per year:

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

**Written communication:** the student acquires abilities in the written discourse, to achieve an effective communication. The knowledge is acquired with practice; therefore constant practice is necessary in the composition of documents.

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

### **GENERAL OBJECTIVES OF THIS SUBJECT AREA**

1. Value the importance of technological innovation as a support to oral and written communication.
2. Foster creative and critical development in oral speech performance.
3. Develop good work habits to be effective and effective in the tasks performed.
4. Show quality in the composition of the corporate discourse by applying the correct composition techniques
5. Write all types of corporate documents using all the orthographic rules effectively.
6. Develop composition techniques of all types of documents by applying the basic characteristics of documentation.
7. Describe and apply different techniques in English for the reception of and handling of telephone calls.
8. Understand and be understood by other persons in the English language.

**STUDY BLOCK DISTRIBUTION  
CORPORATE COMMUNICATION SUBJECT AREA**

<b>STUDY BLOCK</b>	<b>Name</b>	<b>Time in hours</b>	<b>Weeks per study block</b>
I	Oral Communication	60 hours	15 weeks
II	Written Communication	68 hours	17 weeks
III	Quality Customer Service	32 hours	8 weeks
	<b>Total</b>	<b>160 hours annualy</b>	<b>40 weeks</b>

**STUDY BLOCK**

**ORAL COMMUNICATION**

## TECHNICAL COMPETENCY STANDARD OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Oral communication

Purpose: To practice abilities and techniques to communicate satisfactorily in the corporate and personal environment.

Competency Level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Effectively describes factors, types and requirements that intervene in an oral communication.	Specific
Effectively exercises techniques to achieve an effective oral communication.	Specific
Clearly exemplifies office situations applying techniques of oral communication.	Specific
Correctly uses commercial and technical language at the office.	Specific
Correctly develops a positive intellectual and emotional attitude.	Specific
Effectively performs activities where elements of oral communication are applied.	Specific

### COMPETENCY ELEMENTS

Reference	Title of the Element
2 -1	Apply techniques and resources of communication that are available during his or her work performance.

### PERFORMANCE CRITERIA

Apply techniques of oral communication that are required in a contemporary office.

### APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

## EVIDENCE KNOWLEDGE

Describes factors, types and requirements that intervene in oral communication.  
Uses business and technical language as well as the language frequently used at the office.

## PERFORMANCE EVIDENCE

Exercises techniques to achieve an effective oral communication  
Develops a positive intellectual and emotional attitude.

## PRODUCT EVIDENCE

Exemplifies situations in an office applying techniques of oral communication  
Performs activities where elements of oral communication are applied.

**Sector:** Commercial and Services

**Program:** EXECUTIVE SERVICE CENTERS

**Subject area:** Corporate Communication

**Study Block:** Oral communication

**Purpose:** Practice skills and techniques to communicate in a corporation and personal environment.

**Grade:** Eleventh

**Time:** 60 hours

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply techniques of oral communication at modern office.	<p>Aspects of oral communication.</p> <p>Factors:</p> <ul style="list-style-type: none"> <li>Pleasant voice</li> <li>Tone</li> <li>Pace while speaking</li> <li>Modulation</li> <li>Volume</li> <li>Pronunciation</li> <li>Diction and Others.</li> </ul> <p>Types:</p> <ul style="list-style-type: none"> <li>Ascendant</li> <li>Descendant and Horizontal.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains factors, types and requirements that intervene in an oral communication.</li> <li>• Shows techniques to achieve an effective oral communication.</li> <li>• Solves exercises about oral communication in at the office.</li> </ul>	<p>Value the importance of an assertive communication.</p>	<p>Applies techniques of oral communication at modern office.</p>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Requirements to achieve good communication:</p> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Conciseness</li> <li>• Coherence</li> <li>• Simplicity</li> <li>• Naturalness</li> <li>• Interest</li> <li>• Participation and</li> <li>• Ability to communicate</li> </ul> <p>The oral communication:</p> <ul style="list-style-type: none"> <li>• Voice restraint</li> <li>• Emphasis</li> <li>• Silences and rhythms</li> <li>• Gestures</li> <li>• Manners</li> <li>• Facial expression and body language.</li> </ul> <p>Intellectual and emotional attitude.</p> <p>Vocabulary.</p>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Applies commercial and technical language at the office.</li> <li>• Fosters a positive intellectual and emotional attitude.</li> <li>• Defines elements that intervene in the process of oral communication.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Knowing how to listen: The art of a good conversation.</p> <p>Topics to be avoided.</p> <p>Techniques for oral communication:</p> <ul style="list-style-type: none"> <li>• Chats</li> <li>• Conference</li> <li>• Debate</li> <li>• Interview</li> <li>• Forum</li> <li>• Round table</li> <li>• Panel</li> <li>• Symposium</li> <li>• Discussion</li> <li>• Phillips 66</li> <li>• Meeting</li> <li>• Committee and Groups.</li> </ul> <p>Phrases of frequent use at the contemporary office.</p> <p>Technical terminology.</p>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes factors, types and requirements that intervene in an oral communication.</li> <li>• Exercises techniques to achieve an effective verbal communication.</li> <li>• Exemplifies situations at office by applying techniques of verbal communication.</li> <li>• Uses business and technical language, used frequently at the office.</li> <li>• Develops a positive intellectual and emotional attitude.</li> <li>• Performs activities where the student applies the elements of oral communication.</li> </ul>		

### PRACTICES AND CHECKLISTS

#### PRACTICE DEVELOPMENT

STUDY BLOCK: Corporate Communication

PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - Workshop		TIME:	
MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

Explains factors, types, and requirements that intervene in an oral communication.

Shows techniques to achieve an effective oral communication.

Completes exercises of oral communication at the office.

Applies the business and technical language, as well as, language frequently used at the office.

Defines intervening elements in verbal communication.

Fosters a positive intellectual and emotional attitude.

**RECOMMENDED CHECKLIST**
**DATE:**
**STUDENT'S NAME:**
**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Correctly describes the factors, types and requirements that intervene in an oral communication.			
Effectively exercises the techniques to achieve an effective oral communication.			
Clearly exemplifies situations in an office applying the techniques of oral communication.			
Correctly uses the commercial language, technical and of frequent use at the office.			
Correctly develops a positive intellectual and emotional attitude.			
Effectively performs activities applying the elements of oral communication.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply oral communication techniques at the modern office.	Applies oral communication techniques at the modern office.	Describes factors, types and requirements that intervene in an oral communication.	Knowledge	Describes the factors, types and requirements that intervene in an oral communication correctly.
		Exercises the techniques to achieve an effective oral communication.	Performance	Exercises the techniques to achieve an effective oral communication effectively.
		Exemplifies situations in an office by applying the techniques of oral communication.	Product	Exemplifies situations in an office by applying the techniques of oral communication clearly.
		Uses business and technical language as well as the language frequently used in an office.	Knowledge	Uses business and technical language as well as the language frequently used in an office correctly.
		Develops a positive intellectual and emotional attitude.	Performance	Develops a positive intellectual and emotional attitude correctly.
		Performs activities where the elements of oral communication are applied.	Product	Performs activities where the elements of oral communication are applied effectively.

**STUDY BLOCK**

**WRITTEN COMMUNICATION**

## TECHNICAL COMPETENCY STANDARD OF EDUCATIONAL INSTITUTION

Title: Written communication

Purpose: Write different types of letters and other corporate documents.

Level of competency: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE NORM

Title	Classification
Accurately outlines the planning of the composition and presentation of corporate letters.	Specific
Effectively distinguishes each one of the models of corporate letters.	Specific
Clearly writes different types of corporate letters.	Specific
Correctly uses different elements for the preparation of diverse documents.	Specific
Clearly identifies formats and characteristics of the different documents used in the contemporary office.	Specific
Correctly prepares documents used at contemporary office.	Specific

### COMPETENCY ELEMENTS

	Title of the Element
2 - 2	Show abilities and skills in the composition and presentation of letters and corporate documents.

### **PERFORMANCE CRITERIA**

Writes with excellence a various types of business letters using a planning process according to styles, characteristics and others.

Applies techniques of composition and presentation of diverse documents used at modern office.

### **APPLICATION FIELD**

Category	Class
Services	Provision of Technical Education Services

### **KNOWLEDGE EVIDENCE**

Outlines planning in the composition and presentation of corporate letters.

Distinguishes each one of different models of corporate letters.

### **PERFORMANCE EVIDENCE**

Identifies the format and characteristics of different elements for the preparation of diverse documents used at modern office.

Uses different elements for the preparation of diverse documents.

### **PRODUCT EVIDENCE**

Writes different types of corporate letters.

Prepares a diversity of documents used in the contemporary office.

**Sector:** Commercial and Services

**Program :** EXECUTIVE SERVICE CENTERS

**Subject Area:** Corporate Communication

**Study Block:** Written communication

**Purpose:** To adequately write different types of letters and other corporate documents.

**Grade:** Eleventh

**Time:** 68 hours

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Write with excellence types of business letters using planning process, according to styles, characteristics and others.	<p>Planning: Conception, data collection, drafting ideas, Substantive synthesis and Draft</p>	<p><u>Teacher:</u> Explains the planning process of composing and presenting corporate letters.  Shows prototypes of each one of the corporate letters.  Prepares exercises for the composition of different corporate letters.</p>	Technical ability in tasks.	Writes with excellence types of business letters using planning, process according to styles, characteristics and others.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Types of corporate letters:</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Commercial</li> <li>• Purchase- Sales:</li> <li>• Order</li> <li>• Remittance</li> <li>• Credit</li> <li>• Collection</li> <li>• Extension</li> <li>• Claim and conciliation</li> <li>• Propaganda</li> <li>• Consignment</li> <li>• Requests</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Outlines planning of the composition and presentation of Corporate letters.</li> <li>• Distinguishes models of corporate letters.</li> <li>• Writes different types of corporate letters.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Apply techniques of composition and presentation of diverse documents used at modern office.	<p>Diverse documents:</p> <p>Format and parts:</p> <ul style="list-style-type: none"> <li>• Circulars</li> <li>• Memorandum</li> <li>• References</li> <li>• Advertising</li> <li>• Consent</li> <li>• Admonish</li> <li>• Recommendation</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains different elements in the preparation of diverse documents.</li> <li>• Describes formats and characteristics of documents used in the contemporary office.</li> <li>• Exemplifies diverse documents used in the contemporary office.</li> <li>• <u>Student:</u></li> <li>• Uses different elements for the preparation of diverse documents.</li> <li>• Identifies formats and characteristics of documents used in the contemporary office.</li> <li>• Prepares a diversity of documents used in the contemporary office.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical ability in tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies techniques of composition and presentation of diverse documents used at modern office.</li> </ul>

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Written communication

PRACTICE No. 1

PURPOSE:

SCENARIO: Classroom - workshop

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

Explains the planning process of composing and presenting corporate letters.

Shows prototypes of each one of the corporate letters.

Prepares exercises for the composition of different corporate letters.

Explains different elements in the preparation of diverse documents.

Describes formats and characteristics of documents used in the contemporary office.

Exemplifies diverse documents used in the contemporary office.

RECOMMENDED CHECKLIST	DATE:
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STUDENT'S NAME:
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<p>Instructions: These criteria will verify student performance by observation. Write an "X" in the column, that best describes student performance.</p>
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DEVELOPMENT	YES	NO YET	NOT APPLICABLE
Accurately outlines planning of the composition and presentation of corporate letters.			
Effectively distinguishes models of corporate letters.			
Clearly Writes different types of corporate letters.			
Correctly uses different elements for preparing diverse documents.			
Clearly identifies formats and characteristics of different documents used.			
Correctly Prepares diverse documents used at modern office.			

## CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Write with excellence different types of business letters using planning process according to each styles, characteristics and others.	Writes with excellence different types of business letters using planning process according to styles, characteristics and others.	Outlines the planning process for the composition and presentation of corporate letters.	Knowledge	Accurately outlines the planning of the composition and presentation of corporate letters.
		Distinguishes the models of corporate letters.	Knowledge	Effectively distinguishes each one of the models of corporate letters.
		Writes different types of corporate letters.	Product	Clearly writes different types of corporate letters.
Apply techniques of composition and presentation of diverse documents used at the modern office.	Applies the techniques of composition and presentation of the diverse documents used at the modern office.	Uses different elements for the preparation of diverse documents.	Performance	Correctly uses the different elements for the preparation of diverse documents.
		Identifies formats and characteristics of the different documents used at the modern office.	Performance	Clearly identifies formats and characteristics of the different documents used in the contemporary office.
		Prepares a diversity of documents used at the modern office.	Product	Correctly prepares a diversity of documents used in the contemporary office.

## STUDY BLOCK

QUALITY CUSTOMER SERVICE

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

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

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

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

- Accurately performs role plays using of positive phrases activities.
- Clearly understands specifications about communication styles.
- Effectively recognizes characteristics of proactive clerk.
- Accurately performs role plays proactive customer service activities.
- Clearly describes coaching as a management supervisory function.
- Precisely restates Four Cs model for effective coach.
- Accurately performs activities with specific details about primary skills of an effective coach.

Specific  
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### COMPETENCY ELEMENTS

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

### PERFORMANCE CRITERIA

- Applies techniques which maximize effectiveness in receiving and handling routing calls.
- Provides excellent service and competitive edge to the organization.
- Applies techniques for improving effectiveness as a listener.
- Applies proper telephone techniques in providing excellent service to customers.
- Solves handling complaint callers by providing excellent service.
- Recognizes positive phrases and others which should be avoided on the phone.
- Applies techniques to be proactive with customers by telephone or personal.
- Applies the four step model for effective coaching.

Category	Class
Services	Provision of Technical Education Services

### **KNOWLEDGE EVIDENCE**

- Lists oral techniques for handling calls.
- Describes oral techniques on how to treat every caller or to welcome a guest.
- Lists oral techniques about screening and probing calls.
- Identifies guidelines about how to transfer and hold a call.
- Describes specifications about handling complaint callers.
- Restates tips about handling irate callers.
- Lists forbidden oral techniques and positive phrases.
- Understands specifications about communication styles.
- Describes coaching as a management supervisory function.

### **PERFORMANCE EVIDENCE**

- Understands information words to accomplish a task.
- Selects oral techniques about service mentality keys.
- Comprehends by listening how to determine caller needs.
- Understands specific details from conversations or texts about how to say hello.
- Understands specifications about basic telephone skills.
- Summarizes the ASAP Technique used to handle irate callers
- Identifies phrases which should be avoided on the phone.
- Recognizes characteristics of proactive clerk.
- Restates Four Cs model for effective coach.

### **PRODUCT EVIDENCE**

- Interprets receiving and handling routing calls.
- Performs situations applying service mentality keys.
- Performs role plays using of positive phrases in activities.
- Interprets how to handle the irate caller activities.
- Performs roles play proactive customer service activities.
- Performs activities with specific details about primary skills of an effective coach.

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 1 Attitude

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1.Apply techniques which maximize effectiveness in receiving and handling routing calls.	<ul style="list-style-type: none"> <li>• Quality Customer Service definition.</li> <li>• Receiving and handling routing calls clasification.</li> <li>• Techniques for handling and receiving routing calls.</li> <li>• Routing calls office topics.</li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Describes oral techniques for handling calls.</li> <li>• Explains oral techniques on how to treat every caller ace to welcome guest.</li> <li>• States information words to accomplish to task.</li> <li>• Illustrates receiving and handling routing calls.</li> </ul>	<ul style="list-style-type: none"> <li>• Order and discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Applies techniques which maximize effectiveness in receiving and handling routing calls</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>• How to treat every caller or to welcome a guest:           <ul style="list-style-type: none"> <li>• You are the company</li> <li>• First impressions last</li> <li>• Speak clearly</li> <li>• Acknowledge your caller's request</li> <li>• Avoid carry over conversations</li> <li>• Speed is not success</li> <li>• Hold on</li> </ul> </li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Lists oral techniques for handling to calls.</li> <li>• Describes oral techniques on how to treat every caller or to welcome guest.</li> <li>• Understands information words to accomplish to task.</li> <li>• Interprets receiving and handling routing calls.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 2 How to say Hello

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Provide excellent service and competitive edge to the organization.	<ul style="list-style-type: none"> <li>• Service mentality definition.</li> <li>• Customer definition.</li> <li>• Customers classification.</li> </ul> <p><b>Service Mentality Keys:</b></p> <ul style="list-style-type: none"> <li>• Speaking appropriately</li> <li>• Understanding ideas.</li> <li>• Personal questions</li> <li>• Formal and informal office conversations.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains specifications about the service mentality on a clerk.</li> <li>• Labels oral techniques about service mentality keys.</li> <li>• Defines specific details from conversations or texts about how to say hello.</li> <li>• Organizes service mentally situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an excellent listener</li> </ul>	Provides excellent service and competitive edge to the organization.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Skills for being better clerk in customer service:</li> <li>• Empathy</li> <li>• Enthusiasm</li> <li>• Ownership</li> <li>• Responsibility</li> <li>• Adaptability</li> <li>• Balance</li> <li>• Resiliency</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies specifications about the service mentality on a clerk.</li> <li>• Selects oral techniques about service mentality keys.</li> <li>• Understands specific details from conversations or texts about how to say hello.</li> <li>• Performs situations applying service mentality keys.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 3 Call screening and probing

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Apply techniques for improving effectiveness as a listener.	<p><b>Call screening and probing :</b></p> <ul style="list-style-type: none"> <li>• Do not interrupt</li> <li>• Give verbal feedback clues.</li> <li>• Always have paper and a pen or pencil by every phone</li> <li>• Ask the correct questions</li> <li>• Gather the right information</li> <li>• Never Argue</li> <li>• Personal questions</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains oral techniques about screening and probing calls.</li> <li>• Shows, by plays, conversations on how to determine caller needs.</li> <li>• Prepares caller needs activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an excellent listener</li> </ul>	<ul style="list-style-type: none"> <li>• Applies techniques for improving effectiveness as a listener.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p><b>Determining Caller Needs:</b></p> <ul style="list-style-type: none"> <li>• Make up your mind</li> <li>• Welcome words</li> <li>• Concentrate</li> <li>• Lead, do not push</li> <li>• Hearing what they say</li> <li>• Every call is not worthy</li> <li>• Let them hear you listening</li> <li>• Objectivity</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Lists oral techniques about screening and probing calls.</li> <li>• Comprehends by listening how to determine caller needs.</li> <li>• Performs role plays determining caller needs activity.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service:4 Call transfer and holding

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
4.Apply proper telephone techniques in providing excellent service to customers.	<p><b>Basic Telephone Skills:</b></p> <ul style="list-style-type: none"> <li>• Answering to business call.</li> <li>• Putting the caller on hold</li> <li>• Monogramming the call</li> <li>• Avoiding excuses</li> <li>• Giving the caller your undivided attention</li> <li>• Giving spoken feedback signals</li> <li>• Taking accurate messages</li> <li>• Controlling the conversation</li> <li>• Avoiding mouth noises</li> <li>• Leaving a good last impression</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes specifications about the basic telephone skills.</li> <li>• States three part greeting in every call.</li> <li>• Expresses guidelines about how to transfer and holding a call.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an excellent listener</li> </ul>	Applies proper telephone techniques in providing excellent service to customers.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES <u>Student:</u>	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Three part greeting</p> <ul style="list-style-type: none"> <li>• Begin with a pleasant Buffer</li> <li>• Follow with the name of a company</li> <li>• End with your name</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Understands specifications about the basic telephone skills.</li> <li>• Distinguishes the three part greeting in every call.</li> <li>• Identifies guidelines about how to transfer and hold a call.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service:5 Handing complaint callers

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5.Solve handling complaint callers by providing excellent service.	<p>Handling complaint callers</p> <ul style="list-style-type: none"> <li>• Complaint cases</li> <li>• Irate callers definitions</li> <li>• Tips about how to handle irate callers.</li> </ul> <p>The ASAP Technique</p> <ul style="list-style-type: none"> <li>• Apologize</li> <li>• Sympathize</li> <li>• Accept responsibility</li> <li>• Prepare to help</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines specifications about handling of complaint callers.</li> <li>• Explains the ASAP Technique used to handle irate callers.</li> <li>• Distinguishes tips about handling irate callers.</li> <li>• Shows how to handle irate caller activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an excellent listener</li> </ul>	<p>Solves handling complaint callers by providing excellent service.</p>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Tips about handling of irate callers.</p> <ul style="list-style-type: none"> <li>• Do not hang up</li> <li>• Do not be rude</li> <li>• Help</li> <li>• Handle the problem</li> <li>• Ask personal questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Student:</u></li> <li>• Describes specifications about handling of complaint callers.</li> <li>• Summarizes the ASAP Technique used to handle irate callers</li> <li>• Restates tips about handling irate callers.</li> <li>• Interprets how to handle the irate caller activity.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 6 How do your customers picture you

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Recognize positive phrases and others which should be avoided on the phone.	<ul style="list-style-type: none"> <li>• Forbidden phrases           <ul style="list-style-type: none"> <li>• I don't Know</li> <li>• We can't do that</li> <li>• You will have to..</li> <li>• Just a second</li> <li>• No</li> </ul> </li> <li>• Positives phrases           <ul style="list-style-type: none"> <li>• Let me check</li> <li>• Here is what we can do</li> <li>• You will need to</li> <li>• Are you able to hold</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Identifies oral techniques about forbidden and positive phrases.</li> <li>• Recognizes phrases which should be avoided on the phone.</li> <li>• Demonstrates effective application of positive phrases activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an excellent listener</li> </ul>	Recognizes positive phrases and others which should be avoided on the phone.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Techniques:</p> <p>Think before you answer.</p> <p>Offer a positive solution</p> <p>Wait for a response</p> <p>Don't start with a negative</p>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Lists forbidden oral techniques and positive phrases.</li> <li>• Identifies phrases which should be avoided on the phone.</li> <li>• Performs role plays using of positive phrases activities.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 7 Communication styles

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
7. Apply techniques to be proactive with customers by telephone or in person	Proactive with customers Proactive definition Customer service definition	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Explains specifications about communication styles.</li> <li>• Identifies characteristics of proactive clerk.</li> <li>• Shows proactive customer service activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an excellent listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply techniques to be proactive with customers by telephone or in person.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Characteristics of proactive clerk</p> <ul style="list-style-type: none"> <li>• Be confident</li> <li>• Build rapport</li> <li>• Always smile</li> <li>• Always be friendly</li> <li>• Give the customer the choice.</li> <li>• Exceed the customer expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Student:</u></li> <li>• Understands specifications about communication styles.</li> <li>• Recognizes characteristics of proactive clerk.</li> <li>• Performs role plays about proactive customer service activities.</li> </ul>		

**Sector:** Commercial and Services

**Program:** Executive Service Centers

**Subject Area:** Corporate Communication

**Study Block:** Quality Customer Service: 8 Delivering Coaching, receiving and giving

**Grade:** Eleventh

**Time:** 4 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
8. Apply the four step model for effective coaching	<p>Management supervisory function</p> <p>Four C's model for effective coaching</p> <ul style="list-style-type: none"> <li>• Concurrence, counseling , commitment, congratulations or continuation definitions</li> <li>• training definition</li> <li>• coaching definition</li> <li>• effective coach definition</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines coaching as a management supervisory function.</li> <li>• Understands Four C's model for effective coach.</li> <li>• Shows specific details about primary skills of an effective coach.</li> </ul>		<ul style="list-style-type: none"> <li>• Applies the four step model for effective coaching.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Primary skills of an effective coach.</p> <ul style="list-style-type: none"> <li>• Training, coaching and counseling</li> <li>• The four C`s model</li> <li>• Primary skills of an effective coach</li> <li>• Two styles of connecting employee performance</li> <li>• The skills of asking effective questions</li> <li>• Four types of common questions</li> <li>• Skills of effective listening</li> <li>• Nonverbal feedback</li> <li>• Positive and negative position</li> <li>• Directive feedback</li> <li>• Non directive feedback</li> <li>• Why ask questions?</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes coaching as a management supervisory function.</li> <li>• Restates Four C`s model for effective coach.</li> <li>• Performance activities with specific details about the primary skills of an effective coach.</li> </ul>		

### PRACTICES AND CHECKLISTS

### PRACTICE DEVELOPMENT

STUDY BLOCK:

PRACTICE No. 1

Purpose:

Scenario: classroom and workshop

Time:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

### Teacher:

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

## PRACTICES AND CHECKLISTS

## PRACTICE DEVELOPMENT

Student's Name:

## Instructions:

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

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

PRACTICES AND CHECKLISTS			
PRACTICE DEVELOPMENT			
Student's Name:			
Instructions: These criteria will verify student performance by observation. Write an "X" in the column, that best describes student performance.			
DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly identifies phrases which should be avoided on the phone. Accurately performs role plays using of positive phrases activity. Clearly understands specifications about communication styles. Effectively recognizes characteristics of proactive clerk. Accurately performs role plays proactive customer service activities. Clearly describes coaching as a management supervisory function. Precisely restates Four C's model for effective coach. Accurately performance activities with specific details about primary skills of an effective coach.			

## CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
1. Apply techniques which maximize effectiveness in receiving and handling routing calls.	<p>Applies techniques which maximize effectiveness in receiving and handling routing calls.</p>	<p>Lists oral techniques for handling to calls.</p> <p>Describes oral techniques on how to treat every caller or to welcome a guest.</p> <p>Understands information words to accomplish a task.</p> <p>Interprets receiving and handling routing calls.</p>	<p>Knowledge</p> <p>Knowledge</p> <p>Performance</p> <p>Product</p>	<p>Clearly lists oral techniques for handling to calls.</p> <p>Efficiently describes oral techniques on how to treat every caller or to welcome a guest.</p> <p>Effectively understands information words to accomplish a task.</p> <p>Accurately interprets receiving and handling routing calls.</p>
		Identifies specifications about the service mentality on a clerk.	Knowledge	Specifically identifies specifications about the service mentality on a clerk.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
2. Provide excellent service and competitive edge to the organization.	Provides excellent service and competitive edge to the organization.	<p>Selects techniques about oral service mentality keys.</p> <p>Understands specific details from conversations or texts about how to say hello.</p> <p>Performs situations applying service mentally keys.</p>	<p>Performance</p> <p>Performance</p> <p>Product</p>	<p>Precisely selects oral techniques about service mentality keys.</p> <p>Clearly understands specific details from conversations or texts about how to say hello.</p> <p>Efficiently performs situations applying service mentally keys.</p>

### CRITERIA FOR COMPETENCY ASSESSMENT

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

### CRITERIA FOR COMPETENCY ASSESSMENT

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

**CRITERIA FOR COMPETENCY ASSESSMENT**

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
6. Recognize positive phrases and others which should be avoided on the phone.	Recognizes positive phrases and others which should be avoided on the phone.	<p>Lists forbidden oral techniques and positive phrases.</p> <p>Identifies phrases which should be avoided on the phone.</p> <p>Performs role plays using positive phrases activities.</p>	<p>Knowledge</p> <p>Performance</p> <p>Product</p>	<p>Effectively lists forbidden oral techniques and positive phrases.</p> <p>Clearly identifies phrases which should be avoided on the phone.</p> <p>Accurately performs role plays using positive phrases activities.</p>
7. Apply techniques to be proactive with customers by telephone or personal.	Applies techniques to be proactive with customers by telephone or personal.	<p>Understands specifications about communication styles.</p> <p>Recognizes characteristics of proactive clerk.</p>	<p>Knowledge</p> <p>Performance</p>	<p>Clearly understands specifications about communication styles.</p> <p>Effectively recognizes characteristics of proactive clerk.</p>

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
8. Apply the four step model for effective coaching.	Applies the four step model for effective coaching.	Performs role plays about proactive customer service activities.	Product	Accurately performs role plays about proactive customer service activities.
		Describes coaching as a management supervisory function.	Knowledge	Clearly describes coaching as a management supervisory function.
		Restates four C's model for effective coach.	Performance	Precisely restates four C's model for effective coach.
		Performs activities with specific details about the primary skills of an effective coach.	Product	Accurately performs activities with specific details about the primary skills of an effective coach.

**PROGRAM CONTENTS**

**SUBJECT AREA**

**ADMINISTRATION OF SERVICE CENTERS**

## ADMINISTRATION OF SERVICE CENTERS

In this subject area the students will study quality in the business field such as: personal and company values, teamwork, leadership, and occupational health. The subject area consists of 8 hours per week, 320 hours annually, and it has 4 study blocks:

- Basis of accounting: we studied the basic procedures for preparing financial statements of a service company.
- Descriptive Statistics: it develops statistical methods to organize data generated by companies.
- Marketing: this discusses marketing and its influence on business management.
- Entrepreneurial Didactic Management: it performs work in business practice across different workstations in the classroom Labor@.

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

### OBJECTIVES OF THE SUB-AREA

1. Foster ethical and moral values in the company organization.
2. Acquire administrative office skills.
3. Acquire skills managing L@bora classroom practice.
4. Apply quality culture principles carrying out tasks in the office.

## STUDY BLOCKS DISTRIBUTION

### ADMINISTRATION FOR SERVICE CENTERS

<b>Study Blocks</b>	<b>Name</b>	<b>Time in hours</b>	<b>Weeks per study block</b>
I	<b>Basis of Accounting</b>	<b>56 hours</b>	<b>7 weeks</b>
II	<b>Descriptive Statistics</b>	<b>36 hours</b>	<b>4 weeks</b>
III	<b>Marketing</b>	<b>48 hours</b>	<b>6 weeks</b>
IV	<b>Entrepreneurial Didactic Management</b>	<b>180 hours</b>	<b>23 weeks</b>
	<b>TOTAL</b>	<b>320 Hours Annually</b>	<b>40 weeks</b>

***STUDY BLOCK***

***BASIS OF ACCOUNTING***

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

Title: Basis of accounting  
 Purpose: Design different economic and financial statements for a service company.  
 Competency level: Basic

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly defines basic elements of accounting.	Specific
Correctly quotes the characteristics of the elements of accounting.	Specific
Correctly solves exercises which identify the basic elements of accounting.	Specific
Clearly interprets the elements of accounting equation and double entry principle.	Specific
Accurately identifies the elements of the accounting equation.	Specific
Efficiently determine the location of the accounting equation.	Specific
Accurately makes transactions of assets, liabilities and capital.	Specific
Efficiently analyzes financial statements.	Specific
Clearly distinguishes in the comparative table the actual nominal accounts.	Specific
Correctly makes the procedures for preparing a statement.	Specific
Correctly solves exercises related to the income statement.	Specific
Accurately quotes elements of financial and economic statements.	Specific
Accurately describes the elements of financial and economic statements.	Specific
Correctly solves exercises to recognize the basic elements in the financial and economic statements.	Specific
Clearly describes the parts of the accounts.	Specific
Accurately outlines graphically the components that make up an account.	Specific
Correctly solves the transactions exercises considering the account name, amount and balance.	Specific
Accurately prepares financial statements of a service company.	Specific
Rightly makes accounting practices for service companies.	Specific
Efficiently identifies the steps that constitute the accounting cycle business in a services company.	Specific
Properly designs accounting cycles for a service company.	Specific

## COMPETENCY ELEMENTS

Reference	Title of the Element
3 – 1	Prepare accounting documentation for services company.

## PERFORMANCE CRITERIA

- Apply basic elements of accounting.
- Distinguishes the basic elements involved in the accounting equation and the principle of double entry.
- Analyze transactions in the elements of the accounting equation.
- Makes a definite classification of the accounts of the income statements and balance sheets (real and nominal).
- Examine components of the basic elements in the financial and economic accounts.
- Uses the account for registering and synthesizing accounting transaction.
- Designs financial and economic statements for services company.
- Develops an accounting cycle for a service company.

Category	Class
Services	Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

- Define the basic elements of accounting.
- Quotes characteristics accounting basic elements.
- Identifies the elements of the accounting equation.
- Marks the location of the elements of the accounting equation.
- Distinguishes the comparative table in the actual nominal accounts.
- Quotes elements of financial and economic statements.
- Determine the location of the accounting equation.

## **PERFORMANCE EVIDENCE**

Solves exercises to recognize the basic elements in the financial and economic statements  
Interprets the elements of the accounting equation and double entry principle clearly.  
Identifies the elements of the accounting equation accurately.  
Describes the elements of the economic and financial statements.  
Analyzes financial statements .  
Describes the parts of accounts.

## **PRODUCT EVIDENCE**

Makes exercises with transactions about assets, liabilities and capital.  
Solves exercises considering the account name, amount and balance.  
Runs the procedures for preparing statements.  
Solves exercises related to statements.  
Prepares financial statements of a service company.

Designs accounting cycles for a service company.  
Describes the parts of the accounts.  
Outlines graphically the components that make up an account.

Sector: Commercial and Services	Program: Executive Service Centers
Subject area: Administration of service centers	Grade: Eleventh
Study block : Basis of accounting	Time: 56 hours
Purpose: Design different economic and financial statements for a service company.	

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply basic elements of accounting.	<ul style="list-style-type: none"> <li>• Conceptualization of the basics:</li> <li>• Active</li> <li>• Passive</li> <li>• Capital</li> <li>• Income,</li> <li>• Expense</li> <li>• Utility and loss.</li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Defines basic elements of accounting.</li> <li>• Describes characteristics of basic elements of accounting.</li> <li>• Develops practices to identify basic elements of accounting.</li> </ul>	Responsibility: awareness of things we do or we fail to do.	Applies the basic elements of accounting.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Defines basic elements of accounting.</li> <li>• Quotes characteristics of basic elements of accounting.</li> <li>• Solves exercises in which identifies the basic elements of accounting.</li> </ul>		

	LEARNING RESULTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Distinguish the basic elements in accounting equation and the double entry principle.	<ul style="list-style-type: none"> <li>• Elements of the accounting equation and the use of double:</li> <li>• Assets</li> <li>• Liabilities</li> <li>• Social Capital</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Explains the importance of the accounting equation and double entry principle.</li> <li>• Describes through a comparative table the elements of the accounting equation.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Interprets elements of the accounting equation and double entry principle.           <ul style="list-style-type: none"> <li>• Identifies elements of the accounting equation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes the basic elements in accounting equation and the double entry.principle.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Analize transactions in the elements of accounting equation.		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Shows elements of an accounting equation, using a list of transactions.</li> <li>• Solves exercises transactions in assets, liabilities and capital.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Points out elements of the accounting equation, using a list of transactions.</li> <li>• Performs exercises with transactions in assets, liabilities and capital.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Analizes transactions in the elements of accounting equation.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
4. Develop a definite classification of the accounts of the income statement and balance sheet (real and nominal).	<ul style="list-style-type: none"> <li>Classification of nominal and real accounts:           <ul style="list-style-type: none"> <li>Assests</li> <li>Liabilities</li> <li>Patrimony</li> <li>Income</li> <li>Expenditure</li> <li>Profits</li> <li>Losses</li> <li>Utilities</li> <li>Withdrawals</li> <li>(Balance Sheet)</li> </ul> </li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>Presents models of income statements to be discussed in class.</li> <li>Makes a comparison chart to identify the actual nominal accounts.</li> <li>Demonstrates the procedures for the preparation of a statement.</li> <li>Solves exercises related to the income statement.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a definite classification of the accounts of the income statement and balance sheet (real and nominal).</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Analizes statements.</li> <li>• Distinguishes in the comparative table real and nominal.</li> <li>• Makes procedures for preparing statements.</li> <li>• Solves exercises related to the statements.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5. Examine components in the financial and economic accounts in financial accounting.	<ul style="list-style-type: none"> <li>• Definition of components in financial accounting: assets, liabilities, income, expenditure.</li> <li>• Classification of components per group:</li> <li>• Assets: assets, property, plant and equipment, deferred tax assets, accumulated assets.</li> <li>• Liabilities: short term, long term, delayed and cumulative.</li> <li>• Patrimony</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines components in the financial and economic statements.</li> <li>• Explains the importance of the elements of financial statements.</li> <li>• Implements practices about the components of financial statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Examines the components in the financial and economic accounts in financial accounting.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	(founding assets, initial assets): capital withdrawals, income, expenses, income tax classification of assets for calculating the tax.	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Cites elements of the financial and economic statements.</li> <li>• Describes elements of the financial and economic statements.</li> <li>• Solves exercises related to the basic elements of financial and economic statements.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Use the account through recording and synthesis of accounting transaction.	<ul style="list-style-type: none"> <li>• The account and its components:           <ul style="list-style-type: none"> <li>• Account Name</li> <li>• Import</li> <li>• Balance</li> <li>• Treatment of the account:</li> <li>• debit, credit, fees, subscriptions.</li> </ul> </li>   <li>• Movements of accounts:           <ul style="list-style-type: none"> <li>• Assets-Liabilities</li> <li>• Capital-Income</li> <li>• Cost-Utility</li> <li>• Loss</li> <li>• Record of financial transactions.</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the account and its parts.</li>   <li>• Analizes components of the account.</li>   <li>• Makes exercises related to accounts and its components.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the account through recording and synthesis of accounting transaction.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• The accounting process in legal books:</li> <li>• Requirements and guidelines to bring the books.</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Prepares financial statements of a service company.</li> <li>• Performs accounting practices of service companies.</li> <li>• Solves transactions exercises considering the account name, amount and balance correctly.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
7. Prepare financial and economic statements and financial services company.	<ul style="list-style-type: none"> <li>• Statement of income and retained earnings:           <ul style="list-style-type: none"> <li>• Closing the books.</li> <li>• Statements of financial position.</li> <li>• State capital</li> </ul> </li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates the preparation of financial statements in service companies.</li> <li>• Resolves accounting practices for service companies.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Develops accurate financial statements of a service company.</li> <li>• Performs accurate accounting practices for service companies.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares financial and economic statements and financial services company.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
8. Develop an accounting cycle for a service company.	<ul style="list-style-type: none"> <li>• Transaction Analysis:</li> <li>• Journal entries.</li> <li>• Majorization.</li> <li>• Balance Sheet.</li> <li>• Trial Balance.</li> <li>• Income statements</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Describes steps that constitute the accounting cycle of a service company.</li> <li>• Demonstrates steps in the cycle accounting of service company.</li> </ul> <p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies the steps involved in the accounting cycle in a services company.</li> <li>• Designs an accounting cycle for a service company.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility: awareness of things we do or we fail to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an accounting cycle for a service company.</li> </ul>

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: PRACTICE No. 1

Purpose:

Scenario: classroom and workshop

Time:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines basic elements of accounting.
- Describes characteristics of basic elements of accounting.
- Develops practices to identify the basic elements.
- Explains the importance of the accounting equation and double entry principle.
- Describes using comparative chart elements of the accounting equation.
- Shows the location of elements of the accounting equation.
- Solves exercises transactions in assets, liabilities and capital.
- Presents models of an income statement to be discussed in class.
- Makes a comparative chart to identify the actual nominal accounts.
- Demonstrates the procedures for the preparation of a statement.
- Solves exercises related to the income statement.
- Defines components that make up the financial and economic statements.
- Explains the importance of elements of financial statements.
- Implements practices related to basic components of financial statements.
- Defines the account and its parts.
- Analyzes components that make up an account.
- Makes practices related to accounts and their components.
- Demonstrates the preparation of financial and economic statements in a service company.
- Resolves accounting practices for services companies.
- Describes steps of the accounting cycle in a services company.
- Demonstrates steps in the cycle accounting services Company.

**RECOMMENDED CHECKLIST**

Date:

Student's Name:

**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly defines basic elements of accounting.			
Correctly quotes characteristics of basic elements of accounting			
Accurately solves practices where identifies the characteristics of basic elements of accounting.			
Clearly interprets the accounting equation and double entry principle.			
Accurately identifies the elements of the accounting equation.			
Correctly shows the location of elements of the accounting equation.			
Accurately solves exercises transactions in assets, liabilities and capital.			
Efficiently analyzes the statements.			
Clearly distinguishes in the comparative chart the real from the nominal accounts.			
Correctly makes the procedures for preparing the statements.			
Correctly solves practices related to statements.			
Correctly quotes elements of the financial and economic statements.			

**RECOMMENDED CHECKLIST**

DATE:

Student's Name:

**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Correctly solves practices oriented to know basic elements in the financial and economic statements.			
Clearly describes the parts of an account.			
Exactly outlines graphically the components that make up an account.			
Correctly solves transactions exercises considering in the account name, amount and balance.			
Accurately prepares financial statements of a service company.			
Rightly performs accounting practices for services companies.			
Efficiently identifies the steps of accounting cycles for a service.			
Correctly designs accounting cycles for a service company.			

**OBSERVATIONS:**

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
1. Apply the basic elements of accounting.	Applies the basic elements of accounting.	Defines basic elements of accounting.	Knowledge	Clearly defines basic elements of accounting.
		Quotes characteristics of basic accounting elements.	Knowledge	Correctly quotes characteristics of basic accounting elements.
		Solve exercises which identify the basic elements of accounting.	Product	Accurately solve exercises which identify the basic elements of accounting.
2. Distinguish the basic elements involved in accounting equation and double entry principle.	Distinguishes the basic elements involved in accounting equation and double entry principle.	Interprets elements of accounting equation and double entry principle.	Knowledge	Clearly interprets elements of the accounting equation and double entry principle.
		Identifies elements of accounting equation.	Knowledge	Accurately identifies elements of the accounting equation.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
3. Analyze transactions and place them in the elements of accounting equation.	Analyzes transactions and place them in the elements of accounting equation.	Points out the location of the elements of the accounting equation, using a list of transactions.	Knowledge	Correctly points out the location of the elements of the accounting equation, using a list of transactions.
4. Prepare a definite classification of the accounts of the income statement and balance sheet. (real and nominal).	Prepares a definite classification of the accounts of the income statement and balance sheet. (real and nominal).	Performs exercises with transactions in assets, liabilities and capital.	Knowledge	Accurately solves exercises with transactions in assets, liabilities and capital.
		Analyzes the income statement.	Performance	Efficiently analyzes the income statement.
		Distinguishes in the comparative chart the actual accounts of the nominals.	Performance	Clearly distinguishes in the comparative chart the actual accounts of the nominals.
		Makes procedures for the preparation of a statement.	Product	Correctly executes the procedures for the preparation of a statement.
		Solves exercises related to the income statement.	Product	Correctly solves exercises related to the income statement.

**CRITERIA FOR COMPETENCY ASSESSMENT**

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
5. Examine the components of the basic elements in the financial and economic statements in financial accounting.	Examines the components of the basic elements in the financial and economic statements in financial accounting.	Cities elements of the economic and financial statements.	Knowledge	Accurately quotes elements of the economic and financial statements.
		Describes elements of the economic and financial statements.	Knowledge	Precisely describes elements of the economic and financial statements.
		Solves practices to recognize basic elements in the economic and financial statements.	Product	Correctly solves practices to recognize basic elements in the economic and financial statements.
	Uses the account as a means of recording and synthesis of accounting transaction.	Prepares financial statements of a service company.	Performance	Accurately prepares financial statements of a service company.
		Performs accounting practices of service companies.	Performance	Accurately performs accounting practices of service companies.
		Solve exercises transactions considering the account name, amount and balance.	Product	Correctly solves exercises transactions considering the account name, amount and balance.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE SUFFICIENCIES
7. Prepare economic and financial statements in financial services company.  8. Develop an accounting cycle for a service company	Prepares economic and financial statements in financial services company.  Develops an accounting cycle for a service company	Prepares economic and financial statements in financial services company.	Product	Accurately prepares economic and financial statements in financial services company.
		Perfomes accounting practices of service companies.	Product	Accurately performs accounting practices of service companies.
		Identifies the steps involved in the accounting cycle in a services company.	Performance	Effectively identifies steps involved in the accounting cycle in a services company.
		Designs an accounting cycle in a service company.	Product	Correctly designs an accounting cycle in a service company.

***STUDY BLOCK***

***DESCRIPTIVE STATISTICS***

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA:

Title:	Descriptive Statistics
Purpose:	Apply descriptive statistics in the office to achieve quality and excellence in the organization and interpretation of data.
Competency Level:	Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly identifies concepts of statistics related to data presentation.	Specific
Accurately organizes statistically and real and phantom and data.	Specific
Efficiently applies statistical expertise to obtain samples	Specific
Accurately calculates with certainty the mode, median and mean.	Specific
Solves with certainty statistical problems.	Specific
Efficiently represents data applying different forms.	Specific
Correctly prepares graphic representations based on data.	Specific
Effectively use specific software to tabulate and present statistical data.	Specific

### COMPETENCY ELEMENTS

Reference	Title of the element
3 – 2	Using descriptive statistics in processing the information generated by the company in accordance with technical parameters.

## PERFORMANCE CRITERIA

Applies descriptive statistics in information processing.  
Develops statistical tools for quality control.

## APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

## KNOWLEDGE EVIDENCE

Identifies concepts of statistics and related to data presentation.

## PERFORMANCE EVIDENCE

Applies statistical expertise to obtain samples.  
Uses specific software to tabulate and present statistical data.  
Organizes statistically real and phantom/fictional data.

## PRODUCT EVIDENCE

Calculates the mode, median and mean.  
Solves statistical problems.  
Represents data applying different forms.  
Prepares graphic representations based on data.  
Effectively use specific software to tabulate and present statistical data.

Sector: Commercial and Services	Program: Executive Service Centers			
Subject area: Administration of service centers	Grade: Eleventh			
Study block : Descriptive statistics	Time: 36 hours			
Purpose: Apply descriptive statistics in the office to achieve quality and excellence in the organization and interpretation of data.				
LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply descriptive statistics in information processing.	<p>Statistics:</p> <p>Basics Concepts:</p> <ul style="list-style-type: none"> <li>• Statistics, statistics data, statistical unit (feature and observation), population (finite and infinite), the use of sampling, sample selection, random numbers table, attributes and variables, descriptive statistics and inferential statistics.</li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Defines concepts of statistics related to data presentation.</li> <li>• Demonstrates how to organize statistically phantom / fictional and real data.</li> <li>• Exemplifies the sampling.</li> <li>• Demonstrates the calculation of mode, median and mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Order and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Applies descriptive statistics in information processing.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Data Collection: <ul style="list-style-type: none"> <li>• Questionnaire and interview.</li> </ul> Rounding data.           Frequency distribution. <ul style="list-style-type: none"> <li>• Absolute frequency</li> <li>• Class Limit</li> <li>• Midpoint</li> <li>• Cumulative frequency.</li> <li>• Relative frequency.</li> <li>• Series ungrouped and grouped data.</li> <li>• Nominal scale, ordinary and metrics.</li> <li>• Measurements of position and measures of variability.</li> <li>• Measures of central tendency, or position.</li> <li>• Mode</li> <li>• Median</li> <li>• The arithmetic mean or average.</li> </ul>	<u>Student:</u> <ul style="list-style-type: none"> <li>• Identifies concepts of statistics related to the data presentation.</li> <li>• Organizes statistical phantom/fictional and real data.</li> <li>• Applies knowledge of statistics to obtain samples.</li> <li>• Calculates the mode, median and mean.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Prepare statistical tools for quality control.	<p>Tabulation.</p> <p>Presentation of data:</p> <ul style="list-style-type: none"> <li>• Textual (reports)</li> <li>• Semitabular</li> <li>• Tabular</li> <li>• Graphics</li> <li>• Histogram</li> <li>• Frequency Polygons           <ul style="list-style-type: none"> <li>• Bar graph</li> </ul> </li> <li>• Graphs types</li> <li>• Circular</li> <li>• Bar 100%</li> <li>• Horizontal and vertical bars</li> <li>• Double Address Bars</li> <li>• Comparative Bar charts</li> <li>• Bars compare</li> <li>• Pictograph</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Perform statistical problems.</li> <li>• Presents data, using different forms.</li> <li>• Explains graphical representations based on data.</li> <li>• Demonstrates the use of specific software to tabulate and present statistical data.</li> </ul>	<ul style="list-style-type: none"> <li>• Order and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares statistical tools for quality control.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Solves statistical problems.</li> <li>• Represents data using different forms.</li> <li>• Designs graphical representations based on the data.</li> <li>• Uses specific software to tabulate and present statistical data.</li> </ul>		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK: Descriptive Statistics

PRACTICE No. 1

PURPOSE:

ESCENARIO: Classroom-workshop

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

### Teacher:

- Defines concepts of statistics and related to data presentation.
- Demonstrates how to organize statistically fictional/phantom and real data.
- Exemplifies the sampling.
- Demonstrates the calculation of mode, median and mean.
- Performs statistical problems.
- Presents data, using different forms.
- Explains the graphical representations based on the data.
- Demonstrates the use of specific software to tabulate and present statistical data.

**RECOMMENDED CHECKLIST**

DATE:

Student's name:

**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly identifies concepts of statistics related to data presentation.			
Accurately organizes statistically and real phantom/fictional data.			
Efficiently applies statistical expertise to obtain samples.			
Accurately calculate with certainty the mode, median and mean.			
Correctly solves statistical problems.			
Efficiently represents data using different forms.			
Properly designs graphical representations based on the data.			
Effectively uses specific software to tabulate and present statistical data.			

**OBSERVATIONS:**

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply descriptive statistics on the information processing.	Applies descriptive statistics on the information processing.	Identifies the concepts of statistics related to data presentation.	Knowledge	Clearly identifies the concepts of statistics related to data presentation.
		Organizes statistically fictional/phantom and real data.	Performance	Accurately organizes statistically fictional/phantom and real data.
		Applies knowledge of statistics to obtain samples.	Performance	Effectively applies knowledge of statistics to obtain samples.
		Calculates the mode, median, and mean.	Product	Accurately calculates the mode, median, and mean.

## CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Prepare statistical tools for quality control.	Prepare statistical tools for quality control.	Solves statistical problems.	Product	Rightly solves statistical problems.
		Represents data using different forms.	Product	Efficiently represents data using different forms.
		Designs graphical representations based on the data.	Product	Correctly designs graphical representations based on the data.
		Uses specific software to tabulate and present statistical data.	Performance	Efficiently uses specific software to tabulate and present statistical data.

**STUDY BLOCK**

**MARKETING**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA:

Title: Marketing  
Purpose: Analyze the influence of marketing in business management.  
Competency Level: Basic.

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Effectively promotes a product.	Specific
Effectively establishes procedures related to product design, objectives, concrete actions, and budget.	Specific
Correctly develops a marketing plan for a product or a new service.	Specific
Rightly recognizes the concept of consumer.	Specific
Effectively interprets laws defining the consumers' rights.	Specific
Accurately researches different marketing companies.	Specific
Clearly develops marketing elements into a business.	Specific
Effectively recognizes the concept of foreign trade.	Specific
Rightly interprets foreign trade characteristic.	Specific
Accurately researches foreign trade messages for demanding or requesting.	Specific
Correctly develops foreign trade specific vocabulary.	Specific
Clearly explains relations between ideas about international and domestic trade topics.	Specific
Rightly shows how to fill foreign trade forms.	Specific
Clearly establishes international trade negotiating by phone, internet, and meetings.	Specific

## COMPETENCY ELEMENTS

Reference	Title of the Element
3 – 3	Establish the influence of marketing on business today and foreign trade, as well as, customer-oriented and needs.

## PERFORMANCE CRITERIA

Analyze the influence of marketing in business management.

Choose a variety of possibilities to suit a demand or request in foreign trade.

Communicate instructions, detailed products and standards for international operations in foreign trade.

## APPLICATION FIELD

Category	Class
Services	Provision of Technical Education services

## KNOWLEDGE EVIDENCE

Establishes procedures related to product design, objectives, concrete actions, and budget.

Recognizes the concept of consumer.

Recognizes the concept of foreign trade

Interprets foreign trade characteristic.

## PERFORMANCE EVIDENCE

- Promotes a product.
- Interprets laws defining the consumers' rights.
- Investigates different marketing companies.
- Researches foreign trade messages for demand or request something.
- Explains relations between ideas about international and domestic trade topics.

## PRODUCT EVIDENCE

- Develops a marketing plan for a product or a new service.
- Develops marketing elements into a business.
- Develops foreign trade specific vocabulary
- Shows how to fill foreign trade forms.
- Establishes international trade negotiation by phone, internet, and meetings

Sector: Commercial and Services	Program: Executive Service Centers
Subject area: Administration of Service Centers	Grade: Eleventh
Study block : Marketing	Time: 48 hours
Purpose: Analyze the influence of marketing and foreign trade in business management.	

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Analyze the influence of marketing and foreign trade in business management.	<p>Marketing:</p> <ul style="list-style-type: none"> <li>• The concept of consumer and laws defining their rights.</li> <li>• Definition of marketing.</li> <li>• Marketing Research.</li> <li>• Market segmentation.</li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Defines the concept of consumer.</li> <li>• Describes the laws that define consumers' rights.</li> <li>• Formulates marketing research on different companies.</li> <li>• Explains the elements of marketing a business.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to face new challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the influence of marketing and foreign trade in business management.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Product and services.</li> <li>• Competition (supply-demand).</li> <li>• Marketing Mixed.</li> <li>• Product classification, life cycle, quality, brand, range, packaging, product development, product analysis.</li> <li>• Distribution channels: concept, functions and classification.</li> <li>• Prices: concept and criteria for setting prices.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Analyzes a product that is being promoted.</li> <li>• Explains procedures related to the promotional campaign, objectives, concrete actions, and budget.</li> <li>• Determines the marketing plan of a product or new service.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Promotion: concept and communication strategies.</li> <li>• Advertising: types, place.</li> <li>• Marketing Plan:  Design a product or service again. Preparation of the plan. Presentation of the products. Product evaluation.</li> <li>• The microenterprise.</li> <li>• Objective.</li> <li>• Features.</li> <li>• Productive projects:</li> <li>• Project Concept.</li> <li>• Importance of the project.</li> <li>• Steps for developing a project.</li> <li>• The product or service (classification).</li> </ul>	<u>Student:</u> <ul style="list-style-type: none"> <li>• Recognizes the concept of consumer.</li> <li>• Interprets laws defining the consumers' rights.</li> <li>• Researches marketing companies.</li> <li>• Develops marketing elements into a business.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Phases of a productive project.</li> <li>• Preliminary idea.</li> <li>• Pre-feasibility study.</li> <li>• Feasibility Study.</li> <li>• Project Structure: type, scope and objectives.</li> <li>• Study for the project.</li> <li>• Market research.</li> <li>• Supply, demand, competition, price, product, place and promotion.</li> <li>• Description of a service.</li> <li>• Permits, patents, profile of employees, tasks and wages.</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Promotes a product.</li> <li>• Establishes procedures related to product design, objectives, concrete actions, and budget.</li> <li>• Makes a marketing plan for a product or service.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Choose a variety of possibilities to suit a demand or request in foreign trade.	<ul style="list-style-type: none"> <li>• Foreign trade definition</li> <li>• Foreign trade characteristics</li> <li>• Unfamiliar, names, expressions and places</li> <li>• Foreign trade messages for demand or request.</li> <li>• Foreign trade specific vocabulary</li> </ul>	<u>Teacher:</u> <ul style="list-style-type: none"> <li>• Defines the concept of foreign trade.</li> <li>• Describes foreign trade characteristics.</li> <li>• Formulates foreign trade messages for demand or request.</li> <li>• Explains foreign trade specific vocabulary.</li> </ul>		Chooses a variety of possibilities to suit a demand or request in foreign trade.

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Recognizes the concept of foreign trade.</li> <li>• Interprets foreign trade characteristic.</li> <li>• Researches foreign trade messages for demanding or requesting.</li> <li>• Develops foreign trade specific vocabulary.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Communicate instructions, detailed products and standards for international operations in foreign trade.	<ul style="list-style-type: none"> <li>• International Trade versus domestic trade guidelines.</li> <li>• Operation foreign trade forms.</li> <li>• Legal International specifications:           <ul style="list-style-type: none"> <li>• Shipping date,</li> <li>• Taxes</li> <li>• FOB</li> <li>• Shipping and Handling</li> </ul> </li> <li>• Negotiate International trade:           <ul style="list-style-type: none"> <li>• By phone</li> <li>• Internet</li> <li>• Meetings</li> <li>• Others.</li> </ul> </li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Explains relations between ideas about international and domestic trade topics.</li> <li>• Shows how to fill foreign trade forms According to legal international specifications.</li> <li>• Establishes international trade negotiation by phone, internet, and meetings.</li> </ul>	Ways to negotiate in international trades by phone, Internet and other means.	Communicates instructions, detailed products and standards for international operations in foreign trade

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Sums up messages relations between ideas about international and domestic trade topics.</li> <li>• Fills out foreign trade forms according to legal international specifications.</li> <li>• Makes role plays or round tables situations about the international trade negotiation.</li> </ul>		

### PRACTICES AND CHECKLISTS

### PRACTICE DEVELOPMENT

STUDY BLOCK: Marketing

PRACTICE No. 1

PURPOSE:

ESCENARIO: classroom-workshop

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

- Defines the concept of consumer.
- Describes laws defining the consumers' rights.
- Formulates marketing research on different companies.
- Explains elements of marketing a business.
- Analyzes a product that is being promoted.
- Explains procedures related to the promotional campaign, objectives, concrete actions, and budget.
- Determines the marketing plan of a product or service.
- Defines the concept of foreign trade.
- Describes foreign trade characteristics.
- Formulates foreign trade messages for demanding or requesting.
- Explains foreign trade specific vocabulary.
- Explains relations between ideas about foreign international trade and domestic trade topics.
- Shows how to fill foreign trade forms according to Legal International specifications.
- Establishes international trade negotiation by phone, internet, and meetings.

**RECOMMENDED CHECKLIST**

DATE:

Student's name:

**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Effectively promotes a product.			
Effectively establishes procedures related to product design, objectives, concrete actions, and budget.			
Correctly develops the marketing plan for a product or new service.			
Rightly recognizes the concept of consumer.			
Effectively interprets laws defining the consumers' rights.			
Accurately researches marketing in different companies.			
Clearly develops elements of marketing a business.			
Effectively recognize the concept of foreign trade.			
Rightly interprets foreign trade characteristic.			
Accurately researches foreign trade messages for demanding or requesting.			

Correctly develops foreign trade specific vocabulary.			
Clearly explains relations between ideas about international and domestic trade topics.			
Rightly shows how to fill foreign trade forms			
Clearly establishes International trade negotiation by phone, internet, and meetings.			

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Analyze the influence of marketing in business management.	Analyzes the influence of marketing in business management.	Promotes a product.	Performance	Efficiently promotes a product.
		Establishes procedures related to product design, objectives, concrete actions, and budget.	Knowledge	Efficiently establishes procedures related to product design, objectives, concrete actions, and budget.
		Makes a marketing plan for a product or new service.	Product	Correctly makes a marketing plan for a product or new service.
		Recognizes the concept of consumer.	Knowledge	Certainty recognizes the concept of consumer.
		Interprets laws defining the consumers' rights.	Performance	Efficiently interprets laws defining the consumers' rights.

### CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		Researches marketing in different companies.	Product	Accurately researches marketing in different companies.
		Develops elements of marketing in a business activity.	Performance	Clearly develops elements of marketing a business.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Choose a variety of possibilities to suit a demand or request in foreign trade.	Choose a variety of possibilities to suit a demand or request in foreign trade.	Recognize the concept of foreign trade.	Knowledge	Effectively recognizes the concept of foreign trade.
		Interprets foreign trade characteristic.	Performance	Rightly interprets foreign trade characteristic.
		Researches foreign trade messages for demanding or requesting.	Product	Researches foreign trade messages for demand or request something
		Develops foreign trade specific vocabulary.	Knowledge	Correctly develops foreign trade specific vocabulary.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Communicate instructions, detailed products and standards for international operations in foreign trade.	Communicates instructions, detailed products and standards for international operations in foreign trade.	Explains relations between ideas about international and domestic trade topics.	Performance	Clearly explains relations between ideas about international and domestic trade topics.
		Shows how to fill foreign trade form.	Product	Rightly shows how to fill foreign trade forms.
		Establishes International trade negotiation by phone, internet, and meetings.	Product	Clearly establishes international trade negotiation by phone, internet, and meetings.

***STUDY BLOCK***  
**ENTREPRENEURIAL DIDACTIC MANAGEMENT**

## TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

### GENERAL DATA

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

### UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly quotes the concept of L@bora classroom practice.	Specific
Accurately explains the purpose of L@bora classroom practice.	Specific
Clearly mentions the organizational structure of information and communication in L@bora classroom practice.	Specific
Effectively distinguishes tasks and processes used in the technological structure of L@bora classroom practice.	Specific
Accurately substantiates duties and obligations of actors L@bora classroom practice.	Specific
Correctly represents the organizational structure with all the actors and their positions.	Specific
Correctly defines the practical firm concepts, mission, vision, objectives and organizational structure.	Specific
Accurately identifies that make up the firm practice.	Specific
Efficiently lists and analyzes each job roles.	Specific
Clearly quotes the characteristics of each job within the firm practice.	Specific
Accurately describes the types of companies L@bora classroom practice.	Specific
Correctly distinguishes the elements of companies L@bora classroom.	Specific
Accurately describes the structure of performance levels in L@bora classroom practice.	Specific
Efficiently classifies some necessary functions for the L@bora classroom practice.	Specific
Makes accurately tools to identify a business management practice.	Specific
Efficiently practices entrepreneurship in the L@bora classroom practice.	Specific
Correctly identifies the concept of microenterprise.	
Efficiently applies prior knowledge to select firm practice.	

## UNITS OF COMPETENCY

Title	Classification
Accurately experiments through induction and training for different processes within the virtual environment of the L@bora classroom practice.	Specific
Properly organizes work simulation environments with equal opportunities.	Specific
Efficiently runs integrating technology tools for an entrepreneurial experience.	Specific
Efficiently practices working roles: responsibility, organization, management, teamwork and communication.	Specific
Clearly demonstrates the interaction between your company and other practices.	Specific
Designs a Web page exactly.	Specific
Clearly develops procedures for physical and automatic control of information management.	Specific
Properly designs and writes technical reports on the operability of business practice weekly.	Specific

## COMPETENCY ELEMENTS

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

## PERFORMANCE CRITERIA

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

## APPLICATION FIELD

Category	Class
Servicios	Provision of Technical Education services

## KNOWLEDGE EVIDENCE

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

## PERFORMANCE EVIDENCE

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

## PRODUCT EVIDENCE

Develops tools to improve the business management practice.

Practices in the firm entrepreneurship L@bora classroom practice.

Experiences through induction and training for different processes within the virtual environment of the L@bora classroom practice.

Organizes work simulation environments with equal opportunities.

Runs integrating technological tools for the entrepreneurial experience.

Practices working roles: responsibility, organization, management, teamwork and communication.

Demonstrates the interaction between your company and other practices.

Design a Web page.

Develops procedures for physical and automatic control of information management.

Designs and writes technical reports on the operability of business practice weekly.

Sector: Commercial and Services	Program: Executive Service Centers			
Subject area: Administration of Service Centers	Grade: Eleventh			
Study block : Entrepreneurial Didactic Management	Time: 180 hours			
Purpose: Make business work according to national and international.				
LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Identify the organizational and functional structure of L@bora Classroom practice.	<p>L@bora Classroom:</p> <ul style="list-style-type: none"> <li>• Definition of L@bora Classroom practice.</li> <li>• Purpose</li> <li>• Scenarios.</li> <li>• Telematics</li> <li>• Working collaborative Environmental.</li> <li>• Organizational structure of information and communication.</li> </ul> <p>Technological structure:</p> <ul style="list-style-type: none"> <li>• Support Center</li> <li>• L@bora Classroom practice.</li> <li>• Business practice</li> <li>• Service Centers.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept of L@bora Classroom.</li> <li>• Describes the purpose of L@bora Classroom practice.</li> <li>• Quotes the organizational structure of information and communication in L@bora Classroom practice.</li> <li>• Classifies tasks and processes used in the technological structure of L@bora Classroom practice.</li> <li>• Describes the duties and obligations of L@bora Classroom practice.</li> <li>• Illustrates the organizational structure with all the actors and their positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to dialogue in conflict situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the organizational and functional structure of L@bora Classroom.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Network Environment.</li> <li>• User Profiles on the workstation.</li> <li>• Internet connectivity.</li> <li>• Workstations.</li> <li>• Duties and obligations of actors in the L@bora Classroom practice.</li> <li>• Secretariat teacher.</li> <li>• Computer Teacher.</li> <li>• Students in eleventh year.</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Quotes the concept of L@bora Classroom practice.</li> <li>• Explains the purpose of L@bora Classroom practice.</li> <li>• Mentions the organizational structure of information and communication in the L@bora Classroom practice.</li> <li>• Distinguishes tasks and processes used in the technological structure of L@bora Classroom practice.</li> <li>• Substantiates duties and obligations of actors in L@bora Classroom practice.</li> <li>• Represents the organizational structure with all the actors and their positions.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Promote employment and educational experiences of Labor@ Classroom practice for service centers.	<p><b>Business Practice:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Mission</li> <li>• Vision</li> <li>• Objectives</li> <li>• Organizational Structure.</li> </ul> <p>Working roles</p> <ul style="list-style-type: none"> <li>• Definition and functions:</li> <li>• Upper Management</li> <li>• Media Management</li> <li>• Human Resource Management</li> <li>• Marketing and Sales</li> <li>• Accounting</li> <li>• Comptroller Services</li> <li>• Service Platform.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Lists practical business concepts, mission, vision, objectives and organizational structure.</li> <li>• Describes characteristics of elements that make up the firm practice.</li> <li>• Defines each job roles.</li> <li>• Mentions characteristics of each job within the company practice.</li> </ul>	Ability to dialogue in conflict situations.	<ul style="list-style-type: none"> <li>• Promotes employment and educational experiences of Labor@ Classroom for service centers.</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Defines practical business concepts, mission, vision, objectives and organizational structure.</li> <li>• Identifies characteristics of elements that make up the firm practice.</li> <li>• Analyzes each job roles.</li> <li>• Quotes characteristics of each job within the company practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to dialogue in conflict situations</li> </ul>	

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Types of Business Practice:</li> <li>• Banking</li> <li>• Description</li> <li>• Objective</li> <li>• Purpose</li> <li>• Content</li> <li>• Some functions</li>   <li>Tourism:</li> <li>• Description</li> <li>• Objective</li> <li>• Purpose</li> <li>• Content</li> <li>• Some functions</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines types of L@bora Classroom practice.</li> <li>• Explains elements of different companies in L@bora Classroom practice.</li> <li>• Identifies the structure of performance levels for L@bora Classroom practice.</li> <li>• Demonstrates some necessary functions of the L@bora Classroom practice.</li> <li>• Makes instruments to improve the relationship between business management practices practice.</li> <li>• Promotes entrepreneurship in the L@bora Classroom practice.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Business Services</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Objective</li> <li>• Purpose</li> <li>• Content</li> <li>• Some functions</li> </ul> <p>Goods Producing.</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Objective</li> <li>• Purpose</li> <li>• Content</li> <li>• Some functions</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Describes types of the L@bora Classroom practice.</li> <li>• Distinguishes the structure of performance levels in the L@bora Classroom practice.</li> <li>• Classifies some necessary functions in the L@bora Classroom practice.</li> <li>• Develops tools to improve the relationship of business management practice.</li> <li>• Practices in the firm entrepreneurship in the L@bora Classroom practice.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Customer Service and / or Human Resource Management</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Objective</li> <li>• Purpose</li> <li>• Content</li> <li>• Some functions</li> </ul>			

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Perform practical work in companies through different workstations in L@bora classroom practiceefficiently .	<p>Definition of microenterprise</p> <ul style="list-style-type: none"> <li>• Characteristics.</li> </ul> <p>Selection of the practice:</p> <ul style="list-style-type: none"> <li>• Banking.</li> <li>• Tourism.</li> <li>• Business Service.</li> <li>• Production of goods.</li> <li>• Customer Service / Human Resources management.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Defines the concept of microenterprise.</li> <li>• Uses prior knowledge to the practice.</li> <li>• Makes induction and training processes within the virtual environment of the L@bora Classroom.</li> <li>• Designs work simulation environments with equal opportunities.</li> <li>• Demonstrates integration technological tools for the development of entrepreneurial experience.</li> </ul>	<p>Ability to dialogue in conflict situations.</p>	<ul style="list-style-type: none"> <li>• Performs practical work in companies through different workstations in L@bora classroom practiceefficiently .</li> </ul>

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Design a company.</li> <li>• Business Development.</li> <li>• Business Development.</li> <li>• Networks of cooperation and exchange.</li> <li>• Negotiation.</li> <li>• Levels of tolerance and effective production.</li> </ul>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Programs assimilation exercises working roles: responsibility, organization, management, teamwork and communication.</li> <li>• Encourages interaction between different companies in practice.</li> <li>• Diagrams the work environment in which the components of the L@bora classroom practice converge by designing a web page.</li> <li>• Organizes procedures for physical and automatic control of information management.</li> <li>• Performs technical reports on the operability of business practice weekly.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> <li>• Conflict resolution.</li> <li>• Technical reports.</li> </ul>	<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Identifies the concept of microenterprise.</li> <li>• Apply prior knowledge to select the practice.</li> <li>• Experiences induction and training for processes within the virtual environment L@bora Classroom.</li> <li>• Organizes work simulation environments with equal opportunities.</li> <li>• Runs integration of technological tools for entrepreneurial experience.</li> </ul>		

LEARNING RESULTS	CONTENTS	TEACHING - LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> <li>• Practices working roles: responsibility, organization, management, teamwork and communication.</li> <li>• Demonstrates the interaction between your company and other practices.</li> <li>• Designs a Web page.</li> <li>• Develops procedures for physical and automatic control of information management.</li> <li>• Designs technical reports on the operability of business practice weekly.</li> </ul>		

### PRACTICES AND CHECKLISTS

### PRACTICE DEVELOPMENT

STUDY BLOCK:

PRACTICE No. 1

PURPOSE:

ESCENARIO: Labor@ Classroom

TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

## PROCEDURES

Teacher:

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

## PROCEDIMIENTOS

Teacher:

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

**RECOMMENDED CKECKLIST**

DATE:

Student's name:

**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Correctly quotes the concept of L@bora classroom practice.			
Accurately explains the purpose of L@bora classroom practice.			
Clearly mentions the organizational structure of information and communication in the L@bora classroom practice.			
Effectively distinguishes tasks and processes used in the technological structure of L@bora classroom practice.			
Accurately substantiates duties and obligations in L@bora classroom practice.			
Correctly represents the organizational structure of a practice firm with all the actors and their positions.			
Correctly defines the practice firm concepts, mission, vision, objectives and organizational structure.			
Accurately identifies elements that make up the firm practice.			
Effectively lists and analyzes each of the working roles.			
Clearly quotes each of the characteristics of each position job within the company practice.			
Accurately describes each of the types of companies L@bora classroom practice.			
Correctly distinguishes each of the elements of the different firm practice in L@bora classroom practice.			
Accurately describes the performance levels structure for firm practice of L@bora Classroom practice.			
Efficiently classifies some necessary functions for L@bora classroom practice.			

**RECOMMENDED CKECKLIST**

DATE:

Student's name:

**Instructions:**

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Accurately makes tools to identify the management in the firm practice.			
Efficiently practices entrepreneurship in the L@bora classroom practice.			
Correctly identifies the concep of microenterprise.			
Efficiently applies prior knowledge to select firm practice.			
Accurately experiments through induction and training for different processes within the virtual environment of the L@bora classroom practice.			
Properly organizes work simulation environments with equal opportunities.			
Efficiently runs integrating technology tools for an entrepreneurial experience.			
Efficiently practices working roles: responsibility, organization, management, teamwork and communication.			
Clearly demonstrates the interaction between your company and other practices.			
Designs a Web page exactly.			
Clearly develops procedures for physical and automatic control of information management.			
Properly designs and writes technical reports on the operability of business practice weekly.			

### CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Identify the organizational and functional structure of L@bora Classroom practice.	Identifies the organizational and functional structure of L@bora Classroom practice.	Quote the concept of L@bora Classroom practice.	Knowledge	Correctly quotes the concept of L@bora Classroom practice.
		Explain and justify the purpose of L@bora Classroom practice.	Knowledge	Accurately explains and justifies the purpose of L@bora Classroom practice.
		Mention the organizational structure of information and communication in L@bora Classroom practice.	Knowledge	Clearly mentions the organizational structure of information and communication in L@bora
		Distinguish Classifies tasks and processes used in the technological structure of L@bora Classroom practice.	Knowledge	Efficiently distinguishes tasks and processes used in the technological structure of L@bora Classroom practice.
		Substantiate the duties and obligations of L@bora Classroom practice.	Knowledge	Accurately substantiates the duties and obligations of L@bora Classroom practice.
		Represent the organizational structure with all the actors and their positions.	Performance	Correctly represents the organizational structure with all the actors and their positions.

### CRITERIA FOR COMPETENCIES ASSESSMENT

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

## CRITERIA FOR COMPETENCIES ASSESSMENT

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

## CRITERIA FOR COMPETENCIES ASSESSMENT

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

### CRITERIA FOR COMPETENCIES ASSESSMENT

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

## CRITERIA FOR COMPETENCIES ASSESSMENT

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

## CRITERIA FOR COMPETENCIES ASSESSMENT

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

**CONTENIDOS PROGRAMÁTICOS**  
**SUB-ÁREA**  
**DESTREZAS COMPUTACIONALES**

## DESTREZAS COMPUTACIONALES

Con esta sub área se pretende que las estudiantes y los estudiantes logren las habilidades y destrezas para el uso de la computadora, como herramienta para la presentación de los documentos propios de la oficina moderna, con 4 horas por semana, para un total de 160 horas anuales, está integrada por dos unidades de estudio:

- **Aplicaciones Computacionales:** con la cual se adquieren las destrezas para el manejo de la computadora, aplicación de técnicas de digitación. Además, se pretende que la alumna y el alumno, desarrollen las destrezas de velocidad a 60 p.p.m. durante el curso lectivo.
- **Bases de Datos:** en la que adquieren las destrezas en el manejo del procesador de texto y elaboran documentos sencillos.

Para lograr el éxito en esta sub área el estudiante debe recibir **4 horas semanales durante todo el curso lectivo en el laboratorio de cómputo.**

## OBJETIVOS GENERALES DE LA SUB-ÁREA

1. Valorar la importancia del avance tecnológico, como apoyo a la calidad de vida personal y social.
2. Propiciar el desarrollo creativo y crítico en el desempeño de la digitación en cuanto a técnicas y procedimientos en el desempeño laboral.
3. Desarrollar buenos hábitos de trabajo para lograr eficiencia y eficacia en las tareas que realiza.
4. Desarrollar destrezas en la creación de documentos comerciales aplicando las diferentes herramientas computacionales.
5. Manejar, al tacto, el teclado de la computadora, aplicando las técnicas correspondientes para desarrollar una velocidad a 60 palabras por minuto.
6. Aplicar las funciones del procesador de palabras en la digitación de documentos para obtener calidad en la presentación de los mismos.
7. Utilizar adecuadamente los servicios proporcionados por Internet en las labores propias de una oficina.

## DISTRIBUCIÓN DE LAS UNIDADES DE LA SUB-ÁREA DE DESTREZAS COMPUTACIONALES

Unidades	Nombre de la unidad de estudio	Tiempo estimado en horas	Tiempo estimado en semanas
I	<b>Aplicaciones computacionales</b>	<b>100 horas</b>	<b>25 semanas</b>
II	<b>Bases de datos</b>	<b>60 horas</b>	<b>15 semanas</b>
	<b>Total</b>	<b>160 horas anuales</b>	<b>40 semanas</b>

**UNIDAD DE ESTUDIO**  
**APLICACIONES COMPUTACIONALES**

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

Título:	Aplicaciones computacionales
Propósito:	Utilizar programas de cómputo actualizados en la elaboración de documentos comerciales según normas técnicas.
Nivel de Competencia:	Básica.

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Digita correctamente cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.	Específica
Aplica eficientemente las técnicas de cotejo en la auto-revisión de documentos.	Específica
Selecciona con precisión los mejores documentos para el portafolio de evidencias.	Específica
Digita con exactitud textos en español e inglés a una velocidad de 60 ppm, con margen mínimo de error, según plan de velocidad y exactitud.	Específica
Aplica correctamente diferentes planes de reforzamiento para desarrollar velocidad y alcanzar metas.	Específica
Identifica claramente los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.	Específica
Utiliza correctamente la barra de menú y herramientas de la hoja electrónica para la elaboración de diferentes prácticas.	Específica
Identifica con eficiencia los elementos de una hoja de trabajo.	Específica
Elabora correctamente tablas, cuadros, y otros utilizando las funciones de la herramienta.	Específica
Aplica con acierto los procedimientos para la presentación de los diversos documentos.	Específica
Inserta correctamente tablas, cuadros y otros.	Específica
Utiliza eficazmente las técnicas de cotejo para la revisión de los documentos elaborados.	Específica
Selecciona con claridad diferentes funciones para la elaboración de gráficos.	Específica

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

- Título: Aplicaciones computacionales  
Propósito: Utilizar programas de cómputo actualizados en la elaboración de documentos comerciales según normas técnicas.  
Nivel de Competencia: Básica.

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Crea correctamente diferentes tipos de gráficos.	Específica
Prepara con precisión gráficos con diferentes tipos de datos.	Específica
Identifica con claridad los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.	Específica
Utiliza eficientemente la barra de menú y herramientas del programa de presentaciones.	Específica
Practica con eficiencia el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.	Específica
Elabora correctamente presentaciones para proyectar desde la computadora.	Específica
Interpreta con claridad la terminología utilizada en el programa de publicaciones.	Específica
Utiliza con eficiencia la barra de menú y herramientas del programa de publicaciones.	Específica
Aplica con acierto las técnicas para preparar diferentes publicaciones.	Específica
Utiliza correctamente las herramientas del programa para confeccionar material informativo.	Específica
Practica acertadamente el proceso para confeccionar diferente material informativo.	Específica
Confecciona correctamente material informativo.	Específica

## ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
4 - 1	Demostrar habilidades y destrezas en el uso de herramientas de los programas de cómputo.

## CRITERIOS DE DESEMPEÑO

Digita documentos sencillos y complejos utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.

Ejecuta ejercicios de velocidad en la computadora, hasta alcanzar 60 palabras por minuto como mínimo al finalizar el curso lectivo.

Aplica los elementos de la barra de menú y herramientas de la hoja electrónica.

Aplica las herramientas de la hoja electrónica en la elaboración de documentos comerciales.

Construye gráficos en la hoja electrónica.

Analiza la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.

Utiliza el equipo especial para la proyección de presentaciones desde la computadora.

Analiza la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.

Aplica las herramientas del programa de publicaciones en la confección de material informativo.

## CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

## EVIDENCIAS DE CONOCIMIENTO

Identifica los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.

Identifica los elementos de una hoja de trabajo.

Selecciona diferentes funciones para la elaboración de gráficos.

Identifica los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.

Aplica los procedimientos para la presentación de los diversos documentos.

## EVIDENCIAS DE DESEMPEÑO

Utiliza las técnicas de cotejo para la revisión de los documentos elaborados.

Selecciona los mejores documentos para el portafolio de evidencias.

Interpreta con claridad la terminología utilizada en el programa de publicaciones.

Utiliza la barra de menú y herramientas de la hoja electrónica para la elaboración de diferentes prácticas.

Aplica las técnicas para preparar diferentes publicaciones.

Utiliza la barra de menú y herramientas del programa de publicaciones.

Practica el proceso para confeccionar diferente material informativo.

Utiliza las herramientas del programa para confeccionar material informativo.

Practica el funcionamiento del equipo especial para la proyección de imágenes desde la computadora.

## EVIDENCIAS DE PRODUCTO

Digita textos en español e inglés a una velocidad de 60 p.p.m. con margen mínimo de error, según plan de velocidad y exactitud.

Aplica diferentes planes de reforzamiento para desarrollar velocidad y alcanzar metas.

Elabora tablas, cuadros, y otros utilizando las funciones de la herramienta.

Inserta tablas, cuadros y otros.

Digita cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.

Aplica las técnicas de cotejo en la auto-revisión de documentos.

Elabora material para proyectar desde la computadora.

Crea diferentes tipos de gráficos.

Prepara gráficos con diferentes tipos de datos.

Modalidad: Comercial y Servicios

Especialidad: Ejecutivo para Centros de Servicio

Sub-área: **Destrezas Computacionales**

Año: Undécimo

Unidad de Estudio: **Aplicaciones computacionales**

Tiempo Estimado: 100 horas

Propósito: Utilizar programas de cómputo actualizados en la elaboración de documentos comerciales según normas técnicas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Digitar documentos sencillos y complejos utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.	Cartas  Memorandos.  Informes.  Actas.  Técnicas de cotejo.	<u>El y la docente:</u> <ul style="list-style-type: none"> <li>• Muestra la preparación de cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.</li> <li>• Explica las técnicas de cotejo.</li> <li>• Revisa los documentos aplicando, las técnicas de cotejo.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Digita documentos sencillos y complejos utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>EI o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Digita cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.</li> <li>• Aplica las técnicas de cotejo en la auto-revisión de documentos.</li> <li>• Selecciona los mejores documentos para el portafolio de evidencias.</li> </ul>		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Ejecutar ejercicios de velocidad en la computadora, hasta alcanzar 60 palabras por minuto como mínimo al finalizar el curso lectivo.	<p>Texto corrido, en inglés y español.</p> <ul style="list-style-type: none"> <li>• Textos corridos</li> <li>• Textos medidos</li> <li>• Párrafos.</li> <li>• Párrafos para velocidad de 1, 2 y 3 minutos</li> <li>• Documentos sencillos.</li> <li>• Comprobación de progreso.</li> </ul> <p>Ejercicios de reforzamiento.</p> <p>Técnicas de cotejo.</p>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica el plan de dictado, digitación y toma de velocidad de textos en español e inglés.</li> <li>• Determina la velocidad promedio del grupo, para establecer ejercicios de reforzamiento y las metas a alcanzar.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Digita textos en español e inglés a una velocidad de 60 ppm, con margen mínimo de error, según plan de velocidad y exactitud.</li> <li>• Aplica diferentes planes de reforzamiento para desarrollar velocidad y alcanzar metas.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Ejecuta ejercicios de velocidad en la computadora, hasta alcanzar 60 palabras por minuto como mínimo al finalizar el curso lectivo.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Aplicar los elementos de la barra de menú y herramientas de la hoja electrónica.	<p>Concepto y aplicaciones</p> <ul style="list-style-type: none"> <li>• Barra de menú.</li> <li>• Barras de herramientas.</li> </ul>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.</li> <li>• Diseña prácticas relacionadas con la elaboración de documentos y el uso de la barra de menú y herramientas de la hoja electrónica.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.</li> <li>• Utiliza la barra de menú y herramientas de la hoja electrónica para la elaboración de diferentes prácticas.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Aplica los elementos de la barra de menú y herramientas de la hoja electrónica.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
4. Aplicar las herramientas de la hoja electrónica en la elaboración de documentos comerciales.	<p>Hoja de trabajo:</p> <ul style="list-style-type: none"> <li>• Definición</li> <li>• Partes</li> <li>• Creación</li> <li>• Ingreso y modificación de:           <ul style="list-style-type: none"> <li>• Texto</li> <li>• Números</li> <li>• Fechas y horas</li> <li>• Fórmulas</li> <li>• Funciones</li> <li>• Arreglos</li> </ul> </li> <li>• Insertar, modificar y ocultar:           <ul style="list-style-type: none"> <li>• Celdas</li> <li>• Filas</li> <li>• Columnas</li> <li>• Impresión.</li> </ul> </li> </ul>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Demuestra el uso de los elementos de una hoja de trabajo.</li> <li>• Ejemplifica las diferentes funciones para la elaboración de tablas, cuadros y otros.</li> <li>• Describe los procedimientos para la presentación de los diversos documentos.</li> <li>• Explica las técnicas para insertar tablas, cuadros y otros.</li> <li>• Describe las técnicas de cotejo para la revisión de los diversos documentos.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Aplica las herramientas de la hoja electrónica en la elaboración de documentos comerciales.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<p>Página:</p> <ul style="list-style-type: none"> <li>• Filas y columnas</li> <li>• Formato</li> <li>• Estilos</li> <li>• Fuentes</li> <li>• Alineación</li> <li>• Interlineado</li> <li>• Centrado</li> <li>• Bordes</li> <li>• Colores y sombras</li> </ul> <p>Creación de documentos comerciales.</p>	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los elementos de una hoja de trabajo.</li> <li>• Elabora tablas, cuadros, y otros utilizando las funciones de la herramienta.</li> <li>• Aplica los procedimientos para la presentación de los diversos documentos.</li> <li>• Inserta tablas, cuadros y otros.</li> <li>• Utiliza las técnicas de cotejo para la revisión de los documentos elaborados.</li> </ul>		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
5. Construir gráficos en la hoja electrónica.	<p>Gráficos:</p> <ul style="list-style-type: none"> <li>• Creación de diagramas y gráficos.</li> <li>• Modificación.</li> <li>• Formatos.</li> <li>• Estilos.</li> <li>• Tipos de datos.</li> <li>• Series de datos.</li> <li>• Marcadores de datos.</li> <li>• Ejes.</li> <li>• Nombres de categorías.</li> <li>• Nombres de series de datos.</li> <li>• Marcas de eje y líneas de referencia.</li> <li>Textos de diagrama.</li> </ul>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Ejemplifica las diferentes funciones para la elaboración de gráficos.</li> <li>• Demuestra la creación de gráficos.</li> <li>• Propone prácticas para crear gráficos con diferentes tipos de datos.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Selecciona diferentes funciones para la elaboración de gráficos.</li> <li>• Crea diferentes tipos de gráficos.</li> <li>Prepara gráficos con diferentes tipos de datos.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Construye gráficos en la hoja electrónica.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
6. Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.	<p>Terminología:</p> <ul style="list-style-type: none"> <li>• Diapositivas.</li> <li>• Notas del orador.</li> <li>• Copias para el auditorio.</li> <li>• Archivos de presentación.</li> <li>• Barra de menú.</li> <li>• Barra de Herramientas.</li> </ul>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.</li> <li>• Prepara prácticas relacionadas con la elaboración de diapositivas, archivos de presentación utilizando la barra de menú y herramientas del programa.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.</li> <li>• Utiliza la barra de menú y herramientas del programa de presentaciones para la elaboración de diferentes prácticas.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Analiza la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
7. Utilizar el equipo especial para la proyección de imágenes desde la computadora.	<p>Equipo especial para la proyección de imágenes desde la computadora:</p> <ul style="list-style-type: none"> <li>• Video beam</li> <li>• Proyector de multimedia</li> <li>• Otros.</li> </ul>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Demuestra el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.</li> <li>• Formula lineamientos para preparar y cotejar presentaciones a proyectar desde la computadora.</li> </ul> <p><u>El y la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Practica el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.</li> <li>• Elabora presentaciones para proyectar desde la computadora.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Utiliza el equipo especial para la proyección de presentaciones desde la computadora.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
8. Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.	Terminología <ul style="list-style-type: none"> <li>• Publicaciones</li> <li>• Barras del menú</li> <li>• Barras de herramientas</li> </ul>	<u>El y la docente:</u> <ul style="list-style-type: none"> <li>• Describe terminología utilizada en el programa de publicaciones.</li> <li>• Demuestra el funcionamiento de la barra de menú y herramientas del programa de publicaciones.</li> <li>• Explica las técnicas para preparar diferentes publicaciones.</li> </ul> <u>El o la estudiante:</u> <ul style="list-style-type: none"> <li>• Interpreta terminología utilizada en el programa de publicaciones.</li> <li>• Utiliza la barra de menú y herramientas del programa de publicaciones.</li> <li>• Aplica las técnicas para preparar diferentes publicaciones.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Analiza la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
9. Aplicar las herramientas del programa de publicaciones en la confección de material informativo.	<p>Material informativo.</p> <ul style="list-style-type: none"> <li>• Desplegables.</li> <li>• Boletines.</li> <li>• Correspondencia social.</li> <li>• Rótulos.</li> <li>• Otros documentos.</li> </ul>	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica las herramientas del programa para confeccionar material informativo.</li> <li>• Describe el proceso para confeccionar diferente material informativo.</li> <li>• Prepara material informativo.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Utiliza las herramientas del programa para confeccionar material informativo.</li> <li>• Practica el proceso para confeccionar diferente material informativo.</li> <li>• Confecciona material informativo.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	Aplica las herramientas del programa de publicaciones en la confección de material informativo.

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Aplicaciones computacionales

PRÁCTICA No. 1

PROPOSITO:

ESCENARIO: Aula – Taller – Laboratorio

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

## PROCEDIMIENTOS

El y la docente:

- Muestra la preparación de cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.
- Explica las técnicas de cotejo.
- Revisa los documentos aplicando, las técnicas de cotejo.
- Explica el plan de dictado, digitación y toma de velocidad de textos en español e inglés.
- Determina la velocidad promedio del grupo, para establecer ejercicios de reforzamiento y las metas a alcanzar.
- Explica los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.
- Diseña prácticas relacionadas con la elaboración de documentos y el uso de la barra de menú y herramientas de la hoja electrónica.
- Demuestra el uso de los elementos de una hoja de trabajo.
- Ejemplifica las diferentes funciones para la elaboración de tablas, cuadros y otros.
- Describe los procedimientos para la presentación de los diversos documentos.
- Explica las técnicas para insertar tablas, cuadros y otros.
- Describe las técnicas de cotejo para la revisión de los diversos documentos.
- Ejemplifica las diferentes funciones para la elaboración de gráficos.
- Demuestra la creación de gráficos.
- Propone prácticas para crear gráficos con diferentes tipos de datos.
- Explica los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.
- Prepara prácticas relacionadas con la elaboración de diapositivas, archivos de presentación utilizando la barra de menú y herramientas del programa.
- Demuestra el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.
- Formula lineamientos para preparar y cotejar presentaciones a proyectar desde la computadora.
- Describe terminología utilizada en el programa de publicaciones.
- Demuestra el funcionamiento de la barra de menú y herramientas del programa de publicaciones.
- Explica las técnicas para preparar diferentes publicaciones.
- Explica las herramientas del programa para confeccionar material informativo.
- Describe el proceso para confeccionar diferente material informativo.
- Prepara material informativo.

LISTA DE COTEJO SUGERIDA

FECHA:

NOMBRE DE EL O LA ESTUDIANTE:

Instrucciones:

A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.

De la siguiente lista marque con una "X" la columna correspondiente, de acuerdo al desempeño de cada estudiante.

DESARROLLO	SI	AÚN NO	NO APLICA
Digita correctamente cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.			
Aplica eficientemente las técnicas de cotejo en la auto-revisión de documentos.			
Selecciona con precisión los mejores documentos para el portafolio de evidencias.			
Digita con exactitud textos en español e inglés. a una velocidad de 60ppm con margen mínimo de error, según plan de velocidad y exactitud.			
Aplica correctamente diferentes planes de reforzamiento para desarrollar velocidad y alcanzar metas.			
Identifica claramente los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.			
Utiliza correctamente la barra de menú y herramientas de la hoja electrónica para la elaboración de diferentes prácticas.			
Identifica con eficiencia los elementos de una hoja de trabajo.			
Elabora correctamente tablas, cuadros, y otros utilizando las funciones de la herramienta.			
Aplica con acierto los procedimientos para la presentación de los diversos documentos.			
Inserta correctamente tablas, cuadros y otros.			
Utiliza eficazmente las técnicas de cotejo para la revisión de los documentos elaborados.			
Selecciona con claridad diferentes funciones para la elaboración de gráficos.			

**LISTA DE COTEJO SUGERIDA**
**FECHA:**
**NOMBRE DE EL O LA ESTUDIANTE:**
**Instrucciones:**

A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.

De la siguiente lista marque con una “X” la columna correspondiente, de acuerdo al desempeño de cada estudiante.

DESARROLLO	SI	AUN NO	NO APLICA
Crea correctamente diferentes tipos de gráficos.			
Prepara con precisión gráficos con diferentes tipos de datos.			
Identifica con claridad los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.			
Utiliza eficientemente la barra de menú y herramientas del programa de presentaciones.			
Practica con eficacia el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.			
Elabora correctamente presentaciones para proyectar desde la computadora.			
Interpreta con claridad la terminología utilizada en el programa de publicaciones.			
Utiliza con eficiencia la barra de menú y herramientas del programa de publicaciones.			
Aplica con acierto las técnicas para preparar diferentes publicaciones.			
Utiliza correctamente las herramientas del programa para confeccionar material informativo.			
Practica acertadamente el proceso para confeccionar diferente material informativo.			
Confecciona correctamente material informativo			

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Digitar documentos sencillos y complejos utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.	Digita documentos sencillos y complejos utilizando las funciones del procesador de textos con las técnicas correspondientes, así como el cotejo.	Digita cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.	Producto	Digita correctamente cartas, memorandos, informes y actas, aplicando las técnicas correspondientes, en el procesador de texto.
		Aplica las técnicas de cotejo en la auto-revisión de documentos.	Desempeño	Aplica eficientemente las técnicas de cotejo en la auto-revisión de documentos.
		Selecciona los mejores documentos para el portafolio de evidencias.	Desempeño	Selecciona con precisión los mejores documentos para el portafolio de evidencias.
Ejecutar ejercicios de velocidad en la computadora, hasta alcanzar 60 palabras por minuto como mínimo al finalizar el curso lectivo.	Ejecuta ejercicios de velocidad en la computadora, hasta alcanzar 60 palabras por minuto como mínimo al finalizar el curso lectivo.	Digita textos en español e inglés a una velocidad de 60 ppm, con margen mínimo de error, según plan de velocidad y exactitud.	Producto	Digita con exactitud textos en español e inglés a una velocidad de 60 ppm, con margen mínimo de error, según plan de velocidad y exactitud.
		Aplica diferentes planes de reforzamiento para desarrollar velocidad y alcanzar metas.	Producto	Aplica correctamente diferentes planes de reforzamiento para desarrollar velocidad y alcanzar metas.

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar los elementos de la barra de menú y herramientas de la hoja electrónica.	Aplica los elementos de la barra de menú y herramientas de la hoja electrónica.	Identifica los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.	Conocimiento	Identifica claramente los diferentes elementos de la barra de menú y herramientas de la hoja electrónica.
		Utiliza la barra de menú y herramientas del programa de presentaciones.	Producto	Utiliza eficientemente la barra de menú y herramientas del programa de presentaciones.
Aplicar las herramientas de la hoja electrónica en la elaboración de documentos comerciales.	Aplica las herramientas de la hoja electrónica en la elaboración de documentos comerciales.	Identifica los elementos de una hoja de trabajo.	Conocimiento	Identifica con eficiencia los elementos de una hoja de trabajo.
		Elabora tablas, cuadros, y otros utilizando las funciones de la herramienta.	Producto	Elabora correctamente tablas, cuadros, y otros utilizando las funciones de la herramienta.
		Aplica los procedimientos para la presentación de los diversos documentos.	Conocimiento	Aplica con acierto los procedimientos para la presentación de los diversos documentos.
		Inserta tablas, cuadros y otros.	Producto	Inserta correctamente tablas, cuadros y otros.
		Utiliza las técnicas de cotejo para la revisión de los documentos elaborados.	Desempeño	Utiliza eficazmente las técnicas de cotejo para la revisión de los documentos elaborados.

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Construir gráficos en la hoja electrónica.	Construye gráficos en la hoja electrónica.	Selecciona con claridad diferentes funciones para la elaboración de gráficos.	Conocimiento	Selecciona con claridad diferentes funciones para la elaboración de gráficos.
		Crea diferentes tipos de gráficos.	Producto	Crea correctamente diferentes tipos de gráficos.
		Prepara gráficos con diferentes tipos de datos.	Producto	Prepara con precisión gráficos con diferentes tipos de datos.
Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.	Analiza la terminología básica y los elementos de la barra de menú y herramientas del programa de presentaciones.	Identifica los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.	Conocimiento	Identifica con claridad los diferentes elementos de la barra de menú y herramientas del programa de presentaciones.
		Utiliza la barra de menú y herramientas del programa de presentaciones.	Desempeño	Utiliza eficientemente la barra de menú y herramientas del programa de presentaciones.

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Utilizar el equipo especial para la proyección de presentaciones desde computadora.	Utiliza el equipo especial para la proyección de presentaciones desde la computadora.	Practica el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.	Desempeño	Practica con eficacia el funcionamiento del equipo especial para la proyección de presentaciones desde la computadora.
		Elabora material para proyectar desde la computadora.	Producto	Elabora correctamente material para proyectar desde la computadora.
Analizar la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.	Analiza la terminología básica y los elementos de la barra de menú y herramientas del programa de publicaciones.	Interpreta la terminología utilizada en el programa de publicaciones.	Desempeño	Interpreta con claridad la terminología utilizada en el programa de publicaciones.
		Utiliza la barra de menú y herramientas del programa de publicaciones.	Desempeño	Utiliza con eficiencia la barra de menú y herramientas del programa de publicaciones.
		Aplica las técnicas para preparar diferentes publicaciones.	Producto	Aplica con acierto las técnicas para preparar diferentes publicaciones.

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las herramientas del programa de publicaciones en la confección de material informativo.	Aplicar las herramientas del programa de publicaciones en la confección de material informativo.	Utiliza las herramientas del programa para confeccionar material informativo.	Producto	Utiliza correctamente las herramientas del programa para confeccionar material informativo.
		Practica el proceso para confeccionar diferente material informativo.	Producto	Practica acertadamente el proceso para confeccionar diferente material informativo.
		Confecciona material informativo.	Producto	Confecciona correctamente material informativo.

**UNIDAD DE ESTUDIO  
BASES DE DATOS**

## NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

### DATOS GENERALES

Título: Bases de Datos  
 Propósito: Utilizar las bases de datos empresariales según normas internacionales.  
 Nivel de Competencia: Básica.

### UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Cita correctamente los conceptos de datos, registros, archivo y campos de las herramientas.	Específica
Aplica con precisión las herramientas en los datos, registros, archivo y campos.	Específica
Identifica eficientemente el procedimiento para trabajar con fuentes de datos.	Específica
Menciona acertadamente los tipos de datos.	Específica
Reconoce con exactitud los objetivos de los sistemas de bases de datos.	Específica
Explica con claridad la administración de bases de datos.	Específica
Ejecuta correctamente los menús, funciones y herramientas disponibles para la confección de bases.	Específica
Define eficientemente los conceptos de entorno, menús, funciones, herramientas, ventanas de trabajo y ayuda.	Específica
Reconoce con precisión el uso de los elementos de Access.	Específica
Identifica eficientemente el procedimiento para trabajar con tablas, formularios, consultas e impresión.	Específica
Aplica correctamente los menús, funciones y herramientas de Access.	Específica
Cita acertadamente los conceptos de las operaciones básicas y asistentes en Access.	Específica
Reconoce con precisión el uso de las operaciones básicas y asistentes en Access.	Específica
Diferencia con exactitud los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.	Específica
Resuelve correctamente ejercicios con las operaciones básicas y asistentes en Access.	Específica
Identifica con precisión los conceptos sobre consultas en Access.	Específica
Reconoce con eficiencia las aplicaciones de las consultas en Access.	Específica

Aplica correctamente el procedimiento para trabajar con consultas en Access.

Específica

## UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Expresa correctamente el procedimiento para la creación de archivos de bases de datos.	Específica
Identifica con exactitud como agregar datos a archivos existentes.	Específica
Distingue eficientemente el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.	Específica
Ejecuta correctamente la administración las herramientas de Access para el manejo de bases de datos.	Específica

## ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
4-2	Demostrar habilidades y destrezas en la confección y uso de las bases de datos empresariales.

## CRITERIOS DE DESEMPEÑO

- Analiza los diferentes conceptos sobre bases de datos.
- Diferencia los elementos de Access.
- Aplica las operaciones básicas y asistentes en Access.
- Ejecuta diferentes tipos de consulta.
- Selecciona las herramientas de Access para el manejo de bases de datos.

## CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

## EVIDENCIAS DE CONOCIMIENTO

Cita los conceptos de datos, registros, archivo y campos de las herramientas.  
Identifica el procedimiento para trabajar con fuentes de datos.  
Menciona los tipos de datos.  
Reconoce los objetivos de los sistemas de bases de datos.  
Define los conceptos de entorno, menús, funciones, herramientas, ventanas de trabajo y ayuda.  
Reconoce el uso de los elementos de Access.  
Identifica el procedimiento para trabajar con tablas, formularios, consultas e impresión.  
Cita los conceptos de las operaciones básicas y asistentes en Access.  
Reconoce el uso de las operaciones básicas y asistentes en Access.  
Diferencia los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.  
Identifica los conceptos sobre consultas en Access.  
Expresa el procedimiento para la creación de archivos de bases de datos.  
Identifica como agregar datos a archivos existentes.

## EVIDENCIAS DE DESEMPEÑO

Aplica las herramientas en los datos, registros, archivo y campos.  
Explica la administración de bases de datos.  
Aplica los menús, funciones y herramientas de Access.  
Distingue el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.  
Aplica el procedimiento para trabajar con consultas en Access.

## EVIDENCIAS DE PRODUCTO

Resuelve ejercicios con las operaciones básicas y asistentes en Access.  
Ejecuta los menús, funciones y herramientas disponibles para la confección de bases.  
Ejecuta la administración las herramientas de Access para el manejo de bases de datos.

Modalidad: Comercial y Servicios  
Sub-área: Destrezas Computacionales  
Unidad de Estudio: Bases de Datos  
Propósito: Utilizar las bases de datos empresariales según normas internacionales.

Especialidad: Ejecutivo para Centros de Servicios  
Año: Undécimo  
Tiempo Estimado: 60 horas

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Analizar los diferentes conceptos sobre bases de datos.	<ul style="list-style-type: none"> <li>• Datos:           <ul style="list-style-type: none"> <li>• Conceptos</li> <li>• Datos</li> <li>• Registros</li> <li>• Archivo</li> <li>• Campo</li> </ul> </li> <li>• Fuentes de datos.</li> <li>• Tipos de datos.</li> <li>• Bases de datos           <ul style="list-style-type: none"> <li>• Objetivos de los sistemas de bases de datos.</li> <li>• Administración de bases de datos.</li> </ul> </li> </ul>	<u>El o la docente:</u> <ul style="list-style-type: none"> <li>• Define los conceptos de datos, registros, archivo y campos de las herramientas.</li> <li>• Ejemplifica el uso de datos, registros, archivo y campos de las herramientas.</li> <li>• Explica el procedimiento para trabajar con fuentes de datos.</li> <li>• Define los tipos de datos.</li> <li>• Explica los objetivos de los sistemas de bases de datos.</li> <li>• Ejemplifica la administración de bases de datos.</li> <li>• Utiliza los menús, funciones y herramientas disponibles para la confección de bases de datos.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	<ul style="list-style-type: none"> <li>• Analiza los diferentes conceptos sobre bases de datos.</li> </ul>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Cita los conceptos de datos, registros, archivo y campos de las herramientas.</li> <li>• Aplica las herramientas en los datos, registros, archivo y campos.</li> <li>• Identifica el procedimiento para trabajar con fuentes de datos.</li> <li>• Menciona los tipos de datos.</li> <li>• Reconoce los objetivos de los sistemas de bases de datos.</li> <li>• Explica la administración de bases de datos.</li> <li>• Ejecuta los menús, funciones y herramientas disponibles para la confección de bases.</li> </ul>		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Diferenciar los elementos de Access.	<ul style="list-style-type: none"> <li>• Entorno:           <ul style="list-style-type: none"> <li>• Menús.</li> <li>• Funciones.</li> <li>• Herramientas.</li> <li>• Ventanas de trabajo.</li> <li>• Ayuda.</li> </ul> </li> <li>• Trabajo con           <ul style="list-style-type: none"> <li>• Tablas.</li> <li>• Formularios.</li> <li>• Consultas</li> <li>• Impresión.</li> </ul> </li> </ul>	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Cita los conceptos de entorno, menús, funciones, herramientas, ventanas de trabajo y ayuda.</li> <li>• Describe el uso de los elementos de Access.</li> <li>• Explica el procedimiento para trabajar con tablas, formularios, consultas e impresión.</li> <li>• Demuestra la utilización de los menús, funciones y herramientas de Access.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	<ul style="list-style-type: none"> <li>• Diferencia los elementos de Access.</li> </ul>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Define los conceptos de entorno, menús, funciones, herramientas, ventanas de trabajo y ayuda.</li> <li>• Reconoce el uso de los elementos de Access.</li> <li>• Identifica el procedimiento para trabajar con tablas, formularios, consultas e impresión.</li> <li>• Aplica los menús, funciones y herramientas de Access.</li> </ul>		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Aplicar las operaciones básicas y asistentes en Access.	<ul style="list-style-type: none"> <li>• Operaciones básicas: <ul style="list-style-type: none"> <li>• Funciones</li> <li>• Gráficos</li> <li>• Exportar e importar datos</li> <li>• Combinación de tablas</li> <li>• Registros</li> </ul> </li> <li>• Asistentes <ul style="list-style-type: none"> <li>• Auto formularios</li> <li>• Bases de datos</li> <li>• Búsqueda</li> <li>• Tablas</li> <li>• Controles</li> </ul> </li> </ul>	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Menciona los conceptos de las operaciones básicas y asistentes en Access.</li> <li>• Ilustra el uso de las operaciones básicas y asistentes en Access.</li> <li>• Determina los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.</li> <li>• Ejecuta ejercicios con las operaciones básicas y asistentes en Access.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	<ul style="list-style-type: none"> <li>• Aplica las operaciones básicas y asistentes en Access.</li> </ul>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Cita los conceptos de las operaciones básicas y asistentes en Access.</li> <li>• Reconoce el uso de las operaciones básicas y asistentes en Access.</li> <li>• Diferencia los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.</li> <li>• Resuelve ejercicios con las operaciones básicas y asistentes en Access.</li> </ul>		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
4. Ejecutar diferentes tipos de consulta en Access.	<ul style="list-style-type: none"> <li>• Consultas           <ul style="list-style-type: none"> <li>• Utilización.</li> <li>• Consulta-consulta.</li> <li>• Totalización de consultas.</li> <li>• Selección.</li> <li>• Tablas.</li> </ul> </li> </ul>	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Define los conceptos sobre consultas en Access.</li> <li>• Describe las aplicaciones de las consultas en Access.</li> <li>• Ejemplifica el procedimiento para utilizar las consultas en Access.</li> </ul> <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Identifica los conceptos sobre consultas en Access.</li> <li>• Reconoce las aplicaciones de las consultas en Access.</li> <li>• Aplica el procedimiento para trabajar con consultas en Access.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	<ul style="list-style-type: none"> <li>• Ejecuta diferentes tipos de consulta en Access.</li> </ul>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
5. Seleccionar las herramientas de Access para el manejo de bases de datos.	<ul style="list-style-type: none"> <li>• Bases de Datos:           <ul style="list-style-type: none"> <li>• Creación de archivos de bases de datos.</li> <li>• Agregar datos a archivos existentes.</li> <li>• Modificación de la información existente.</li> <li>• Borrado de archivos.</li> <li>• Cambio de nombre de archivos de bases de datos.</li> <li>• Cerrar archivos.</li> </ul> </li> </ul>	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> <li>• Explica el procedimiento para la creación de archivos de bases de datos.</li> <li>• Describe como agregar datos a archivos existentes.</li> <li>• Ilustra el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.</li> <li>• Ejemplifica la administración las herramientas de Access para el manejo de bases de datos.</li> </ul>	Capacidad de dialogar en situaciones conflictivas.	<ul style="list-style-type: none"> <li>• Selecciona las herramientas de Access para el manejo de bases de datos.</li> </ul>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> <li>• Expresa el procedimiento para la creación de archivos de bases de datos.</li> <li>• Identifica como agregar datos a archivos existentes.</li> <li>• Distingue el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.</li> <li>• Ejecuta la administración las herramientas de Access para el manejo de bases de datos. la de bases de datos.</li> </ul>		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Bases de Datos

PRÁCTICA No. 1

PROpósito:

ESCENARIO: Laboratorio

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

## PROCEDIMIENTOS

El y la docente:

- Define los conceptos de datos, registros, archivo y campos de las herramientas.
- Ejemplifica el uso de datos, registros, archivo y campos de las herramientas.
- Explica el procedimiento para trabajar con fuentes de datos.
- Define los tipos de datos.
- Explica los objetivos de los sistemas de bases de datos.
- Ejemplifica la administración de bases de datos.
- Utiliza los menús, funciones y herramientas disponibles para la confección de bases de datos.
- Cita los conceptos de entorno, menúes, funciones, herramientas, ventanas de trabajo y ayuda.
- Describe el uso de los elementos de Access.
- Explica el procedimiento para trabajar con tablas, formularios, consultas e impresión.
- Demuestra la utilización de los menús, funciones y herramientas de Access.
- Menciona los conceptos de las operaciones básicas y asistentes en Access.
- Ilustra el uso de las operaciones básicas y asistentes en Access.
- Determina los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.
- Ejecuta ejercicios con las operaciones básicas y asistentes en Access.
- Define los conceptos sobre consultas en Access.
- Describe las aplicaciones de las consultas en Access.
- Ejemplifica el procedimiento para utilizar las consultas en Access.
- Explica el procedimiento para la creación de archivos de bases de datos.
- Describe como agregar datos a archivos existentes.
- Ilustra el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.
- Ejemplifica la administración las herramientas de Access para el manejo de bases de datos.

LISTA DE COTEJO SUGERIDA

FECHA:

NOMBRE DE EL O LA ESTUDIANTE:

## Instrucciones:

A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.

De la siguiente lista marque con una “X” la columna correspondiente, de acuerdo al desempeño de cada estudiante.

DESARROLLO	SI	AÚN NO	NO APLICA
Cita correctamente los conceptos de datos, registros, archivo y campos de las herramientas.			
Aplica con precisión las herramientas en los datos, registros, archivo y campos.			
Identifica eficientemente el procedimiento para trabajar con fuentes de datos.			
Menciona acertadamente los tipos de datos.			
Reconoce con exactitud los objetivos de los sistemas de bases de datos.			
Explica con claridad la administración de bases de datos.			
Ejecuta correctamente los menús, funciones y herramientas disponibles para la confección de bases.			
Define eficientemente los conceptos de entorno, menués, funciones, herramientas, ventanas de trabajo y ayuda.			
Reconoce con precisión el uso de los elementos de Access.			
Identifica eficientemente el procedimiento para trabajar con tablas, formularios, consultas e impresión.			
Aplica correctamente los menús, funciones y herramientas de Access.			
Cita acertadamente los conceptos de las operaciones básicas y asistentes en Access.			

DESARROLLO	SI	AÚN NO	NO APLICA
Reconoce con precisión el uso de las operaciones básicas y asistentes en Access.			
Diferencia con exactitud los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.			
Resuelve correctamente ejercicios con las operaciones básicas y asistentes en Access.			
Identifica con precisión los conceptos sobre consultas en Access.			
Reconoce con eficiencia las aplicaciones de las consultas en Access.			
Aplica correctamente el procedimiento para trabajar con consultas en Access.			
Expresa correctamente el procedimiento para la creación de archivos de bases de datos.			
Identifica con exactitud como agregar datos a archivos existentes.			
Distingue eficientemente el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.			
Ejecuta correctamente la administración las herramientas de Access para el manejo de bases de datos.			

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Analizar los diferentes conceptos sobre bases de datos.	Analiza los diferentes conceptos sobre bases de datos.	Cita los conceptos de datos, registros, archivo y campos de las herramientas.	Conocimiento	Cita correctamente los conceptos de datos, registros, archivo y campos de
		Reconoce los objetivos de los sistemas de bases de datos.	Conocimiento	Reconoce con exactitud los objetivos de los sistemas de
		Identifica el procedimiento para trabajar con fuentes de datos.	Conocimiento	Identifica eficientemente el procedimiento para
		Menciona los tipos de datos.	Conocimiento	Menciona acertadamente los tipos de datos.
		Aplica las herramientas en los datos, registros, archivo y campos.	Desempeño	Aplica con precisión las herramientas en los datos, registros, archivo y campos.
		Explica la administración de bases de datos.	Desempeño	Explica con claridad la administración de bases de datos.
		Ejecuta los menús, funciones y herramientas disponibles para la confección de bases.	Producto	Ejecuta correctamente los menús, funciones y herramientas disponibles para la confección de bases.

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Diferenciar los elementos de Access.	Diferencia los elementos de Access.	Define los conceptos de entorno, menús, funciones, herramientas, ventanas de trabajo y ayuda.	Conocimiento	Define eficientemente los conceptos de entorno, menús, funciones, herramientas, ventanas de trabajo y ayuda.
		Reconoce el uso de los elementos de Access.	Conocimiento	Reconoce con precisión el uso de los elementos de Access.
		Identifica el procedimiento para trabajar con tablas, formularios, consultas e impresión.	Conocimiento	Identifica eficientemente el procedimiento para trabajar con tablas, formularios, consultas e impresión.
	Aplica los menús, funciones y herramientas de Access.	Desempeño	Aplica correctamente los menús, funciones y herramientas de Access.	

### CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las operaciones básicas y asistentes en Access.	Aplica las operaciones básicas y asistentes en Access.	Cita los conceptos de las operaciones básicas y asistentes en Access.	Conocimiento	Cita acertadamente los conceptos de las operaciones básicas y asistentes en Access.
		Reconoce el uso de las operaciones básicas y asistentes en Access.	Conocimiento	Reconoce con precisión el uso de las operaciones básicas y asistentes en Access.
		Diferencia los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.	Conocimiento	Diferencia con exactitud los objetivos de auto formularios, bases de datos, búsqueda, tablas y controles.
		Resuelve ejercicios con las operaciones básicas y asistentes en Access.	Producto	Resuelve correctamente ejercicios con las operaciones básicas y asistentes en Access.

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Ejecutar diferentes tipos de consulta en Access.	Ejecuta diferentes tipos de consulta en Access.	Identifica los conceptos sobre consultas en Access.	Conocimiento	Identifica con precisión los conceptos sobre consultas en Access.
		Reconoce las aplicaciones de las consultas en Access.	Conocimiento	Reconoce con eficiencia las aplicaciones de las consultas en Access.
		Aplica el procedimiento para trabajar con consultas en Access.	Desempeño	Aplica correctamente el procedimiento para trabajar con consultas en Access.

## CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Seleccionar las herramientas de Access para el manejo de bases de datos.	Selecciona las herramientas de Access para el manejo de bases de datos.	Expresa el procedimiento para la creación de archivos de bases de datos.	Conocimiento	Expresa correctamente el procedimiento para la creación de archivos de bases de datos.
		Identifica como agregar datos a archivos existentes.	Conocimiento	Identifica con exactitud como agregar datos a archivos existentes.
		Distingue el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.	Desempeño	Distingue eficientemente el borrado de archivo existente, el cambio de nombre de archivos, la modificación de la información existente y como cerrar archivos de bases de datos.
		Ejecuta la administración las herramientas de Access para el manejo de bases de datos.	Producto	Ejecuta correctamente la administración las herramientas de Access para el manejo de bases de datos.

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Improving Student Writing through Critical:  
Thinking [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)  
<http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html?tab=4#session1>

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# ANEXO 1

## ANNEX 1

### PORTFOLIO OF EVIDENCE

#### 1. CONCEPT

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

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

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

#### 2. ADVANTAGES

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

#### 3. USES AND APPLICATIONS

For teachers

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

For students

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

## 4. STRATEGIES

Elements to consider when building a portfolio of evidence:

Direct Evidence

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

Indirect evidence

- Reports
- Projects

Additional Evidence

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

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

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

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

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

## 5. PORTFOLIO COMPONENTS

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

- FRONT PAGE
- CONTENTS
- GENERAL INFORMATION
  - Name of Technical High School
  - Name of the program
  - Grade
- GENERAL INFORMATION ABOUT THE SUBJECT AREA
  - Name of the subject area
  - Name of the teacher
  - Number of hours
- GENERAL INFORMATION ABOUT THE STUDENT
  - Name
  - Home address
  - Phone numbers (home, cell, others)
  - E-mail
  - Parents' names
  - Parents' phones
- ACADEMIC BACKGROUND
  - Courses
  - Internship
  - Company Practices
- DIAGNOSIS
  - Tests

- Questionnaires
- Interviews

- **EVALUATION**

Description of the evaluation requirements for the subject area to be explained by the teacher at the beginning of the school year

- **EVIDENCE**

- Knowledge

- Questionnaires
- Written tests

- Performance

- Laboratory practices or workshop
- Performance tests

- Product

- Samples of developed tasks
- Checklist

- **EVALUATION TOOLS**

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

- **PORTFOLIO TOOLS**

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

- **OTHER RELEVANT MATERIALS.**

## 6. PORTFOLIO REVIEW EVIDENCE

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

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

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

# PORTFOLIO OF EVIDENCE

STUDENT:

**DATE AND PLACE**

## CONTENTS

## PORTFOLIO OF EVIDENCE

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

Student's name and last name:

**RESUME**  
**PERSONAL INFORMATION**

- Name:
- Birthdate:
- Address:
- Phone number:
- E-mail:
- Parents` names:
- Parents' phone and address:

**ACADEMIC BACKGROUND**

- Elementary School:
- High School:
- Courses:
  - 1.
  - 2.

## INTERNSHIPS AND PRACTICE IN COMPANIES

Company:

Address:

Phone number:

Activities:

## EVIDENCE

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

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

### LEARNING RESULTS COMPARISON SHEET

Study Block:				
Title:				
Purpose:				
Learning Results	Performance Criteria	Evidence	Competent	
			Yes	Not yet
Student's name:			Signature:	
Teacher's name: Place and date:			Signature:	

## CONCLUSIONS

### Observations:

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

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

### Recommendations:

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

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

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