

**SECTOR:
COMMERCIAL AND SERVICES**

**PROGRAM
BILINGUAL SECRETARY**

CURRICULAR DESIGN ON COMPETENCY BASED-EDUCATION

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San José – Costa Rica

**SECTOR:
COMMERCIAL AND SERVICES**

**PROGRAM:
BILINGUAL SECRETARY**



**TENTH GRADE
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“Al desarrollo por la educación”

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Presentation of Fundamentals

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

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

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

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

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

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

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

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

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

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

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

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

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

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RATIONALE BILINGUAL SECRETARY PROGRAM

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

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

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

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

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

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

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

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DESCRIPTION OF THE BILINGUAL SECRETARY PROGRAM

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

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

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

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CROSS CURRICULAR THEMES

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

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

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

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

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

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

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

Environmental Culture for Sustainable Development

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

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

Competencies to develop:

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

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Integral Sexual Education

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

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

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

Competencies to develop:

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

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Health Education

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

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

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

Competencies to develop:

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

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Experience of Human Rights Democracy and Peace

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

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

Competencies to develop:

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

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

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

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

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

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

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

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

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

CROSS-CURRICULAR THEMES COMMITTEE

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TEACHING GUIDELINES

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

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

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

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

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

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

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

According to the competency-based educational framework, the teaching-learning process aims at providing knowledge, developing skills and abilities in order to improve "Al desarrollo por la educación". The following teaching and learning steps should be taken into account:

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

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

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

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

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

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

- Learning takes place through:

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

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

- The Technical High School must provide adequate infrastructure, equipment and materials.
- To teach effectively, the teacher must be able and willing to upgrade.

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

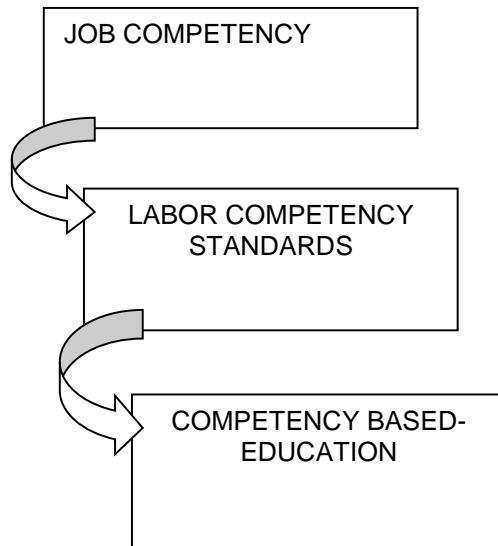
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- The time allotted to practice and theory must be evenly distributed in accordance with the learning results to be developed.
- Workshops or labs relevant to the subject areas of each program.
- An up-to-dated computer lab with correspondent software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

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COMPETENCY BASED EDUCATION ¹

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



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.

¹ Ávila, G y López, X. Educación basada en normas de competencias “Al desarrollo por la educación”

Comparison between Technical Traditional Education And Competency- Based Education²

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

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

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

ASSESSMENT GUIDELINES

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

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

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

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

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

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

- Define requirements or evaluation objectives.

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- Collect evidence.

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

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

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

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

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

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

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

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

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

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

2.

PEDAGOGICAL PRACTICE PLAN FOR THE EDUCATIONAL SUBJECT-AREA.

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

Pedagogical Practice Plan

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

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

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

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

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

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

“Al desarrollo por la educación”

PROFESSIONAL PROFILE BILINGUAL SECRETARY

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

BILINGUAL SECRETARY OCCUPATIONAL PROFILE

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

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

GENERAL OBJECTIVES

BILINGUAL SECRETARY PROGRAM

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

**CURRICULAR STRUCTURE
PROGRAM
BILINGUAL SECRETARY (EBNC)**

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

CURRICULAR FRAMEWORK BILINGUAL SECRETARY (EBNC)

SUB AREA	STUDY BLOCK IN EACH LEVEL			
	TENTH	ELEVENTH	TWELFTH	
Comunicación Empresarial	<ul style="list-style-type: none"> • Comunicación oral • Comunicación escrita • Principios de redacción • Administración de documentos <p style="text-align: right;">TOTAL</p>	30 H 40 H 30 H <u>60 H</u> 160 H		
Gestión Empresarial	<ul style="list-style-type: none"> • Cultura de la calidad • Administración de oficinas • Etiqueta y Protocolo • Funciones ejecutivas • Human Development <p style="text-align: right;">TOTAL</p>	30 H 40 H 30 H 40 H <u>20 H</u> 160 H	<ul style="list-style-type: none"> • Trámites empresariales • Fundamentos de contabilidad • Estadística descriptiva • Mercadeo <p style="text-align: right;">TOTAL</p>	20 H 60 H 40 H <u>40 H</u> 160 H

CURRICULAR FRAMEWORK BILINGUAL SECRETARY (EBNC)

STUDY BLOCK IN EACH LEVEL

SUBJECT AREA	TENTH	ELEVENTH			TWELFTH	
Oral Communication in English	<ul style="list-style-type: none"> Personal interaction at the company. Company Structure and working conditions. Company furniture, equipment and tools. <p style="text-align: center;">TOTAL</p>	100 H 100 H <u>40 H</u> <u>240 H</u>	<ul style="list-style-type: none"> Job manufacturing and job performance. Routine business activities. Safety at work. <p style="text-align: center;">TOTAL</p>	110 H 110 H <u>100 H</u> <u>320 H</u>	<ul style="list-style-type: none"> Workplace management Customer service <p style="text-align: center;">TOTAL</p>	50 H <u>50 H</u> 100 H
Written Communication in English	<ul style="list-style-type: none"> Writing to communicate Sentence structure Types of paragraphs <p style="text-align: center;">TOTAL</p>	64 H 94 H <u>82 H</u> 240 H				
Computer Skills	<ul style="list-style-type: none"> Computer tools <ul style="list-style-type: none"> Procesador de texto Word <p style="text-align: center;">TOTAL</p>	100 H <u>60 H</u> 160 H	<ul style="list-style-type: none"> Network – User Computer applications Internship <p style="text-align: center;">TOTAL</p>	20 H 100 H <u>40 H</u> <u>60 H</u>	<ul style="list-style-type: none"> Databases Production of Documents in Computer <p style="text-align: center;">TOTAL</p>	40 H <u>60 H</u> 100 H

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

CURRICULAR MAP TENTH GRADE

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

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

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

SUBAREA

UNIDAD DE ESTUDIO

RESULTADOS DE APRENDIZAJE

**COMUNICACIÓN
EMPRESARIAL
160 horas**

Principios de redacción
30 horas

- Aplicar las diferentes técnicas de redacción utilizadas en la oficina.

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

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

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

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

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

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

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Gestión Empresarial 160 Horas	<p>Human Development: Personal and Cultural Values Hours: 6</p> <p>Human Development : Social and Work Values Hours: 6</p> <p>Human Development : Organizational Values Hours: 8</p>	<ul style="list-style-type: none"> Understand the importance of personal and cultural values. Recognize social and working values presented at specific community and in different workplaces. Identify the purpose of organizational values for a working community.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

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

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Oral Communication in English	<p>Company furniture, equipment and tools 40 hours</p>	<p>Target content 3 Company furniture, equipment and tools Hours: 40</p>	<ul style="list-style-type: none"> Understanding family simple phrase and short statements. Communicating messages with little or non-difficulty. Expressing and seeking ideas and opinions.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBJECT AREA	UNITS	TARGET	LINGUISTIC COMPETENCIES
	<p>Writing to communicate 64 hours</p>	<p>Target content 1 Basic English Skills Hours: 30</p>	<ul style="list-style-type: none"> • Understanding words and sentences in context using certain grammar structure. • Completing written forms with the appropriate information. • Understanding language varieties to complete a task successfully. • Writing sentences using certain grammar structure.
		<p>Target content 2 Introduction to Academic Writing Hours: 34</p>	<ul style="list-style-type: none"> • Learning why and how people write. • Completing written forms with appropriate information. • Distinguishing the different parts of paragraphs.

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

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

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE

SUBJECT AREA	STUDY BLOCK	TARGET	LINGUISTIC COMPETENCIES
Written Communication in English 240 Hours	Types of paragraphs 82 hours	Target content 1 Narrative, Descriptive and expository paragraphs Hours: 36	<ul style="list-style-type: none"> • Writing sentences using certain grammar structure. • Understanding relations between the different paragraphs. • Writing short imaginative paragraphs. • Expressing information explicitly. • Understanding language varieties to complete a task successfully.
		Target content 2 The Writing process Hours: 46	<ul style="list-style-type: none"> • Understanding the mechanics of the different types of paragraphs. • Completing written forms with the appropriate information. • Distinguishing between different steps of the writing process. • Understanding the correct organization of a paragraph • Performing factual communication to start and end up a good paragraph. • Understanding and be understood by others.

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

SUBJECT AREA **STUDY BLOCK** **LEARNING RESULTS**

Computer Skills 160 Hours	Computer tools 100 hours	<ul style="list-style-type: none">Identify rules and principles for caring, cleaning, use of materials, equipment, and the organization at workplace.Apply principles of ergonomics while typing in order to create documents at office.Identify the hardware and software that integrate a computer.Select programs to detect and remove viruses.Use tools of the Windows environment for information management.Write letters, numbers and others that conform the keyboard up to 50 w.p.m.Use applications related to Internet use and services for searching and accessing information.
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**CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
TENTH GRADE**

SUBJECT AREA **STUDY BLOCK** **LEARNING RESULTS**

Computer Skills
160 Hours

Word Text Processor
60 hours

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

**CURRICULAR MAP
ELEVENTH GRADE**

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

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

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

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

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

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

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

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

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

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

CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE

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

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

SUBJECT AREA **STUDY BLOCK** **LEARNING RESULTS**

Computer Skills 160 Hours	Network User 20 hours	<ul style="list-style-type: none">• Analyze basic concepts associated with the communication of data communication and network use.• Use the local area network.• Determine responsibilities of users and administrators of a net.• Identify concepts, characteristics and applications on Internet.• Execute applications on Internet.
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SUBJECT AREA

COMPUTER SKILLS
160 hours

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

Computer applications
100 hours

LEARNING RESULTS

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

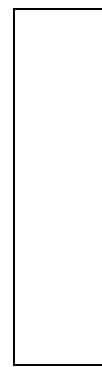
**CURRICULAR MAP
BILINGUAL SECRETARY (EBNC)
ELEVENTH GRADE**

SUBJECT AREA

STUDY BLOCK

LEARNING RESULTS

COMPUTER SKILLS
160 hours



Internship
40 hours



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

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

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

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

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
COMPOSITION 320 HOURS	<p>Preparation of variety of documents, minute, agenda, curriculum vitae, resumes, catalogues, booklets, advertising, journal writing.</p> <p>Hours: 110</p>	<ul style="list-style-type: none">• Writes documents for meetings, marketing, advertising according to writing techniques and style.

CURRICULAR MAP TWELFTH GRADE

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

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

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

SUBJECT AREA

STUDY BLOCK

LEARNING RESULTS

COMPUTER SKILLS
100 Hours

Databases
40

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

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

SUBJECT AREA **STUDY BLOCK** **LEARNING RESULTS**

COMPUTER SKILLS
100 Hours

Production of documents in
computer
60 hours

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

**CURRICULAR MAP
BILINGUAL SECRETARY
TWELFTH GRADE**

SUBAREA	STUDY	LEARNING RESULTS
	Labor law 20 hours	<ul style="list-style-type: none"> • Value the importance of labor law. • Interpret elements of work contracts that govern rights, and duties of workers and employers (hiring and firing). • Analyze types of working time in various forms of payment. • Infer obligations and the workers' prohibitions on employers and employees in accordance with current regulations. • Distinguish workers 'prohibitions on employers and employees in accordance with current regulations. • Calculate compensations for ceasing labor related to employer's responsibility. • Calculate vacations and bonuses, and Christmas gift with the information given in each case. • Infer social security's contributions and deductions from the payroll in enterprises. • Analyze the elements of the law "Igualdad social de la mujer" (Women Social Equity Law) in labor law. • Examine concepts of microenterprise according to the Costa Rican laws.

CURRICULAR MAP BILINGUAL SECRETARY (EBNC) TWELFTH GRADE

SUBJECT AREA

BUSINESS
MANAGEMENT
100 Hours

STUDY BLOCK

Entrepreneurial Didactic Management
180 hours

LEARNING RESULTS

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

**CURRICULAR MAP
BILINGUAL SECRETARY
TWELFTH GRADE**

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
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**Business
Communication
200 Hours**

Oral expression techniques
40 hours

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

Written communication
40 hours

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

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

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

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

SUBJECT AREA	STUDY BLOCK	LEARNING RESULTS
Business Communication 200 Hours	<p>Quality customer service 9. Hearing is not listening Hours: 8</p>	<ul style="list-style-type: none"> Recognize effective strategies or techniques for avoiding errors on the job.
	<p>Quality customer service 10. Telephone courtesy Hours: 12</p>	<ul style="list-style-type: none"> Develop effective telephone communication and state the courteous techniques.
	<p>Quality customer service 11. What is wrong with the Picture. Hours: 4</p>	<ul style="list-style-type: none"> Identify oral techniques about what's wrong with this picture.
	<p>Quality customer service 12. Emotional leakage Hours: 8</p>	<ul style="list-style-type: none"> Apply specific techniques which are effective in preventing emotional leakage.

SUBJECT AREA

**Business
Communication**
200 Hours

STUDY BLOCK

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

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

Hours: 8

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

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

LEARNING RESULTS

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

**CURRICULAR MAP
BILINGUAL SECRETARY
TWELFTH GRADE**

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

**CURRICULAR MAP
BILINGUAL SECRETARY
TWELFTH GRADE**

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

CONTENIDOS PROGRAMÁTICOS
DÉCIMO AÑO

CONTENIDOS PROGRAMÁTICOS
SUBÁREA
COMUNICACIÓN EMPRESARIAL

COMUNICACIÓN EMPRESARIAL

Esta subárea pretende que las estudiantes y los estudiantes adquieran conocimientos y desarrollos destrezas para el logro de la calidad en la comunicación oral, comunicación escrita y la redacción, aplicando las técnicas del discurso empresarial por lo que se debe utilizar las metodologías y técnicas didácticas adecuadas en el logro de los resultados de los aprendizajes.

Esta subárea cuenta con tres unidades de estudio que se desarrollará durante 4 horas semanales que sumará 160 horas anuales:

- **Comunicación Oral:** En esta subárea el o la estudiante adquiere habilidades en el discurso oral para su desarrollo personal como profesional. Además, se pretende que la alumna y el alumno, desarrollen técnicas y habilidades en la atención telefónica.
- **Comunicación Escrita:** El o la estudiante desarrolla habilidades en el discurso escrito, para lograr una comunicación eficaz. El conocimiento se adquiere por medio de la práctica, por lo que es necesario que se realice constantemente la redacción de documentos.
- **Principios de Redacción:** Esta subárea permite a los estudiantes desarrollar técnicas de redacción utilizadas en la comunicación empresarial para lograr el éxito a nivel empresarial y gerencial.
- **Administración de documentos:** el o la estudiante administrará los documentos en forma física y electrónica según reglamentación nacional e internacional.

OBJETIVOS GENERALES DE LA SUBAREA

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 del discurso oral.
3. Desarrollar buenos hábitos de trabajo para lograr eficiencia y eficacia en las tareas que realiza en la atención telefónica.
4. Demostrar calidad en la redacción del discurso empresarial, aplicando las técnicas correctas de redacción
5. Redactar eficientemente todo tipo de documentos empresariales utilizando todas las reglas ortográficas.
6. Desarrollar técnicas de redacción de todo tipo de documentos, aplicando las características básicas de la documentación.
7. Aplicar la administración de documentos en forma física y digital, utilizando las normativas nacionales e internacionales.

DISTRIBUCIÓN DE LAS UNIDADES DE LA SUB-ÁREA DE COMUNICACIÓN EMPRESARIAL

Unidades	Nombre de la unidad de estudio	Tiempo estimado en horas	Tiempo estimado en semanas
I	Comunicación oral	30 horas	7 semanas
II	Comunicación escrita	40 horas	10 semanas
III	Principios de redacción	30 horas	8 semanas
IV	Administración de documentos	60 horas	15 semanas
	Total	160 horas anuales	40 semanas

UNIDAD DE ESTUDIO
COMUNICACIÓN ORAL

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título: Comunicación Oral.

Propósito: Desarrollar habilidades para comunicarse satisfactoriamente en ámbito empresarial y personal.

Nivel de Competencia: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Titulo	Clasificación
Menciona correctamente el concepto de comunicación.	Específica
Nombra con precisión los elementos que intervienen en el proceso de la comunicación.	Específica
Reconoce satisfactoriamente las generalidades de la comunicación.	Específica
Identifica con claridad las barreras de la comunicación.	Específica
Distingue satisfactoriamente los tipos de comunicación que se dan en las organizaciones.	Específica
Cita acertadamente los tipos de comunicación que existe en una organización.	Específica
Reconoce acertadamente la importancia de los aspectos de la comunicación oral.	Específica
Realiza eficientemente actividades en las que aplica las facetas de la comunicación oral.	Específica
Cita con precisión el concepto de cliente.	Específica
Identifica con exactitud los tipos de clientes.	Específica
Describe correctamente el manejo del planificador y la agenda.	Específica
Menciona correctamente el concepto de servicio telefónico.	Específica
Describe con exactitud las características de los tipos de equipo telefónico.	Específica
Demuestra satisfactoriamente los diferentes teléfonos y sus usos.	Específica
Diferencia con claridad los tipos de servicios telefónicos nacionales e internacionales.	Específica
Clasifica correctamente las características de los diferentes servicios telefónicos.	Específica
Cita con precisión los conceptos de las funciones básicas de la atención telefónica.	Específica
Define con eficiencia la cortesía telefónica.	Específica
Aplica correctamente el funcionamiento de la guía telefónica.	Específica
Ejecuta con exactitud las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
2 -1	Demostrar, habilidades y destrezas en el discurso empresarial oral.

CRITERIOS DE DESEMPEÑO

Analiza el proceso de la comunicación oral en el entorno empresarial.

Aplica el lenguaje apropiado en la oficina tomando en cuenta el estilo, características y las técnicas de comunicación oral.

Desarrolla las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes.

Aplica las normas y principios del servicio telefónico nacional e internacional.

Aplica las habilidades y destrezas en la atención telefónica.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Menciona el concepto de comunicación.

Nombra los elementos que intervienen en el proceso de la comunicación.

Reconoce las generalidades de la comunicación.

Identifica las barreras de la comunicación.

Distingue los tipos de comunicación que se dan en las organizaciones.

Identifica los tipos de clientes.

Describe el manejo del planificador y la agenda.

Menciona el concepto de servicio telefónico.

Describe las características de los tipos de equipo telefónico.

Clasifica las características de los diferentes servicios telefónicos.

Define la cortesía telefónica.

EVIDENCIAS DE DESEMPEÑO

- Cita los tipos de comunicación que existe en una organización.
- Cita el concepto de cliente.
- Demuestra los diferentes teléfonos y sus usos.
- Cita los conceptos de las funciones básicas de la atención telefónica.
- Aplica el funcionamiento de la guía telefónica.

EVIDENCIAS DE PRODUCTO

- Realiza actividades en las que aplica las facetas de la comunicación oral.
- Ejecuta las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos.

Modalidad : Comercial y Servicios

Especialidad: SECRETARIADO BILINGÜE

Subárea: Comunicación Empresarial

Año: Décimo

Unidad de Estudio: Comunicación Oral

Tiempo Estimado: 30 horas

Propósito: Desarrollar habilidades para comunicarse satisfactoriamente en ámbito empresarial y personal.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Analizar el proceso de la comunicación oral en el entorno empresarial.	<ul style="list-style-type: none"> • El proceso de la comunicación en las organizaciones. • Definición de comunicación. • Elementos que intervienen en el proceso: código, emisor y receptor • Generalidades de la comunicación. • Tipos: oral, formal e informal, externa, ascendente, descendente, horizontal, verbal y no verbal. 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Define el concepto de comunicación. • Cita los elementos que intervienen en el proceso de la comunicación. • Ilustra las generalidades de la comunicación. • Explica los tipos de comunicación que se dan en las organizaciones. • Describe las barreras de la comunicación. • Enumera los tipos de comunicación que 	Interés por incentivar la integridad.	Analiza el proceso de la comunicación oral en el entorno empresarial.

		existe en una organización.		
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RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Factores que favorecen la comunicación. • Barreras de la comunicación. • Comunicación y relaciones humanas. • La comunicación en las organizaciones: formal e informal. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Menciona el concepto de comunicación • Nombra los elementos que intervienen en el proceso de la comunicación • Reconoce las generalidades de la comunicación • Distingue los tipos de comunicación que se dan en las organizaciones. • Identifica las barreras de la comunicación • Cita los tipos de comunicación que existe en una organización 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Aplicar el lenguaje apropiado en la oficina tomando en cuenta el estilo, características y las técnicas de comunicación oral.	<ul style="list-style-type: none"> • Aspectos de la comunicación oral. • Factores: voz agradable, tono, velocidad al hablar, modulación, volumen, pronunciación, dicción y otros. • Tipos: ascendente, descendente y horizontal. • Requisitos para conseguir una buena comunicación: claridad, concisión, coherencia, sencillez, naturalidad, interés, participación y capacidad de comunicación 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Sintetiza la importancia de los aspectos de la comunicación oral • Describe la comunicación oral y las facetas del mismo <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Reconoce la importancia de los aspectos de la comunicación oral. • Realiza actividades en las que aplica las facetas de la comunicación oral. 	Interés por incentivar la integridad.	Aplica el lenguaje apropiado en la oficina tomando en cuenta el estilo, características y las técnicas de comunicación oral

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • La comunicación oral: Control de la voz, énfasis, silencios y ritmos, gestos, ademanes, expresión facial y lenguaje corporal. • Actitud intelectual y emocional. • Léxico. • Saber escuchar: El arte de una buena conversación. Temas que se deben evitar. 			

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Desarrollar las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes.	Atención al cliente. <ul style="list-style-type: none"> • Definición de cliente. • Clasificación de los clientes: <ul style="list-style-type: none"> • Internos y externos. • Importancia de la satisfacción al cliente. • Clasificación de los visitantes. • Tipos de visitantes: <ul style="list-style-type: none"> • Irritables • Agresivos • Desconocidos • Con discapacidades • Extranjeros • Niños y otros. • Anuncio y presentación de los visitantes. • Recomendaciones generales para el manejo de público. • El planificador. • Manejo de la agenda de citas. • Registro de citas • Visitantes sin cita y 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Define el concepto de cliente • Describe los tipos de clientes • Explica el manejo del planificador y la agenda. <u>El o la estudiante:</u> <ul style="list-style-type: none"> • Cita el concepto de cliente • Identifica los tipos de clientes • Describe el manejo del planificador y la agenda. 	Interés por incentivar la integridad.	Desarrolla las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes

	con cita.			
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RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Cualidades de la conversación aplicada a la atención del público. • Percepción. • Prudencia al hablar. • Coherencia. • Utilización adecuada de las formas de tratamiento: vos, tú, y usted. • Cortesía. • Tolerancia. • Confidencialidad. • Discreción. • Empatía. • Brindar información correcta sobre la empresa. 			

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
4. Aplicar las normas y principios del servicio telefónico nacional e internacional.	<ul style="list-style-type: none"> • Servicio telefónico en Costa Rica. • Tipos de equipo telefónico: centrales telefónicas (tipos y funciones). • Teléfonos, celulares, intercomunicador, beeper, telefax e identificador de llamadas. • Tipos de servicios telefónicos nacionales e internacionales. 	<u>El o la docente:</u> <ul style="list-style-type: none"> • Menciona el concepto de servicio telefónico • Describe las características de los tipos de equipo telefónico • Demuestra los diferentes teléfonos y sus usos • Diferencia los tipos de servicios telefónicos nacionales e internacionales • Clasifica las características de los diferentes servicios telefónicos 	Interés por incentivar la integridad.	Aplica las normas y principios del servicio telefónico nacional e internacional.

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"> • Menciona el concepto de servicio telefónico • Describe las características de los tipos de equipo telefónico • Demuestra los diferentes teléfonos y sus usos • Diferencia los tipos de servicios telefónicos nacionales e internacionales • Clasifica las características de los diferentes servicios telefónicos 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
5. Aplicar las habilidades y destrezas en la atención telefónica	<ul style="list-style-type: none"> • Atención telefónica: • Aptitudes y actitudes en la atención telefónica. • Cortesía telefónica. • Uso de la guía telefónica. • Trámite de llamadas y costos. • Toma de mensajes 	<p><u>El o la Docente:</u></p> <ul style="list-style-type: none"> • Define los conceptos de las funciones básicas de la atención telefónica. • Describe la cortesía telefónica • Demuestra el funcionamiento de la guía telefónica • Utiliza las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos. 	Interés por incentivar la integridad.	Aplica las habilidades y destrezas en la atención telefónica

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"> • Cita los conceptos de las funciones básicas de la atención telefónica. • Define la cortesía telefónica • Aplica el funcionamiento de la guía telefónica • Ejecuta las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Comunicación Oral

PRÁCTICA No. 1

PROPOSITO:

ESCENARIO: Aula - Taller

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Define el concepto de comunicación.
- Cita los elementos que intervienen en el proceso de la comunicación.
- Ilustra las generalidades de la comunicación.
- Explica los tipos de comunicación que se dan en las organizaciones.
- Describe las barreras de la comunicación.
- Enumera los tipos de comunicación que existen en una organización.
- Sintetiza la importancia de los aspectos de la comunicación oral.
- Describe la comunicación oral y las facetas del mismo.
- Define el concepto de cliente.
- Describe los tipos de clientes.
- Explica el manejo del planificador y la agenda.
- Define el concepto de servicio telefónico.
- Identifica las características de los tipos de equipo telefónico.
- Clasifica los diferentes teléfonos y sus usos.
- Describe los tipos de servicios telefónicos nacionales e internacionales.
- Compara las características de los diferentes servicios telefónicos.
- Define los conceptos de las funciones básicas de la atención telefónica.
- Describe la cortesía telefónica.
- Demuestra el funcionamiento de la guía telefónica.
- Utiliza las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos.

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
Menciona correctamente el concepto de comunicación			
Nombra con precisión los elementos que intervienen en el proceso de la comunicación			
Reconoce satisfactoriamente las generalidades de la comunicación			
Identifica con claridad las barreras de la comunicación			
Distingue satisfactoriamente los tipos de comunicación que se dan en las organizaciones			
Cita acertadamente los tipos de comunicación que existe en una organización			
Reconoce acertadamente la importancia de los aspectos de la comunicación oral.			
Realiza eficientemente actividades en las que aplica las facetas de la comunicación oral			
Cita con precisión el concepto de cliente			
Identifica con exactitud los tipos de clientes			
Describe correctamente el manejo del planificador y la agenda.			
Menciona correctamente el concepto de servicio telefónico			
Describe con exactitud las características de los tipos de equipo telefónico			
Demuestra satisfactoriamente los diferentes teléfonos y sus usos			
Diferencia con claridad los tipos de servicios telefónicos nacionales e internacionales			
Clasifica correctamente las características de los diferentes servicios telefónicos			
Cita con precisión los conceptos de las funciones básicas de la atención telefónica.			
Define con eficiencia la cortesía telefónica			
Aplica correctamente el funcionamiento de la guía telefónica			
Ejecuta con exactitud las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Analizar el proceso de la comunicación oral en el entorno empresarial.	Analiza el proceso de la comunicación oral en el entorno empresarial.	Menciona el concepto de comunicación.	Conocimiento	Menciona correctamente el concepto de comunicación.
		Nombra los elementos que intervienen en el proceso de la comunicación.	Conocimiento	Nombra con precisión los elementos que intervienen en el proceso de la comunicación.
		Reconoce las generalidades de la comunicación.	Conocimiento	Reconoce satisfactoriamente las generalidades de la comunicación
		Identifica las barreras de la comunicación.	Conocimiento	Identifica con claridad las barreras de la comunicación.
		Distingue los tipos de comunicación que se dan en las organizaciones.	Conocimiento	Distingue satisfactoriamente los tipos de comunicación que se dan en las organizaciones.
		Cita los tipos de comunicación que existe en una organización.	Conocimiento	Cita acertadamente los tipos de comunicación que existe en una organización.
Aplicar el lenguaje apropiado en oficina tomando en cuenta el estilo, características y las técnicas de comunicación oral.	Aplica el lenguaje apropiado en oficina tomando en cuenta el estilo, características y las técnicas de comunicación oral.	Reconoce la importancia de los aspectos de la comunicación oral.	Conocimiento	Reconoce acertadamente la importancia de los aspectos de la comunicación oral.
		Realiza actividades en las que aplica las facetas de la comunicación oral.	Producto	Realiza eficientemente actividades en las que aplica las facetas de la comunicación oral.

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Desarrollar las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes.	Desarrolla las habilidades para comunicarse satisfactoriamente con los diferentes tipos de clientes.	Cita el concepto de cliente. Identifica los tipos de clientes. Describe el manejo del planificador y la agenda.	Conocimiento Conocimiento Desempeño	Cita con precisión el concepto de cliente. Identifica con exactitud los tipos de clientes. Describe correctamente el manejo del planificador y la agenda.
Aplicar las normas y principios del servicio telefónico nacional e internacional.	Aplica las normas y principios del servicio telefónico nacional e internacional.	Menciona el concepto de servicio telefónico. Describe las características de los tipos de equipo telefónico. Demuestra los diferentes teléfonos y sus usos. Diferencia los tipos de servicios telefónicos nacionales e internacionales.	Conocimiento Conocimiento Conocimiento Desempeño	Menciona correctamente el concepto de servicio telefónico. Describe con exactitud las características de los tipos de equipo telefónico. Demuestra satisfactoriamente los diferentes teléfonos y sus usos. Diferencia con claridad los tipos de servicios telefónicos nacionales e internacionales.
		Clasifica las características de los diferentes servicios telefónicos.	Desempeño	Clasifica correctamente las características de los diferentes servicios telefónicos.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las habilidades y destrezas en la atención telefónica.	Aplica las habilidades y destrezas en la atención telefónica.	Cita los conceptos de las funciones básicas de la atención telefónica.	Conocimiento	Cita con precisión los conceptos de las funciones básicas de la atención telefónica.
		Define la cortesía telefónica.	Conocimiento	Define con eficiencia la cortesía telefónica.
		Aplica el funcionamiento de la guía telefónica.	Desempeño	Aplica correctamente el funcionamiento de la guía telefónica.
		Ejecuta las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos.	Producto	Ejecuta con exactitud las funciones en la realización de tareas relacionadas con la toma de mensajes telefónicos.

UNIDAD DE ESTUDIO

COMUNICACION ESCRITA

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título:	Comunicación Escrita
Propósito:	Utilizar en forma adecuada la terminología comercial y administrativa en la redacción de los documentos empresariales.
Nivel de Competencia:	Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Cita correctamente cada uno de los errores que se da en la redacción.	Específica
Distingue acertadamente el uso de cada uno de los errores que se cometen en la redacción.	Específica
Identifica con precisión las características de la puntuación.	Específica
Reconoce con claridad cada uno de las normas del idioma que se utiliza en la redacción	Específica
Aplica con exactitud ejemplos de las normas en párrafos pequeños.	Específica
Selecciona eficientemente los sinónimos y antónimos para los textos cortos.	Específica
Identifica correctamente el proceso de la estructura gramatical.	Específica
Describe con exactitud los vicios de comunicación.	Específica
Explica correctamente la importancia de la utilización de los factores auxiliares de la redacción.	Específica
Aplica eficientemente la redacción sin vicios en un documento sencillo.	Específica
Redacta párrafos sencillos aplicando los factores auxiliares.	Específica
Redacta comunicaciones breves aplicando los factores auxiliares.	Específica

ELEMENTOS DE COMPETENCIA

	Título del Elemento
2- 2	Demostrar habilidades y destrezas en la redacción de documentos empresariales.

CRITERIOS DE DESEMPEÑO

Aplica las normas del idioma para la redacción de todo tipo de comunicación
Redacta documentos empresariales aplicando los factores auxiliares

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Cita cada uno de los errores que se da en la redacción.
Reconoce cada uno de las normas del idioma que se utiliza en la redacción.
Identifica el proceso de la estructura gramatical.
Describe los vicios de comunicación.

EVIDENCIAS DE DESEMPEÑO

Distingue el uso de cada uno de los errores que se cometan en la redacción.
Identifica las características de la puntuación.
Selecciona los sinónimos y antónimos para los textos cortos.
Explica la importancia de la utilización de los factores auxiliares de la redacción.

EVIDENCIAS DE PRODUCTO

Aplica ejemplos de las normas en párrafos pequeños.
Aplica la redacción sin vicios en un documento sencillo.
Redacta párrafos sencillos aplicando los factores auxiliares.
Redacta comunicaciones breves aplicando los factores auxiliares.

Modalidad: Comercial y Servicios

Especialidad: SECRETARIADO BILINGUE

Subárea: Comunicación Empresarial

Año: Décimo

Unidad de Estudio: Comunicación Escrita

Tiempo Estimado: 40 horas

Propósito: Utilizar en forma adecuada la terminología comercial y administrativa en la redacción de los documentos empresariales.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Aplicar las normas del idioma para la redacción de todo tipo de comunicación	<ul style="list-style-type: none"> • Uso correcto del idioma: • Barbarismo. • Solecismo. • El gerundio impropio. • Cacofonía. • Anfibología. • Cosismo. • Redundancias. • Queísmo y dequeísmo. • Exceso de subordinación. • Aspectos gramaticales 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Define cada uno de los errores que se dan en la redacción. • Ejemplifica el uso de de cada uno de los errores que se cometan en la redacción. • Explica las características de la puntuación. • Explica cada uno de las normas del idioma que se utiliza en la redacción • Utiliza ejemplos de las normas en párrafos pequeños. 	Capacidad de dialogar en situaciones conflictivas.	Aplica las normas del idioma para la redacción de todo tipo de comunicación

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Parónimos, participios, sinónimos, adverbios, gerundios y antónimos. • Puntuación: • signos de puntuación, entonación, auxiliares, y símbolos especiales. • Ortografía: • Homófonos. • Acentuación. • Mayúscula. • Numerales: ordinales, cardinales y romanos. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Cita cada uno de los errores que se dan en la redacción. • Distingue el uso de de cada uno de los errores que se cometan en la redacción. • Identifica las características de la puntuación. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • División de palabras. • Uso de la preposición. • Abreviaturas. • Siglas usuales en la correspondencia. • Acrónimos. • Vocabulario empresarial. • El diccionario: sinónimos y antónimos. 	<ul style="list-style-type: none"> • Reconoce cada uno de las normas del idioma que se utiliza en la redacción • Aplica ejemplos de las normas en párrafos pequeños • Selecciona los sinónimos y antónimos para los textos cortos. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Redactar documentos empresariales aplicando los factores auxiliares.	<ul style="list-style-type: none"> • Factores auxiliares de la redacción de documentos empresariales • Estructura gramatical (categoría, ubicación, vocabulario, concordancia gramatical, conjugación verbal, vicios de construcción. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Explica el proceso de la estructura gramatical. • Define vicios de comunicación. • Describe la importancia de la utilización de los factores auxiliares de la redacción. • Ejemplifica la redacción sin vicios en un documento sencillo <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica el proceso de la estructura gramatical. • Describe los vicios de comunicación. • Explica la importancia de la utilización de los factores auxiliares de la redacción. 	Capacidad de dialogar en situaciones conflictivas.	Redacta documentos empresariales aplicando los factores auxiliares.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Comunicaciones breves: • Avisos, anuncios, boletines, autorizaciones. <ul style="list-style-type: none"> • Tarjetas • Fax • Telegramas • Invitaciones • Memorias • El mensaje social: Concepto, tipos y características. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Aplica la redacción sin vicios en un documento sencillo. • Redacta párrafos sencillos aplicando los factores auxiliares. • Redacta comunicaciones breves aplicando los factores auxiliares. 		

PRÁCTICAS Y LISTA DE COTEJO**DESARROLLO DE LA PRÁCTICA**

UNIDAD DE ESTUDIO: Comunicación Escrita	PRÁCTICA No. 1
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PROpósito:

ESCENARIO: Aula - Taller	DURACIÓN:
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MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Define cada uno de los errores que se da en la redacción.
- Ejemplifica el uso de cada uno de los errores que se cometan en la redacción.
- Explica las características de la puntuación.
- Explica cada uno de las normas del idioma que se utiliza en la redacción.
- Utiliza ejemplos de las normas en párrafos pequeños.
- Explica el proceso de la estructura gramatical.
- Define vicios de comunicación.
- Describe la importancia de la utilización de los factores auxiliares de la redacción.
- Ejemplifica la redacción sin vicios en un documento sencillo.

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
Cita correctamente cada uno de los errores que se dan en la redacción.			
Distingue acertadamente el uso de cada uno de los errores que se cometan en la redacción.			
Identifica con precisión las características de la puntuación.			
Reconoce con claridad cada uno de las normas del idioma que se utiliza en la redacción.			
Aplica con exactitud ejemplos de las normas en párrafos pequeños.			
Selecciona eficientemente los sinónimos y antónimos para los textos cortos.			
Identifica correctamente el proceso de la estructura gramatical.			
Describe con exactitud los vicios de comunicación.			
Explica correctamente la importancia de la utilización de los factores auxiliares de la redacción.			
Aplica eficientemente la redacción sin vicios en un documento sencillo.			
Redacta párrafos sencillos aplicando los factores auxiliares.			
Redacta comunicaciones breves aplicando los factores auxiliares.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las normas del idioma para la redacción de todo tipo de comunicación.	Aplica las normas del idioma para la redacción de todo tipo de comunicación.	Cita cada uno de los errores que se dan en la redacción.	Conocimiento	Cita correctamente cada uno de los errores que se dan en la redacción.
		Reconoce cada uno de las normas del idioma que se utiliza en la redacción.	Conocimiento	Reconoce con claridad cada uno de las normas del idioma que se utiliza en la redacción.
		Distingue el uso de cada uno de los errores que se cometan en la redacción.	Desempeño	Distingue acertadamente el uso de cada uno de los errores que se cometan en la redacción.
		Identifica las características de la puntuación.	Desempeño	Identifica con precisión las características de la puntuación.
		Selecciona los sinónimos y antónimos para los textos cortos.	Desempeño	Selecciona eficientemente los sinónimos y antónimos para los textos cortos.
		Aplica ejemplos de las normas en párrafos pequeños.	Producto	Aplica con exactitud ejemplos de las normas en párrafos pequeños.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Redactar documentos empresariales aplicando los factores auxiliares.	Redacta documentos empresariales aplicando los factores auxiliares.	Identifica el proceso de la estructura gramatical.	Conocimiento	Identifica correctamente el proceso de la estructura gramatical.
		Describe los vicios de comunicación.	Conocimiento	Describe con exactitud los vicios de comunicación.
		Explica la importancia de la utilización de los factores auxiliares de la redacción.	Desempeño	Explica correctamente la importancia de la utilización de los factores auxiliares de la redacción.
		Aplica la redacción sin vicios en un documento sencillo.	Producto	Aplica eficientemente la redacción sin vicios en un documento sencillo.
		Redacta párrafos sencillos aplicando los factores auxiliares.	Producto	Redacta correctamente párrafos sencillos aplicando los factores auxiliares.
		Redacta comunicaciones breves aplicando los factores auxiliares.	Producto	Redacta eficientemente comunicaciones breves aplicando los factores auxiliares.

UNIDAD DE ESTUDIO

PRINCIPIOS DE REDACCIÓN

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título:	Principios de Redacción
Propósito:	Aplicar las técnicas de redacción en todo tipo de documentos, utilizando los elementos básicos.
Nivel de Competencia:	Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Recuerda correctamente todos los conceptos de las técnicas de redacción.	Específica
Describe con claridad la importancia de cada uno de las técnicas en la redacción.	Específica
Enumera eficientemente las características de cada uno de las técnicas de redacción.	Específica
Aplica con precisión cada una de las técnicas de redacción.	Específica
Elabora correctamente varios documentos sencillos con las técnicas de redacción.	Específica
Redacta acertadamente documentos sencillos aplicando las técnicas de redacción.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
2 – 3	Elaborar documentos propios de la empresa utilizando las técnicas correctas.

CRITERIOS DE DESEMPEÑO

Aplica las diferentes técnicas de redacción utilizadas en la oficina.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Recuerda todos los conceptos de las técnicas de redacción.

EVIDENCIAS DE DESEMPEÑO

Describe la importancia de cada una de las técnicas en la redacción.
Enumera las características de cada una de las técnicas de redacción.

EVIDENCIAS DE PRODUCTO

Aplica cada una de las técnicas de redacción.
Elabora varios documentos sencillos con las técnicas de redacción.
Redacta documentos sencillos aplicando las técnicas de redacción.

Modalidad: Comercial y Servicios

Especialidad: **SECRETARIADO BILINGUE**

Sub-área: **Comunicación Empresarial**

Año: Décimo

Unidad de Estudio: **Principios de Redacción**

Tiempo Estimado: 50 horas

Propósito: Aplicar las técnicas de redacción en todo tipo de documentos, utilizando los elementos básicas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Aplicar las diferentes técnicas de redacción utilizadas en la oficina.	<ul style="list-style-type: none"> • Técnicas de redacción: claridad, integridad, brevedad, coherencia, precisión, cordialidad, totalidad, corrección, veracidad, originalidad, estilo, ritmo, concordancia, • Orden sintáctico, conjunciones, repeticiones, adverbios en mente, motivación, modernidad, positivismo, naturalidad, sencillez, creatividad y discreción. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Define todos los conceptos de las técnicas de redacción • Explica la importancia de cada uno de las técnicas en la redacción. • Cita las características de cada una de las técnicas de redacción • Ejemplifica cada una de las técnicas de redacción • Diseña varios documentos sencillos con las técnicas de redacción. 	Disposición respetuosa de los materiales que se le brindan para su trabajo.	Aplica las diferentes técnicas de redacción utilizadas en la oficina.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • El párrafo y sus diferentes clasificaciones. • Documentos diversos • Formato y partes: <ul style="list-style-type: none"> • Circulares • Memorando • Referencias • Publicidad • Permiso • Amonestación • Recomendación • Comunicado de prensa • Ensayos • Informes • Recados 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Recuerda todos los conceptos de las técnicas de redacción. • Describe la importancia de cada uno de las técnicas en la redacción. • Enumera las características de cada uno de las técnicas de redacción. • Aplica cada una de las técnicas de redacción. • Elabora varios documentos sencillos con las técnicas de redacción. • Redacta documentos sencillos aplicando las técnicas de redacción. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Principios de Redacción

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: Aula -taller

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Define todos los conceptos de las técnicas de redacción.
- Explica la importancia de cada uno de las técnicas en la redacción.
- Cita las características de cada una de las técnicas de redacción.
- Ejemplifica cada una de las técnicas de redacción.
- Diseña varios documentos sencillos con las técnicas de redacción.

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
Recuerda correctamente todos los conceptos de las técnicas de redacción.			
Describe con claridad la importancia de cada una de las técnicas en la redacción.			
Enumera eficientemente las características de cada una de las técnicas de redacción.			
Aplica con precisión cada una de las técnicas de redacción.			
Elabora correctamente varios documentos sencillos con las técnicas de redacción.			
Redacta acertadamente documentos sencillos aplicando las técnicas de redacción.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las diferentes técnicas de redacción utilizadas en la oficina.	Aplica las diferentes técnicas de redacción utilizadas en la oficina.	Recuerda todos los conceptos de las técnicas de redacción.	Conocimiento	Recuerda correctamente todos los conceptos de las técnicas de redacción.
		Describe la importancia de cada una de las técnicas en la redacción.	Desempeño	Describe con claridad la importancia de cada una de las técnicas en la redacción.
		Enumera las características de cada una de las técnicas de redacción.	Desempeño	Enumera eficientemente las características de cada una de las técnicas de redacción.
		Aplica cada una de las técnicas de redacción.	Producto	Aplica con precisión cada una de las técnicas de redacción.
		Elabora varios documentos sencillos con las técnicas de redacción.	Producto	Elabora correctamente varios documentos sencillos con las técnicas de redacción.
		Redacta documentos sencillos aplicando las técnicas de redacción.	Producto	Redacta acertadamente documentos sencillos aplicando las técnicas de redacción.

UNIDAD DE ESTUDIO
ADMINISTRACION DE DOCUMENTOS

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título:	Administración de Documentos
Propósito:	Administrar los documentos en forma física y electrónica según reglamentos nacionales e internacionales
Nivel de Competencia:	Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Identifica correctamente las leyes que regulan el archivo nacional.	Específica
Describe con eficiencia las normas que regulan los archivos.	Específica
Reconoce con claridad la forma de conservar los documentos en algunas oficinas.	Específica
Aplica correctamente el proceso de ciclo de vida de un documento	Específica
Cita claramente las reglas y las normas generales para ordenar nombres	Específica
Aplica con precisión las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas.	Específica
Confecciona eficientemente un archivo pequeño utilizando uno de los sistemas de clasificación	Específica
Selecciona acertadamente un método de ordenamiento en la confección de un pequeño archivo.	Específica
Identifica con eficiencia los procedimientos correctos para transferir la documentación	Específica
Aplica correctamente los procedimientos correctos para archivar los documentos.	Específica
Describe con precisión los equipos y los materiales empleados para la conservación de los documentos	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
2 – 4	Administrar los documentos digitales y físicos para agilizar la información en ámbito laboral.

CRITERIOS DE DESEMPEÑO

Valora la importancia de la legislación archivística para la empresa pública.

Aplica reglas y normas generales para clasificar y ordenar nombres de personas, compañías y empresas.

Ejecuta procedimientos para el registro y el seguimiento de los documentos.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Describe las normas que regulan los archivos.

Reconoce la forma de conservar los documentos en algunas oficinas.

EVIDENCIAS DE DESEMPEÑO

Identifica las leyes que regulan el archivo nacional.

Aplica el proceso de ciclo de vida de un documento.

Cita las reglas y las normas generales para ordenar nombres.

Aplica las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas.

Selecciona un método de ordenamiento en la confección de un pequeño archivo.

Identifica los procedimientos correctos para transferir la documentación.

Aplica los procedimientos correctos para archivar los documentos.

Describe los equipos y los materiales empleados para la conservación de los documentos.

EVIDENCIAS DE PRODUCTO

Confecciona un archivo pequeño utilizando uno de los sistemas de clasificación.

Modalidad: Comercial y Servicios

Especialidad: BILINGUAL SECRETARY

Subárea: Gestión Empresarial

Año: Décimo

Unidad de Estudio: Administración de Documentos

Tiempo Estimado: 60 horas

Propósito: Administrar documentos físicos y electrónicos según reglamentos nacionales e internacionales

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Valorar la importancia de la legislación archivística para la empresa pública	<ul style="list-style-type: none"> • Legislación sobre archivística: • El Archivo Nacional. • La archivística en Costa Rica. • Clases de archivo. • Ley de Sistema Nacional de Archivos. • Reglamento de la Ley del Sistema Nacional de Archivos. • Análisis de la Ley 7202. • Ley de Microfilmación y documentos electrónicos. 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Describe las leyes del archivo nacional. • Explica las normas que regulan los archivos • Describe la forma de conservar los documentos en algunas oficinas públicas o privadas de acuerdo con la legislación archivística en Costa Rica • Ejemplifica el ciclo de vida de un documento 	Capacidad del desarrollo creativo en la calidad, el servicio y la profesión.	Valora la importancia de la legislación archivística para la empresa pública.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • El documento: concepto y características. • El ciclo de la vida de un documento: Creación, utilización y eliminación. • Importancia de la conservación de los documentos. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica las leyes que regulan el archivo nacional. • Describe las normas que regulan los archivos. • Reconoce la forma de conservar los documentos en algunas oficinas. • Aplica el proceso de ciclo de vida de un documento. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Aplicar las reglas y las normas generales para clasificar y ordenar nombres.	<ul style="list-style-type: none"> • Reglas y las normas generales para clasificar y ordenar nombres. • Establecimiento de un sistema de archivo. • Pasos en el procedimiento de archivo. • Clasificación y ordenación • Sistemas de clasificación. • Sistema orgánico. • Sistema por asunto o materia y funcional. • Sistema mixto: Métodos de ordenación archivística. • Alfabético • Numérico • Cronológico • Geográfico • Electrónico. 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Explica las reglas y normas generales para ordenar nombres. • Demuestra las reglas y normas generales de clasificación y ordenamiento de nombres y empresas en la exemplificación de casos. • Define los diferentes sistemas de clasificación. • Explica los diferentes métodos de ordenamiento archivística. 	Capacidad del desarrollo creativo en la calidad, el servicio y la profesión.	Aplica reglas y normas generales para clasificar y ordenar nombres de personas, compañías y empresas.

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"> • Cita las reglas y las normas generales para ordenar nombres. • Aplica las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas. • Confecciona un archivo pequeño utilizando uno de los sistemas de clasificación. • Selecciona un método de ordenamiento en la confección de un pequeño archivo. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Ejecutar procedimientos para el registro y el seguimiento de los documentos.	<ul style="list-style-type: none"> • Niveles de conservación de los documentos. • Archivos de gestión (activos). • Archivos centrales (semiactivos e inactivos). • Equipo y material para transferencia. • Sistemas de transferencia. • Normas de transferencia. • Centro de almacenaje de documentos. 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Describe los procedimientos correctos para la conservación y la transferencia de los documentos. • Explica los procedimientos para archivar documentos de los archivos de gestión o centrales. • Define los equipos y los materiales empleados para la conservación y almacenamiento de los documentos. 	Capacidad del desarrollo creativo en la calidad, el servicio y la profesión.	Ejecuta procedimientos para el registro y seguimiento de los documentos.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Distribución de un archivo central. • Conservación de documentos. • Técnicas de conservación de documentos. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica los procedimientos correctos para transferir la documentación. • Aplica los procedimientos correctos para archivar los documentos. • Describe los equipos y materiales empleados para la conservación de los documentos. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Administración de Oficinas

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: Aula -taller

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Describe las leyes del archivo nacional.
- Explica las normas que regulan los archivos.
- Describe la forma de conservar los documentos en algunas oficinas públicas o privadas de acuerdo con la legislación archivística en Costa Rica.
- Ejemplifica el ciclo de vida de un documento.
- Explica las reglas y las normas generales para ordenar nombres.
- Demuestra las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas en la exemplificación de casos.
- Define los diferentes sistemas de clasificación.
- Explica los diferentes métodos de ordenamiento y archivística.
- Describe los procedimientos correctos para la conservación y transferencia de los documentos.
- Explica los procedimientos para archivar documentos de los archivos de gestión o centrales.
- Define los equipos y los materiales empleados para la conservación y almacenamiento de los documentos.

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
Identifica correctamente las leyes que regulan el archivo nacional.			
Describe con eficiencia las normas que regulan los archivos.			
Reconoce con claridad la forma de conservar los documentos en algunas oficinas.			
Aplica correctamente el proceso de ciclo de vida de un documento.			
Cita claramente las reglas y las normas generales para ordenar nombres.			
Aplica con precisión las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas.			
Confecciona eficientemente un archivo pequeño utilizando uno de los sistemas de Clasificación.			
Selecciona acertadamente un método de ordenamiento en la confección de un pequeño archivo.			
Identifica con eficiencia los procedimientos correctos para transferir la documentación.			
Aplica correctamente los procedimientos correctos para archivar los documentos.			
Describe con precisión los equipos y los materiales empleados para la conservación de los documentos.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Valorar la importancia de la legislación archivística para la empresa pública.	Valora la importancia de la legislación archivística para la empresa pública.	Describe las normas que regulan los archivos.	Conocimiento	Describe con eficiencia las normas que regulan los archivos.
		Reconoce la forma de conservar los documentos en algunas oficinas.	Conocimiento	Reconoce con claridad la forma de conservar los documentos en algunas oficinas.
		Identifica las leyes que regulan el archivo nacional.	Desempeño	Identifica correctamente las leyes que regulan el archivo nacional.
		Aplica el proceso de ciclo de vida de un documento.	Desempeño	Aplica correctamente el proceso de ciclo de vida de un documento.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las reglas y las normas generales para clasificar y ordenar nombres.	Aplica las reglas y las normas generales para clasificar y ordenar nombres de personas, compañías y empresas.	Cita las reglas y las normas generales para ordenar nombres.	Desempeño	Cita claramente las reglas y las normas generales para ordenar nombres.
		Aplica las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas.	Desempeño	Aplica con precisión las reglas y las normas generales de clasificación y ordenamiento de nombres y empresas.
		Selecciona un método de ordenamiento en la confección de un pequeño archivo.	Desempeño	Selecciona acertadamente un método de ordenamiento en la confección de un pequeño archivo.
		Confecciona un archivo pequeño utilizando uno de los sistemas de clasificación.	Producto	Confecciona eficientemente un archivo pequeño utilizando uno de los sistemas de clasificación.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Ejecutar procedimientos para el registro y seguimiento de los documentos.	Ejecuta procedimientos para el registro y seguimiento de los documentos.	Identifica los procedimientos correctos para transferir la documentación.	Desempeño	Identifica con eficiencia los procedimientos correctos para transferir la documentación.
		Aplica los procedimientos correctos para archivar los documentos.	Desempeño	Aplica correctamente los procedimientos correctos para archivar los documentos.
		Describe los equipos y los materiales empleados para la conservación de los documentos.	Desempeño	Describe con precisión los equipos y los materiales empleados para la conservación de los documentos.

CONTENIDOS PROGRAMÁTICOS
SUB-ÁREA
GESTIÓN EMPRESARIAL

GESTIÓN EMPRESARIAL

Esta subárea pretende que el estudiantado aplique los conocimientos relacionados con la calidad y la salud ocupacional en el ámbito empresarial, además de valores personales, trabajo en equipo y liderazgo, con 4 horas semanales, para un total de 160 horas anuales, está integrada por cinco unidades de estudio:

- **Cultura de la calidad:** donde se analiza la importancia de trabajar en equipo en un ámbito laboral y de calidad.
- **Administración de oficinas:** se estudia la teoría de Henry y Fayol para lograr administrar una empresa y los equipos técnicos, mecánicos y tecnológicos de la Oficina Moderna.
- **Etiqueta y protocolo:** se estudia las normas de etiqueta y protocolo a nivel nacional e internacional.
- **Funciones ejecutivas:** donde se analiza los derechos y deberes de los empleadores y empleados.
- **Human Development:** es el desarrollo humano de la persona mediante los valores empresariales.

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

OBJETIVOS GENERALES DE LA SUBÁREA

1. Formar valores éticos y morales en el desempeño personal, favoreciendo el ambiente de la empresa.
2. Adquirir destrezas en cuanto a las funciones administrativas aplicadas a la oficina.
3. Adquirir destrezas en cuanto a las normas de etiqueta y protocolo nacional e internacional.
4. Aplicar los principios de la cultura de la calidad en la realización de las tareas en la oficina.
5. Aplicar las funciones ejecutivas en la realización de las labores empresariales.
6. Utilizar los equipos técnicos, mecánicos y tecnológicos de la Oficina Moderna.

DISTRIBUCIÓN DE LAS UNIDADES DE ESTUDIO DE LA SUBÁREA DE GESTION EMPRESARIAL

Unidades	Nombre de la unidad de estudio	Tiempo estimado en horas	Tiempo estimado en semanas
I	Cultura de la calidad	30 horas	7 semanas
II	Administración de oficinas	40 horas	10 semanas
III	Etiqueta y protocolo	30 horas	8 semanas
IV	Funciones ejecutivas	40 horas	10 semanas
V	Human Development	20 horas	5 semanas
	TOTAL	160 HORAS ANUALES	40 SEMANAS

UNIDAD DE ESTUDIO

CULTURA DE LA CALIDAD

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título:	Cultura de la Calidad
Propósito:	Demostrar habilidades y destrezas necesarias para un desempeño de calidad según los estándares nacionales e internacionales.
Nivel de Competencia:	Básica

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Recuerda con claridad el término calidad.	Específica
Reconoce con precisión las características de la calidad.	Específica
Describe con eficacia los beneficios de la calidad.	Específica
Interpreta claramente la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización.	Específica
Recuerda con claridad el concepto de círculos de calidad.	Específica
Identifica con precisión el origen de los círculos de calidad.	Específica
Reconoce correctamente las características de los círculos de calidad.	Específica
Aplica eficientemente los procesos de los círculos de calidad en un ambiente simulado.	Específica
Compara con exactitud las diferencias entre los círculos de calidad y el trabajo en equipo.	Específica
Resuelve eficazmente casos sobre el tema.	Específica
Recuerda con certeza el concepto de mejoramiento continuo.	Específica
Identifica correctamente las características de las herramientas del mejoramiento continuo.	Específica
Describe con eficacia el procedimiento a seguir en cuanto a utilización de los métodos.	Específica
Define correctamente el concepto de cliente.	Específica
Describe claramente el concepto de servicio.	Específica
Ejemplifica eficientemente los siete pecados del servicio al cliente.	Específica
Diferencia correctamente las características de la satisfacción de servicio a cliente.	Específica
Resuelve con certeza casos sobre el tema.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
3 - 1	Trabajar en un ambiente laboral con calidad según los estándares nacionales e internacionales.

CRITERIOS DE DESEMPEÑO

- Identifica los aspectos generales relacionados con la calidad, productividad y competitividad.
- Identifica la importancia del trabajo en equipo para el logro de objetivos comunes en la empresa.
- Utiliza las herramientas y métodos de mejoramiento continuo dentro de los ambientes simulados.
- Analiza los procedimientos para lograr un buen desempeño en el servicio al cliente en cualquier ámbito.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

- Recuerda el término calidad.
- Reconoce las características de la calidad.
- Recuerda el concepto de trabajo en equipo.
- Identifica el origen de trabajo en equipo.
- Reconoce las características del trabajo en equipo.
- Recuerda el concepto de mejoramiento continuo.
- Identifica las características de las herramientas del mejoramiento continuo.
- Define el concepto de cliente.

EVIDENCIAS DE DESEMPEÑO

Describe los beneficios de la calidad.

Interpreta la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización.

Compara con exactitud las diferencias entre los círculos de calidad y el trabajo en equipo.

Resuelve casos sobre el tema.

Describe el procedimiento a seguir en cuanto a utilización de los métodos.

Describe el concepto de servicio.

Ejemplifica los siete pecados del servicio al cliente.

Diferencia las características de la satisfacción de servicio a cliente.

EVIDENCIAS DE PRODUCTO

Aplica los procesos de los trabajo en equipo en un ambiente simulado.

Resuelve casos sobre el tema.

Modalidad: Comercial y Servicios

Subárea: **Gestión Empresarial**

Unidad de Estudio: **Cultura de la Calidad**

Propósito: Demostrar habilidades y destrezas necesarios para un desempeño de calidad según la normativa vigente.

Especialidad: **SECRETARIADO BILINGUE**

Año: Décimo

Tiempo Estimado: 30 horas

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Identificar la importancia de las técnicas de calidad, productividad y competitividad .	<ul style="list-style-type: none"> • Generalidades de la calidad: • Concepto de calidad. • Características de la calidad. • Beneficios de la calidad. • El cambio hacia la calidad. • Concepto de globalización • Importancia de la calidad y su relación con el proceso de globalización, • Concepto y características de productividad. • Concepto y características de competitividad. • Normas ISO. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Define el concepto de calidad • Cita las características de la calidad • Explica los beneficios de la calidad • Concientiza acerca de la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Recuerda el término calidad. • Reconoce las características de la calidad. • Describe los beneficios de la calidad • Interpreta la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización 	<ul style="list-style-type: none"> • Capacidad del desarrollo creativo en calidad, servicio y profesión. 	<ul style="list-style-type: none"> • Identifica los aspectos generales relacionados con la calidad, productividad y competitividad.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Identificar la importancia del trabajo en equipo en la toma de decisiones empresariales.	<p>Trabajo en equipo:</p> <ul style="list-style-type: none"> • Importancia de trabajar en equipo. • Diferencia entre grupo y equipo de trabajo. • Áreas que influyen en el trabajo en equipo. • Requisitos para realizar el trabajo en equipo con calidad y manejar apropiadamente la crítica y los conflictos <p>Liderazgo:</p> <ul style="list-style-type: none"> • Concepto, naturaleza, componentes. • Estilos básicos y teorías. • Autoridad o poder. • Tipos de líder 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Define el concepto de trabajo en equipo. • Explica el origen del trabajo en equipo. • Cita las características del trabajo en equipo. • Explica los procesos del trabajo en equipo. • Describe las características de círculos de calidad y el trabajo en equipo. • Explica la definición de liderazgo. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Recuerda el concepto de trabajo en calidad . • Identifica el origen del trabajo en equipo. • Reconoce las características del trabajo en equipo. • Aplica los procesos de los trabajos en equipo en un ambiente simulado • Compara las diferencias entre los círculos de calidad y el trabajo en equipo. • Resuelve casos sobre el tema. 	<ul style="list-style-type: none"> • Capacidad del desarrollo creativo en calidad, servicio y profesión. 	<ul style="list-style-type: none"> • Identifica la importancia del trabajo en equipo para el logro de objetivos comunes en la empresa.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Utilizar herramientas y métodos con el fin de lograr un mejoramiento continuo en las diferentes áreas de acción.	<p>Mejoramiento continuo.</p> <ul style="list-style-type: none"> • Concepto de mejoramiento continuo. • Importancia de la medición de la calidad • Control estadístico de la calidad. <p>Herramientas para el mejoramiento continuo:</p> <ul style="list-style-type: none"> • Tormenta de Ideas. • Diagrama de flujo. • Diagrama de Pareto. • Histograma. • Gráfico de control. • Hoja de comprobación. • Matriz de responsabilidad. • Métodos para el mejoramiento continuo. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Define el concepto de mejoramiento continuo. • Cita las características de las herramientas para el mejoramiento continuo. • Explica los procedimientos a seguir en la utilización de las herramientas de mejoramiento continuo. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Recuerda el concepto de mejoramiento continuo • Identifica las características de las herramientas del mejoramiento continuo. • Describe el procedimiento a seguir en cuanto a utilización de los métodos. 	<ul style="list-style-type: none"> • Capacidad del desarrollo creativo en calidad, servicio y profesión . 	<ul style="list-style-type: none"> • Utiliza las herramientas y métodos de mejoramiento continuo dentro de ambientes simulados.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
4. Analizar la necesidad de satisfacer al cliente como condición indispensable en la competitividad de una empresa.	<p>Satisfacción del cliente:</p> <ul style="list-style-type: none"> • Consecuencia de no satisfacer al cliente. • El ciclo del servicio (momentos de la verdad). • Los siete pecados del servicio. • ¿De quién es la obligación? • Lo que espera el cliente. • Excelencia en el servicio. • Atención a personas con necesidades especiales (no vidente, sordomudos, entre otros.) 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Define el concepto de cliente • Explica el concepto de servicio • Cita los siete pecados del servicio al cliente • Describe las características de la satisfacción de servicio a cliente . <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Define el concepto de cliente • Describe el concepto de servicio • Ejemplifica los siete pecados del servicio al cliente • Diferencia las características de la satisfacción de servicio a cliente • Resuelve casos sobre el tema 	Capacidad del desarrollo creativo en calidad, servicio y profesión.	Analiza los procedimientos para lograr un buen desempeño en el servicio al cliente en cualquier ámbito.

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Cultura de la Calidad

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: Aula -Taller

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Define el concepto de calidad.
- Cita las características de la calidad.
- Explica los beneficios de la calidad.
- Concientiza acerca de la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización.
- Define el concepto de trabajo en equipo.
- Explica el origen de los trabajo en equipo.
- Cita las características del trabajo en equipo.
- Explica los procesos del trabajo en equipo.
- Describe las características de círculos de calidad y el trabajo en equipo.
- Explica la definición de liderazgo.
- Define el concepto de mejoramiento continuo.
- Cita las características de las herramientas para el mejoramiento continuo.
- Explica los procedimientos a seguir en la utilización de las herramientas de mejoramiento continuo.
- Define el concepto de cliente.
- Explica el concepto de servicio.
- Cita los siete pecados del servicio al cliente.
- Describe las características de la satisfacción de servicio a cliente.

LISTA DE COTEJO SUGERIDA

FECHA:

NOMBRE DE CADA ESTUDIANTE:

Instrucciones:

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

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

DESARROLLO	SI	AUN NO	NO APLICA
Recuerda con claridad el término calidad.			
Reconoce con precisión las características de la calidad.			
Describe con eficacia los beneficios de la calidad.			
Interpreta claramente la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización.			
Recuerda con claridad el concepto de trabajo en equipo.			
Identifica con precisión el origen del trabajo en equipo.			
Reconoce correctamente las características del trabajo en equipo.			
Aplica eficientemente los procesos del trabajo en equipo en un ambiente simulado.			
Compara con exactitud las diferencias entre los círculos de calidad y el trabajo en equipo.			
Resuelve eficazmente casos sobre el tema.			
Recuerda con certeza el concepto de mejoramiento continuo.			
Identifica correctamente las características de las herramientas de mejoramiento continuo.			
Describe con eficacia el procedimiento a seguir en cuanto a utilización de los métodos.			
Define correctamente el concepto de cliente.			
Describe claramente el concepto de servicio.			
Ejemplifica eficientemente los siete pecados del servicio al cliente.			
Diferencia correctamente las características de la satisfacción de servicio a cliente.			
Resuelve con certeza casos sobre el tema de liderazgo, calidad y otros.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Identificar la importancia de las técnicas de calidad, productividad y competitividad.	Identifica los aspectos generales relacionados con la calidad, productividad y competitividad.	Recuerda el término calidad.	Conocimiento	Recuerda con claridad el término calidad.
		Reconoce las características de la calidad.	Conocimiento	Reconoce con precisión las características de la calidad.
		Describe los beneficios de la calidad.	Desempeño	Describe con eficacia los beneficios de la calidad.
		Interpreta la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización.	Desempeño	Interpreta correctamente la importancia de la calidad en el desempeño de las labores dentro de un proceso de globalización.
Identificar la importancia de del trabajo en equipo en la toma de decisiones empresariales.	Identifica la importancia del trabajo en equipo para el logro de objetivos comunes en la empresa.	Recuerda el concepto de trabajo en equipo.	Conocimiento	Recuerda con claridad el concepto de trabajo en equipo.
		Identifica el origen del trabajo en equipo.	Conocimiento	Identifica con precisión el origen del trabajo en equipo.
		Reconoce las características del trabajo en equipo.	Conocimiento	Reconoce correctamente las características de trabajo en equipo.
		Aplica los procesos del trabajo en equipo en un ambiente simulado.	Producto	Aplica eficientemente los procesos de trabajo en equipo en un ambiente simulado.
		Compara las diferencias entre los círculos de calidad y el trabajo en equipo.	Desempeño	Compara con exactitud las diferencias entre los círculos de calidad y el trabajo en equipo.
		Resuelve casos sobre el tema de liderazgo, calidad y otros.	Desempeño	Resuelve eficazmente casos sobre el tema de liderazgo, calidad y otros.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Utilizar herramientas y métodos con el fin de lograr un mejoramiento continuo en las diferentes áreas de acción.	Utiliza las herramientas y métodos de mejoramiento continuo dentro de ambientes simulados.	Recuerda el concepto de mejoramiento continuo.	Conocimiento	Recuerda con certeza el concepto de mejoramiento continuo.
		Identifica las características de las herramientas de mejoramiento continuo.	Desempeño	Identifica correctamente las características de las herramientas de mejoramiento continuo.
		Describe el procedimiento a seguir En cuanto a utilización de los métodos.	Desempeño	Describe con eficacia el procedimiento a seguir En cuanto a utilización de los métodos.
Analizar la necesidad de satisfacer al cliente como condición indispensable en la competitividad de una empresa.	Analiza los procedimientos para lograr un buen desempeño en el servicio al cliente en cualquier ámbito.	Define el concepto de cliente.	Conocimiento	Define correctamente el concepto de cliente.
		Describe el concepto de servicio.	Conocimiento	Describe claramente el concepto de servicio.
		Ejemplifica los siete pecados del servicio al cliente.	Desempeño	Ejemplifica eficientemente los siete pecados del servicio al cliente.
		Diferencia las características de la satisfacción de servicio a cliente.	Desempeño	Diferencia correctamente las características de la satisfacción de servicio al cliente.
		Resuelve con certeza casos sobre el tema.	Producto	Resuelve con certeza casos sobre el tema.

UNIDAD DE ESTUDIO

ADMINISTRACIÓN DE OFICINAS

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

- Título: Administración de Oficinas
 Propósito: Organizar el proceso administrativo de la oficina según normativas nacionales e internacionales
 Nivel de Competencia: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Menciona con claridad el concepto y los principios generales de cortes y secciones.	Específica
Reconoce eficientemente características sobre la naturaleza y el propósito de las estrategias y las políticas empresariales.	Específica
Define con precisión organización formal e informal.	Específica
Identifica acertadamente las funciones del proceso administrativo mediante la observación de un video.	Específica
Reconoce, con eficiencia en una estructura organizacional las relaciones de línea staff, funcional, centralización y descentralización y delegación de autoridad.	Específica
Enumera correctamente los diferentes flujos de comunicación que se da en las empresas.	Específica
Aplica eficientemente técnica del análisis FODA a una situación específica.	Específica
Recuerda claramente el concepto de ubicación, ambiente físico y tipos de oficina para un mejor desempeño.	Específica
Ejecuta eficientemente investigación sobre ergonomía mediante lecturas, folletos y búsqueda en Internet.	Específica
Define correctamente características sobre la necesidad del equilibrio entre trabajo y medio ambiente. mediante solución de casos.	Específica
Identifica correctamente los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna	Específica
Recuerda con claridad las características y especificaciones de los equipos.	Específica
Encuaderna y emplastica con precisión los documentos.	Específica
Maneja correctamente el escáner, fax, copiadora multifuncional y la guillotina.	Específica
Aplica eficientemente las normas básicas de seguridad propias de la oficina.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
3 – 2	Administrar la oficina de acuerdo con las normativas nacionales e internacionales.

CRITERIOS DE DESEMPEÑO

Identifica los procesos administrativos en la organización de una oficina mediante resolución de casos.
Examina el contexto, planificación y ergonomía en la administración de la oficina moderna.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica.

EVIDENCIAS DE CONOCIMIENTO

Reconoce características sobre la naturaleza y el propósito de las estrategias y las políticas empresariales
Define organización formal e informal.

Reconoce, en una estructura organizacional las relaciones de línea staff, funcional, centralización y descentralización y delegación de autoridad.

Recuerda el concepto de ubicación, ambiente físico y tipos de oficina para un mejor desempeño.

Define características sobre la necesidad del equilibrio entre trabajo y medio ambiente mediante solución de casos.

Identifica correctamente los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna.

Recuerda con claridad las características y especificaciones de los equipos.

EVIDENCIAS DE DESEMPEÑO

Menciona el concepto y los principios generales de cortes y secciones.
Identifica las funciones del proceso administrativo mediante la observación de un video.
Enumera correctamente los diferentes flujos de comunicación que se da en las empresas.
Aplica eficientemente técnica del análisis FODA a una situación específica.
Maneja correctamente el escáner, fax, copiadora multifuncional y la guillotina.
Aplica eficientemente las normas básicas de seguridad propias de la oficina.

EVIDENCIAS DE PRODUCTO

Ejecuta investigación sobre ergonomía mediante lecturas, folletos y búsqueda en Internet.
Realiza trabajos en forma individual o grupal acerca de las normas ISO más relevantes.
Encuaderna y emplastica con precisión los documentos.

Modalidad: Comercial y de Servicios

Subárea: **Gestión Empresarial**

Unidad de Estudio: **Administración de Oficinas**

Propósito: Organizar el proceso administrativo de la oficina según normativas nacionales e internacionales

Especialidad: **SECRETARIADO BILINGÜE**

Año: Décimo

Tiempo Estimado: 40 horas

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Identificar las características del proceso administrativo de una organización.	<ul style="list-style-type: none"> • Concepto y principios generales de la Administración. • Gestores de la administración: aportes de Frederick Taylor, Henry Fayol y Abraham Maslow. 	<u>El y la docente:</u> <ul style="list-style-type: none"> • Define todos los elementos que forman parte del concepto y principios de la administración • Determina la naturaleza y propósito de las estrategias y políticas empresariales. • Explica el significado de organización formal e informal • Aplica las funciones del proceso administrativo en la exemplificación de casos. • Ejemplifica los diferentes flujos de comunicación que se da en las empresas. • Explica la técnica del análisis FODA. 	Disposición respetuosa de los materiales que se le brindan para su trabajo.	Identifica los procesos administrativos en la organización de una oficina mediante resolución de casos.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Proceso administrativo: <ul style="list-style-type: none"> • La planeación • Concepto. • Naturaleza de la planeación. • Pasos en la planeación. • La naturaleza y el propósito de las estrategias y políticas. • El proceso de la planeación estratégica. <ul style="list-style-type: none"> • Organización • Concepto. • Organización formal e informal. • Tipos de departamentalización por: <ul style="list-style-type: none"> • Tiempo 	<u>El o la estudiante:</u> <ul style="list-style-type: none"> • Menciona el concepto y los principios generales de la administración • Reconoce características sobre la naturaleza y propósito de las estrategias y políticas empresariales. • Define la organización formal e informal • Identifica las funciones del proceso administrativo mediante la observación de un video. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Funciones de la empresa • Clientes • Proceso • Equipo y producto • Organigramas • Naturaleza de las relaciones de línea y de staff • Dirección <ul style="list-style-type: none"> • Motivación y motivadores. • Teoría de la motivación. • Comunicación y relaciones humanas. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Reconoce en una estructura organizacional las relaciones de línea staff, funcional, centralización, descentralización y delegación de autoridad • Enumera los diferentes flujos de comunicación que se dan en las empresas. • Aplica la técnica del análisis FODA a una situación específica. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Control <ul style="list-style-type: none"> • Concepto. • Proceso básico de control. • Establecimiento de estándares. • Medición del desempeño. • Corrección de desviaciones • Principios básicos de control <ul style="list-style-type: none"> • Economía o eficiencia • Puntos críticos • Excepción 			

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Puntos estándares para puntos críticos: <ul style="list-style-type: none"> • Tipos de estándares para puntos críticos • Jerarquía de necesidades • Motivación • Higiene • La empresa: <ul style="list-style-type: none"> • Concepto de empresa • Clasificación. • Recursos. • Áreas funcionales. • La empresa y el medio ambiente. • Análisis FODA 			

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Examinar el contexto, la planificación y la ergonomía en la administración de la oficina moderna.	<ul style="list-style-type: none"> • La oficina moderna: <ul style="list-style-type: none"> • Concepto de la oficina. • Ubicación de la oficina. • Ambiente físico de la oficina. • Tipos de oficina. • Equipo y mobiliario. • Norma ISO (oficina) 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Explica el concepto de ubicación, ambiente, físico y tipos de oficina. • Determina la importancia de aplicar la ergonomía en la oficina. • Ejemplifica con casos sobre la necesidad del equilibrio entre trabajo y medio ambiente • Explica la importancia de la norma ISO 	Disposición respetuosa de los materiales que se le brindan para su trabajo.	Examina el contexto, la planificación y la ergonomía en la administración de la oficina moderna.

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"> • Recuerda el concepto de ubicación, ambiente físico y tipos de oficina para un mejor desempeño • Ejecuta investigación sobre ergonomía mediante lecturas, folletos y búsqueda en Internet. • Define características sobre la necesidad del equilibrio entre trabajo y medio ambiente mediante solución de casos. • Realiza trabajos en forma individual o grupal acerca de las normas ISO más relevantes. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Utilizar los equipos técnicos, mecánicos y tecnológicos de la oficina moderna.	<ul style="list-style-type: none"> • Equipos técnicos, mecánicos y tecnológicos: <ul style="list-style-type: none"> • Diferencia entre los equipos técnicos, mecánicos y tecnológicos. • Características y especificaciones de los equipos. • Usos de los equipos en la oficina moderna. <ul style="list-style-type: none"> • escáner, • fax, • copiadora, • multifuncional, • guillotina, • empastadora. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Explica los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna. • Menciona las características y especificaciones de los equipos. • Demuestra la encuadernación y emplasticado de documentos. • Muestra cómo se usa el escáner, fax, copiadora multifuncional y la guillotina. • Explica las normas básicas de seguridad propias de la oficina. 	Disposición respetuosa de los materiales que se le brindan para su trabajo.	Utiliza los equipos técnicos, mecánicos y tecnológicos de la oficina moderna.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna. • Recuerda las características y especificaciones de los equipos. • Encuaderna y emplastica documentos. • Maneja el escáner, fax, copiadora multifuncional y la guillotina. <ul style="list-style-type: none"> • Aplica las normas básicas de seguridad propias de la oficina. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Administración de Oficinas

PRÁCTICA No. 1

PROPOSITO:

ESCENARIO: Aula -taller

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Define todos los elementos que forman parte del concepto y principios de la administración.
- Determina la naturaleza y propósito de las estrategias y políticas empresariales.
- Explica el significado de organización formal e informal.
- Aplica las funciones del proceso administrativo en la exemplificación de casos.
- Ejemplifica los diferentes flujos de comunicación que se da en las empresas.
- Explica la técnica del análisis FODA.
- Explica el concepto ubicación, ambiente, físico y tipos de oficina.
- Determina la importancia de aplicar la ergonomía en la oficina.
- Ejemplifica con casos sobre la necesidad del equilibrio entre trabajo y medio ambiente.
- Explica la importancia de la norma ISO.
- Explica los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna.
- Menciona las características y especificaciones de los equipos.
- Demuestra la encuadernación y emplasticado de documentos.
- Muestra cómo se usa el escáner, fax, copiadora multifuncional y la guillotina.
- Explica las normas básicas de seguridad propias de la oficina.

LISTA DE COTEJO SUGERIDA	FECHA:
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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
Menciona con claridad el concepto y los principios generales de la administración.			
Reconoce eficientemente características sobre la naturaleza y los propósitos de las estrategias y políticas empresariales.			
Define con precisión organización formal e informal.			
Identifica acertadamente las funciones del proceso administrativo mediante la observación de un video.			
Reconoce, con eficiencia en una estructura organizacional las relaciones de línea staff, funcional, centralización, descentralización y delegación de autoridad.			
Enumera correctamente los diferentes flujos de comunicación que se da en las empresas.			
Aplica eficientemente técnica del análisis FODA a una situación específica.			
Recuerda claramente el concepto de ubicación, ambiente físico y tipos de oficina para un mejor desempeño.			
Ejecuta eficientemente investigación sobre ergonomía mediante lecturas, folletos y búsqueda en Internet.			
Define correctamente características sobre la necesidad del equilibrio entre trabajo y medio ambiente mediante solución de casos.			
Realiza con precisión trabajos en forma individual o grupal acerca de las normas ISO más relevantes.			

DESARROLLO	SI	AUN NO	NO APLICA
Identifica correctamente los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna.			
Recuerda con claridad las características y las especificaciones de los equipos.			
Encuaderna y emplastica con precisión documentos.			
Maneja correctamente el escáner, fax, copiadora multifuncional y la guillotina.			
Aplica eficientemente las normas básicas de seguridad propias de la oficina.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Identificar las características del proceso administrativo de una organización.	Identifica los procesos administrativos en la organización de una oficina mediante resolución de casos.	Reconoce características sobre la naturaleza y propósito de las estrategias y políticas empresariales.	Conocimiento	Reconoce eficientemente características sobre la naturaleza y propósito de las estrategias y políticas empresariales.
		Define organización formal e informal.	Conocimiento	Define con precisión organización formal e informal.
		Reconoce, en una estructura organizacional las relaciones de línea staff, funcional, centralización, descentralización y delegación de autoridad.	Conocimiento	Reconoce con eficiencia en una estructura organizacional las relaciones de línea staff, funcional, centralización, descentralización y delegación de autoridad.
		Menciona el concepto y los principios generales de la administración.	Desempeño	Menciona con claridad el concepto y los principios generales de la administración.
		Identifica las funciones del proceso administrativo mediante la observación de un video.	Desempeño	Identifica acertadamente las funciones del proceso administrativo mediante la observación de un video.
		Enumera los diferentes flujos de comunicación que se dan en las empresas.	Desempeño	Enumera correctamente los diferentes flujos de comunicación que se dan en las empresas.
		Aplica la técnica del análisis FODA a una situación específica.	Desempeño	Aplica la eficientemente técnica del análisis FODA a una situación específica.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Examinar el contexto, planificación y ergonomía en la administración de la oficina moderna.	Examina el contexto, planificación y ergonomía en la administración de la oficina moderna.	Recuerda el concepto de ubicación, ambiente físico y tipos de oficina para un mejor desempeño.	Conocimiento	Recuerda claramente el concepto de ubicación, ambiente físico y tipos de oficina para un mejor desempeño.
		Define características sobre la necesidad del equilibrio entre trabajo y medio ambiente mediante solución de casos.	Conocimiento	Define correctamente características sobre la necesidad del equilibrio entre trabajo y medio ambiente mediante solución de casos.
		Ejecuta investigación sobre ergonomía mediante lecturas, folletos y búsqueda en Internet.	Desempeño	Ejecuta eficientemente investigación sobre ergonomía mediante lecturas, folletos y búsqueda en Internet.
		Realiza trabajos en forma individual o grupal acerca de las normas ISO más relevantes.	Desempeño	Realiza con precisión trabajos en forma individual o grupal acerca de las normas ISO más relevantes.

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Utilizar los equipos técnicos, mecánicos y tecnológicos de la oficina moderna.	Utiliza los equipos técnicos, mecánicos y tecnológicos de la oficina moderna.	Identifica los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna.	Conocimiento	Identifica correctamente los diferentes equipos técnicos, mecánicos y tecnológicos de la oficina moderna.
		Recuerda las características y especificaciones de los equipos.	Conocimiento	Recuerda con claridad las características y especificaciones de los equipos.
		Encuaderna y emplastica documentos.	Producto	Encuaderna y emplastica con precisión documentos.
		Maneja el escáner, fax, copiadora multifuncional y la guillotina.	Desempeño	Maneja correctamente el escáner, fax, copiadora multifuncional y la guillotina.
		Aplica normas básicas de seguridad propias de la oficina.	Desempeño	Aplica eficientemente las normas básicas de seguridad propias de la oficina.

UNIDAD DE ESTUDIO

ETIQUETA Y PROTOCOLO

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título:	Etiqueta y Protocolo
Propósito:	Aplicar las normas de etiqueta y protocolo en la oficina para lograr calidad y excelencia en la atención del cliente interno y externo.
Nivel de Competencia:	Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Cita correctamente todos los elementos que forman parte del concepto y principios de etiqueta y protocolo.	Específica
Reconoce con eficiencia la naturaleza y los propósitos de la etiqueta y protocolo.	Específica
Menciona eficientemente la importancia del vestuario ejecutivo en la oficina.	Específica
Define con precisión las características de los cuidados personales y cuidados de la piel.	Específica
Menciona claramente las características de los cuidados personales y cuidados de la piel.	Específica
Aplica con precisión la postura correcta en cualquier evento social y empresarial.	Específica
Menciona claramente los detalles necesarios sobre la etiqueta en la oficina.	Específica
Enumera con eficiencia los detalles necesarios sobre la etiqueta en la mesa.	Específica
Reconoce claramente las características de la organización de los eventos protocolarios.	Específica
Organiza eficientemente un evento protocolario dentro de la institución.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
3-3	Organizar eventos dentro de la empresa de acuerdo con las normativas de etiqueta y protocolo internacionales.

CRITERIOS DE DESEMPEÑO

Diferencia los conceptos de etiqueta y protocolo para lograr una buena imagen.

CAMPO DE APLICACIÓN

Clase

Categoría
Servicios

Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Cita todos los elementos que forman parte del concepto y principios de etiqueta y protocolo.

Reconoce la naturaleza y los propósitos de la etiqueta y protocolo.

Menciona la importancia del vestuario ejecutivo en la oficina.

Define las características de los cuidados personales y cuidados de la piel.

Menciona las características de los cuidados personales y cuidados de la piel.

Menciona los detalles necesarios sobre la etiqueta en la oficina.

Enumera los detalles necesarios sobre la etiqueta en la mesa.

Reconoce las características de la organización de los eventos protocolarios.

EVIDENCIAS DE DESEMPEÑO

Aplica la postura correcta en cualquier evento social y empresarial.

EVIDENCIAS DE PRODUCTO

Organiza un evento protocolario dentro de la institución.

Modalidad: Comercial y Servicios

Sub-área: **Gestión Empresarial**

Unidad de Estudio: **Etiqueta y Protocolo**

Propósito: Aplicar las normas de etiqueta y protocolo en la oficina para lograr calidad y excelencia en la atención del cliente interno y externo.

Especialidad: **SECRETARIADO BILINGUE**

Año: Décimo

Tiempo Estimado: 30 horas

ESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Diferenciar los conceptos de etiqueta y protocolo para lograr una buena imagen.	<ul style="list-style-type: none"> • La etiqueta y el protocolo: <ul style="list-style-type: none"> • El vestuario en el mundo empresarial: vestuario de ejecutiva en la oficina. • Vestuario de un ejecutivo en la oficina. • Armonía y equilibrio en el vestuario. • Combinaciones correctas del vestuario. • Accesorios acordes con la ocasión • Vestuarios de etiqueta empresarial. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Define todos los elementos que forman parte del concepto y principios de etiqueta y protocolo • Determina la naturaleza y propósito de la etiqueta y protocolo • Explica la importancia del vestuario ejecutivo en la oficina • Cita las características de los cuidados personales y cuidados de la piel • Ejemplifica la importancia de la postura correcta • Explica los detalles necesarios sobre la etiqueta en la oficina. • Explica los detalles necesarios sobre la etiqueta en la mesa. 	Disposición respetuosa de los materiales que se le brindan para su trabajo.	Diferencia los conceptos de etiqueta y protocolo para lograr una buena imagen.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Cuidados personales: <ul style="list-style-type: none"> • Aseo personal, cabello y maquillaje ejecutivo para oficina, empresa, casual. • Cuidados de la piel. • Postura y porte escénico. <ul style="list-style-type: none"> • Formas correctas de sentarse • El caminado correcto de un ejecutivo y de una ejecutiva. • Colocación al estar de pie en fotografías. • Conferencias y actos de etiqueta y protocolo. • Formas correctas de entrar y salir de un vehículo. • Utilización de las escaleras al bajar y subir. • Etiqueta en la oficina: <ul style="list-style-type: none"> • Lenguaje y puntualidad. • Saludo. • Presentaciones de acuerdo con la edad, rango y gerencia. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Cita todos los elementos que forman parte del concepto y principios de etiqueta y protocolo. • Reconoce la naturaleza y el propósito de la etiqueta y protocolo. • Menciona la importancia del vestuario ejecutivo en la oficina. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Formas correctas de estrechar las manos, el celular y la etiqueta, llamadas telefónicas, comidas en negocios o cenas en restaurante y cortesía del fumador. • Etiqueta en la mesa: reglas de urbanidad, formas de comer correctamente, uso y colocación de servilletas, bebidas y copas, orden de precedencia, comportamientos en almuerzos, cenas y recepciones. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Define las características de los cuidados personales y cuidados de la piel • Menciona las características de los cuidados personales y cuidados de la piel • Aplica la postura correcta en cualquier evento social y empresarial. • Menciona los detalles necesarios sobre la etiqueta en la oficina. • Enumera los detalles necesarios sobre la etiqueta en la mesa. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Eventos y protocolo: <ul style="list-style-type: none"> • Organización de un acto público, • Oficina de protocolo y ceremonial • Colocación de las banderas en actos públicos y privados. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Reconoce las características de la organización de los eventos protocolarios. • Organiza un evento protocolario dentro de la institución. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Administración de Oficinas

PRÁCTICA No. 1

PROPOSITO:

ESCENARIO: Aula -taller

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Define todos los elementos que forman parte del concepto y principios de etiqueta y protocolo.
- Determina la naturaleza y el propósito de la etiqueta y el protocolo.
- Explica la importancia del vestuario ejecutivo en la oficina.
- Cita las características de los cuidados personales y cuidados de la piel.
- Ejemplifica la importancia de la postura correcta.
- Explica los detalles necesarios sobre la etiqueta en la oficina.
- Explica los detalles necesarios sobre la etiqueta en la mesa.

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
Cita correctamente todos los elementos que forman parte del concepto y principios de etiqueta y protocolo.			
Reconoce con eficiencia la naturaleza y el propósito de la etiqueta y protocolo.			
Menciona eficientemente la importancia del vestuario ejecutivo en la oficina.			
Define con precisión las características de los cuidados personales y cuidados de la piel.			
Menciona claramente las características de los cuidados personales y cuidados de la piel.			
Aplica con precisión la postura correcta en cualquier evento social y empresarial.			
Menciona claramente los detalles necesarios sobre la etiqueta en la oficina.			
Enumera con eficiencia los detalles necesarios sobre la etiqueta en la oficina.			
Reconoce claramente las características de la organización de los eventos protocolarios.			
Organiza eficientemente un evento protocolario dentro de la institución.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Diferenciar los conceptos de etiqueta y protocolo para lograr una buena imagen.	Diferencia los conceptos de etiqueta y protocolo para lograr una buena imagen.	Cita todos los elementos que forman parte del concepto y principios de etiqueta y protocolo.	Conocimiento	Cita correctamente todos los elementos que forman parte del concepto y principios de etiqueta y protocolo.
		Reconoce la naturaleza y propósito de la etiqueta y protocolo.	Conocimiento	Reconoce con eficiencia la naturaleza y propósito de la etiqueta y protocolo.
		Menciona la importancia del vestuario ejecutivo en la oficina.	Conocimiento	Menciona eficientemente la importancia del vestuario ejecutivo en la oficina.
		Define las características de los cuidados personales y cuidados de la piel.	Conocimiento	Define con precisión las características de los cuidados personales y cuidados de la piel.
		Menciona las características de los cuidados personales y cuidados de la piel.	Conocimiento	Menciona claramente las características de los cuidados personales y cuidados de la piel.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
		Menciona los detalles necesarios sobre la etiqueta en la oficina.	Conocimiento	Menciona claramente los detalles necesarios sobre la etiqueta en la oficina.
		Enumera los detalles necesarios sobre la etiqueta en la mesa.	Conocimiento	Enumera con eficiencia los detalles necesarios sobre la etiqueta en la mesa.
		Reconoce las características de la organización de los eventos protocolarios.	Conocimiento	Reconoce claramente las características de la organización de los eventos protocolarios.
		Aplica la postura correcta en cualquier evento social y empresarial.	Desempeño	Aplica con precisión la postura correcta en cualquier evento social y empresarial.
		Organiza un evento protocolario dentro de la institución.	Producto	Organiza eficientemente un evento protocolario dentro de la institución.

UNIDAD DE ESTUDIO

FUNCIONES EJECUTIVAS

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

DATOS GENERALES

Título:	Funciones Ejecutivas
Propósito:	Aplicar las normas establecidas en la organización y el funcionamiento de una oficina moderna.
Nivel de Competencia:	Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Explica correctamente la distribución de las labores administrativas.	Específica
Practica eficientemente la utilización de los sistemas de recordatorios.	Específica
Cita acertadamente las características de los suministros que debe manejarse en la oficina.	Específica
Aplica con precisión el uso del libro de recortes, la gestión del tiempo y gestión de la agenda.	Específica
Demuestra con eficiencia la utilización de todos los recursos y métodos que debe usar en la oficina.	Específica
Identifica con claridad las características de la organización de viajes.	Específica
Reconoce correctamente los trámites que se debe realizar para la reservación.	Específica
Aplica con exactitud los pasos a seguir en la oficina de migración.	Específica
Utiliza acertadamente diferentes revistas que se debe consultar para realizar una reservación	Específica
Ejecuta eficientemente un itinerario de viaje.	Específica
Identifica con exactitud las características de la organización de reuniones.	Específica
Prepara eficientemente los documentos que se necesitan para una reunión.	Específica
Menciona con claridad los tipos de reunión que se puedan dar en el contexto laboral.	Específica
Dramatiza eficientemente la diferencia en casos cuando el jefe es invitado o es anfitrión.	Específica
Planifica con precisión todo el proceso para efectuar una reunión dentro de la institución educativa.	Específica
Organiza satisfactoriamente un evento dentro de la institución educativa aplicando todos los pasos.	Específica
Reconoce con exactitud las características de la organización de congresos y ferias.	Específica
Organiza eficientemente un congreso o feria dentro de la institución.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
3 – 4	Organizar con calidad las funciones ejecutivas para el buen manejo de una oficina.

CRITERIOS DE DESEMPEÑO

Organiza las labores secretariales para el buen manejo de la oficina moderna.

Planifica los viajes de negocios nacionales e internacionales propios de la oficina.

Aplica las normas de protocolo que competen a una secretaría en la organización de reuniones y eventos corporativos.

Organiza seminarios, congresos y ferias en lo que corresponde a la secretaría.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Explica la distribución de las labores administrativas.

Cita las características de los suministros que debe manejarse en la oficina.

Identifica las características de la organización de viajes.

Reconoce los trámites que se debe realizar para la reservación.

Identifica las características de la organización de reuniones.

Menciona los tipos de reunión que se puedan dar en el contexto laboral.

Reconoce las características de la organización de congresos y ferias.

EVIDENCIAS DE DESEMPEÑO

Practica la utilización de los sistemas de recordatorios.

Aplica el uso del libro de recortes, la gestión del tiempo y gestión de la agenda.

Demuestra la utilización de todos los recursos y métodos que debe usar en la oficina.

Aplica los trámites a seguir en la oficina de migración.

Utiliza diferentes revistas que se debe consultar para realizar una reservación.

Ejecuta un itinerario de viaje.

Prepara los documentos que se necesitan para una reunión.

Dramatiza la diferencia en casos cuando el jefe es invitado o es anfitrión.

Planifica todo el proceso para efectuar una reunión dentro de la institución educativa.

EVIDENCIAS DE PRODUCTO

Organiza un evento dentro de la institución educativa aplicando todos los pasos

Organiza 'un congreso o feria dentro de la institución.

Modalidad: Comercial y Servicios

Especialidad: **SECRETARIADO BILINGUE**

Sub-área: **Gestión Empresarial**

Año: Décimo

Unidad de Estudio: **Funciones Ejecutivas**

Tiempo Estimado: 40 horas

Propósito: Aplicar las normas establecidas en la organización y funcionamiento de una oficina moderna

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Organizar con calidad las labores secretariales para el buen manejo de la oficina moderna.	<ul style="list-style-type: none"> • Organización del trabajo en la oficina moderna: • Determinación de las labores de oficina. • Distribución de tareas administrativas. • Utilización de los sistemas de recordatorios (registros, agendas, calendarios y otros). • Suministros. 	<p><u>El y la docente:</u></p> <ul style="list-style-type: none"> • Describe la distribución de las labores administrativas • Ejemplifica la utilización de los sistemas de recordatorios • Define las características de los suministros que debe manejarse en la oficina • Demuestra el uso del libro de recortes, la gestión del tiempo y gestión de la agenda. 	Responsabilidad al desarrollar las labores en la oficina.	Organiza con calidad las labores secretariales para el buen manejo de la oficina moderna.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Libro de recortes: <ul style="list-style-type: none"> • usos, clases, organización, identificación, inserción, índice. • Hábitos de trabajo. • Gestión del tiempo (interrupciones, plan diario y plan semestral) • Técnicas de medición del tiempo: <ul style="list-style-type: none"> • Diagramas de control, parámetros de medida. • Identificación de prioridades. • Gestión de la agenda de trabajo: citas, entrevistas, reuniones, almuerzos. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Explica la distribución de las labores administrativas • Practica la utilización de los sistemas de recordatorios • Cita las características de los suministros que debe manejarse en la oficina • Aplica el uso del libro de recortes , la gestión del tiempo y gestión de la agenda • Demuestra la utilización de todos los recursos y métodos que debe usar en la oficina 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Métodos para anotar y confirmar actividades. • Formulación de planes diarios, semanales y otros. • División del trabajo. • Delegación de funciones. • Toma de decisiones. 			

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Planificar los viajes de negocios nacionales e internacionales propios de la oficina.	<p>Organización de viajes</p> <ul style="list-style-type: none"> • Como preparar un plan de viajes. • Reserva de tiquetes (datos personales, itinerarios, escalas, desplazamientos). • Reserva a través de agencias de viajes (avión, tren, barco, coche de alquiler). • Ofertas especiales de fin de semana, ida y vuelta, menores de edad y adultos mayores. • Alojamientos (hoteles, descuentos, otros). 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Describe las características de la organización de viajes. • Explica los trámites que se debe realizar para la reservación. • Demuestra los trámites a seguir en la oficina de migración. • Demuestra diferentes revistas que se debe consultar para realizar una reservación • Diseña un itinerario de viaje. 	<p>Responsabilidad al desarrollar las labores en la oficina.</p>	<p>Planifica los viajes de negocios nacionales e internacionales propios de la oficina.</p>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Cambio de monedas en los viajes internacionales. • Folletos de viajes • Documentos indispensables para viajar, según el destino. • Trámites en migración, consulados y embajadas: pasaporte, visa, certificación de vacuna, licencia internacional para conducir. • Información adicional tales como turística, planos costumbres. • Deberes del profesional en secretariado, en ausencia del jefe y al regreso del mismo. 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica las características de la organización de viajes • Reconoce los trámites que se debe realizar para la reservación • Aplica los trámites a seguir en la oficina de migración • Utiliza diferentes revistas que se debe consultar para realizar una reservación • Ejecuta un itinerario de viaje. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Aplicar las normas de protocolo que competen a una secretaría en la organización de reuniones y eventos corporativos.	<p>Organización de reuniones</p> <ul style="list-style-type: none"> • Objetivo específico • Documentación • Control del tiempo • Diferencias cuando el jefe es el invitado o cuando el jefe es el anfitrión. • Tipos de reunión: interna, externa, anual, informativa o de seguimiento. • Convocatoria, orden del día y acta de reunión. • Resúmenes previos 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Describe las características de la organización de reuniones • Explica los documentos que deben ser preparados para la reunión • Cita los tipos de reunión que se puedan dar en el contexto laboral • Demuestra la diferencia en casos cuando el jefe es invitado o es anfitrión • Diseña todo el proceso para efectuar una reunión. 	<p>Responsabilidad al desarrollar las labores en la oficina.</p>	<p>Aplica las normas de protocolo que competen a una secretaría en la organización de reuniones y eventos corporativos .</p>

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<ul style="list-style-type: none"> • Protocolo a seguir. • Agenda del evento. • Medios logísticos. • Cálculo del presupuesto. • Precedencia de intervención en el evento. • Control de seguimiento. • Informe de conclusión de la reunión o evento 	<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Identifica las características de la organización de reuniones • Prepara los documentos que se necesitan para una reunión • Menciona los tipos de reunión que se puedan dar en el contexto laboral • Dramatiza la diferencia en casos cuando el jefe es invitado o es anfitrión • Planifica todo el proceso para efectuar una reunión dentro de la institución educativa. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	<p>Proyecto de organización de un evento, con las siguientes instrucciones:</p> <ul style="list-style-type: none"> • Definición del tipo de evento. • Realización de la preparación logística. • Elaboración del presupuesto. • Lista de participantes. • Elección del lugar. • Organización de la sala. • Evaluaciónn de los resultados. 	<ul style="list-style-type: none"> • Organiza un evento dentro de la institución educativa aplicando todos los pasos. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA-APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
4. Organizar seminarios, congresos y ferias en lo que corresponde a la secretaria.	<p>Congresos y Ferias</p> <ul style="list-style-type: none"> • Tipos de congreso • Planificación del congreso • Ponentes • Horarios • Atención a los visitantes • Traducción simultánea • Protocolo por seguir • Ubicación • Decoración de stand • Regalos y propaganda • Pólizas de seguro • Servicios auxiliares • Patrocinadores • Presupuestos 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Explica las características de la organización de congresos y ferias. • Describe la organización de un congreso o feria dentro de la institución. <p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Reconoce las características de la organización de congresos y ferias. • Organiza un congreso o feria dentro de la institución. 	<p>Responsabilidad al desarrollar las labores en la oficina.</p>	<p>Organiza seminarios, congresos y ferias en lo que corresponde a la secretaria.</p>

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Administración de Oficinas **PRÁCTICA No. 1**

PROPOSITO:

ESCENARIO: Aula -taller **DURACIÓN:**

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El y la docente:

- Describe la distribución de las labores administrativas.
- Ejemplifica la utilización de los sistemas de recordatorios.
- Define las características de los suministros que debe manejarse en la oficina.
- Demuestra el uso del libro de recortes, la gestión del tiempo y gestión de la agenda.
- Describe las características de la organización de viajes.
- Explica los trámites que se debe realizar para la reservación.
- Demuestra los trámites a seguir en la oficina de migración.
- Demuestra diferentes revistas que se debe consultar para realizar una reservación.
- Diseña un itinerario de viaje.
- Describe las características de la organización de reuniones.
- Explica los documentos que deben ser preparados para la reunión.
- Cita los tipos de reunión que se puedan dar en el contexto laboral.
- Demuestra la diferencia en casos cuando el jefe es invitado o es anfitrión.
- Diseña todo el proceso para efectuar una reunión.
- Explica las características de la organización de congresos y ferias.
- Describe la organización de un congreso o feria dentro de la institución.

LISTA DE COTEJO SUGERIDA	FECHA:
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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
Explica correctamente la distribución de las labores administrativas.			
Practica eficientemente la utilización de los sistemas de recordatorios.			
Cita acertadamente las características de los suministros que debe manejarse en la oficina			
Aplica con precisión el uso del libro de recortes, la gestión del tiempo y gestión de la agenda.			
Demuestra con eficiencia la utilización de todos los recursos y métodos que debe usar en la oficina.			
Identifica con claridad las características de la organización de viajes.			
Reconoce correctamente los trámites que se debe realizar para la reservación.			
Aplica con exactitud los trámites a seguir en la oficina de migración.			
Utiliza acertadamente diferentes revistas que se debe consultar para realizar una reservación			
Ejecuta eficientemente un itinerario de viaje.			
Identifica con exactitud las características de la organización de reuniones.			
Prepara eficientemente los documentos que se necesitan para una reunión.			
Menciona con claridad los tipos de reunión que se puedan dar en el contexto laboral.			
Dramatiza eficientemente la diferencia en casos cuando el jefe es invitado o es anfitrión.			
Planifica con precisión todo el proceso para efectuar una reunión dentro de la institución educativa.			
Organiza satisfactoriamente un evento dentro de la institución educativa aplicando todos los pasos.			
Reconoce con exactitud las características de la organización de congresos y ferias.			
Organiza eficientemente un congreso o feria dentro de la institución.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Organizar con calidad las labores secretariales para el buen manejo de la oficina moderna.	Organiza con calidad las labores secretariales para el buen manejo de la oficina moderna.	Explica la distribución de las labores administrativas.	Conocimiento	Explica correctamente la distribución de las labores administrativas
		Cita las características de los suministros que deben manejarse en la oficina.	Conocimiento	Cita acertadamente las características de los suministros que deben manejarse en la oficina
		Practica la utilización de los sistemas de recordatorios.	Desempeño	Practica eficientemente la utilización de los sistemas de recordatorios
		Aplica el uso del libro de recortes, la gestión del tiempo y gestión de la agenda.	Desempeño	Aplica con precisión el uso del libro de recortes, la gestión del tiempo y gestión de la agenda
		Demuestra la utilización de todos los recursos y métodos que debe usar en la oficina.	Desempeño	Demuestra con eficiencia la utilización de todos los recursos y métodos que debe usar en la oficina

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Planificar los viajes de negocios nacionales e internacionales propios de la oficina.	Planifica los viajes de negocios nacionales e internacionales propios de la oficina.	Identifica las características de la organización de viajes.	Conocimiento	Identifica con claridad las características de la organización de viajes.
		Reconoce los trámites que se debe realizar para la reservación.	Conocimiento	Reconoce correctamente los trámites que se debe realizar para la reservación.
		Aplica los trámites a seguir en la oficina de migración.	Desempeño	Aplica con exactitud los trámites a seguir en la oficina de migración.
		Utiliza diferentes revistas que se debe consultar para realizar una reservación.	Desempeño	Utiliza acertadamente diferentes revistas que se debe consultar para realizar una reservación
		Ejecuta un itinerario de viaje.	Desempeño	Ejecuta eficientemente un itinerario de viaje.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Aplicar las normas de protocolo que cometen a una secretaria en la organización de reuniones y eventos corporativos.	Aplica las normas de protocolo que cometen a una secretaria en la organización de reuniones y eventos corporativos.	Identifica las características de la organización de reuniones.	Conocimiento	Identifica con exactitud las características de la organización de reuniones.
		Menciona los tipos de reunión que se puedan dar en el contexto laboral.	Conocimiento	Menciona con claridad los tipos de reunión que se puedan dar en el contexto laboral.
		Prepara los documentos que se necesitan para una reunión.	Desempeño	Prepara eficientemente los documentos que se necesitan para una reunión.
		Dramatiza la diferencia en casos cuando el jefe es invitado o es anfitrión.	Desempeño	Dramatiza eficientemente la diferencia en casos cuando el jefe es invitado o es anfitrión.
		Planifica todo el proceso para efectuar una reunión dentro de la institución educativa.	Desempeño	Planifica con precisión todo el proceso para efectuar una reunión dentro de la institución educativa.
		Organiza un evento dentro de la institución educativa aplicando todos los pasos.	Producto	Organiza satisfactoriamente un evento dentro de la institución educativa aplicando todos los pasos.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIAS
Organizar seminarios, congresos y ferias en lo que corresponde a la secretaría.	Organiza seminarios, congresos y ferias en lo que corresponde a la secretaria.	Reconoce las características de la organización de congresos y ferias.	Conocimiento	Reconoce con exactitud las características de la organización de congresos y ferias.
		Organiza un congreso o feria dentro de la institución.	Producto	Organiza eficientemente un congreso o feria dentro de la institución.

STUDY BLOCK

HUMAN DEVELOPMENT

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title:	Human Development
Purpose:	Distinguish standard behaviors according to the values: personal, social, cultural and organizational.
Competency level:	Basic

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Effectively understands definition of personal and cultural values.	Specific
Properly quotes the Importance of personal and cultural values.	Specific
Clearly identifies personal and cultural values characteristics.	Specific
Efficiently performs personal and cultural values conversations.	Specific
Correctly expresses ideas about connections with personal and cultural values roots.	Specific
Effectively restates definitions of social and work values.	Specific
Correctly recognizes the importance of social and working values.	Specific
Accurately identifies social and working values characteristics.	Specific
Correctly performs social and working values conversations.	Specific
Properly expresses ideas about social and work values.	Specific
Efficiently identifies definitions of organizational values.	Specific
Correctly restates the importance of organizational values	Specific
Clearly distinguishes behavioral characteristics of organizational values.	Specific
Accurately performs social and organizational values conversations.	Specific
Properly expresses ideas about the importance of organizational values in the community.	Specific

COMPETENCY ELEMENTS

Reference	Title of the Element
4 – 3	Apply behaviors according to personal, social, cultural and organizational standards values at workplaces or in a community.

PERFORMANCE CRITERIA

Understands the importance of personal and Cultural Values.
Recognizes social and working values presented at specific community and, in different workplaces.
Identifies the purpose of organization values for working community.

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

Understands definition of personal and cultural values.
Quotes the importance of personal and cultural values.
Restates definition of social and working values.
Recognizes the importance of social and working values.
Identifies definition of organizational values.
Restates the importance of organizational values.

PERFORMANCE EVIDENCE

Identifies personal and cultural values characteristics
Identifies social and working values characteristics.
Distinguishes behavioral characteristics of organizational values.

PRODUCT EVIDENCE

- Performs personal and cultural values conversations.
- Expresses ideas about connection with personal and cultural values roots.
- Performs social and working values conversations.
- Expresses ideas about social and working values.
- Performs social and organizational values conversations.
- Expresses ideas about the importance of organizational values in the community.

Sector: Comercial y Servicios

Program: Bilingual Secretary

Subject area: Entrepreneurial Didactic Management

Study Block: Human Development –Personal and Cultural Values

Grade: Tenth

Time: 6 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Understand the importance of personal and cultural values.	<p>Personal and cultural Values:</p> <ul style="list-style-type: none"> • Personal and cultural values definition. • Importance of cultural and personal values. • Characteristics of personal and cultural values. • List of personal and cultural values. <ul style="list-style-type: none"> • Integrity • Honesty • Reliability • Trust • Faith 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Explains the definition of personal values. • Justifies the Importance of personal values. • Lists personal and cultural values characteristics. • Promotes students' personal and cultural values using in conversations. • Speaking about personal and cultural values, roots. 	<ul style="list-style-type: none"> • Order and discipline 	Understands the importance of personal and cultural values.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Friendliness • Integrity • Traditions • Ethnic roots • Regional ties • Respect for nationalities 	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Understands definition of personal and cultural values. • Quotes the Importance of personal and cultural values. • Identifies personal and cultural values characteristics. • Performs personal and cultural values conversations. • Expresses ideas about connections with personal and cultural values roots. 		

Sector: Comercial y Servicios

Program: Bilingual Secretary

Subject area: Entrepreneurial Didactic Management

Study Block: Human Development - Social and Work Values

Grade: Tenth

Time: 6 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Recognize social and working values presented at specific community and in different workplaces.	<p>Social and Work Values:</p> <ul style="list-style-type: none"> • Social and work values definition. • Importance of social and work values. • Characteristics of social and work. • Social and work values. <ul style="list-style-type: none"> • Respect diversity • Flexible. • Continuous improvement. • High Quality. • Strong. • Safe working conditions. • Teamwork 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Explains definitions of social and work values. • States the Importance of social and work values. • Lists social and work values characteristics. • Promotes students' social and work values conversations. • Discusses about social and working values. 		Recognize social and working values presented at specific community and in different workplaces.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Efficiency. • Morality. • Eco-consciousness. • Fairness. • Competitiveness • Dedication. • Professionalism. • Loyalty. 	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Restates definitions of social and work values. • Recognizes the importance of social and work values. • Identifies social and work values characteristics. • Performs social and work values conversations. • Expresses ideas about social and work values. 		

Sector: Comercial y Servicios

Program: Bilingual Secretary

Subject area: Entrepreneurial Didactic Management

Study Block: Human Development – Organizational Values

Grade: Tenth

Time: 8 hours

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Identify the purpose of organizational values for a working community.	<p>Organizational Values:</p> <ul style="list-style-type: none"> • Organizational values definition. • Importance of organizational values. • Behavioral characteristics of each organizational value. • List of organizational values. <ul style="list-style-type: none"> • Provide Quality in Customer Service. • Continuous improvement. • Customer delight. • Developing people. • Innovation. • Open and time communication. • Commitment to society. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Explains the definition of organizational values. • Expresses the importance of organizational values. • Describes behavioral characteristics of each organizational value. • Promotes organizational values in students' conversations. • Discusses about the importance of organizational values in the community. 		Identifies the purpose of organizational values for a working community.

LEARNING RESULTS	CONTENTS	TEACHING / LEARNING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Rational use of resources. • Compromise. • Empowerment. 	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Identifies the definition of organizational values. • Restates the importance of organizational values. • Distinguishes behavioral characteristics of organizational values. • Performs social and organizational values conversations. • Expresses ideas about the importance of organizational values in the community. 		

PRACTICES AND CHECKLISTS

PRACTICE DEVELOPMENT

STUDY BLOCK:	PRACTICE No. 1
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Purpose:

Scenario: classroom and workshop	Time:
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MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Explains the definition of personal values.
- Justifies the importance of personal values.
- Lists personal and cultural values characteristics.
- Promotes students' personal and cultural values using in conversations.
- Speaking about connections with personal and cultural values, roots.
- Explains definitions of social and working values.
- States the importance of social and working values.
- Lists social and work values characteristics.
- Promotes social and working values in students 'conversations.
- Discusses about social and working values.
- Explains the definition of organizational values.
- Expresses the importance of organizational values.
- Describes behavioral characteristics of each organizational value.
- Promotes organizational values in student's conversations.
- Discusses about the importance of organizational values in the community.

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
Effectively understands the definition of personal and cultural values.			
Properly quotes the importance of personal and cultural values.			
Clearly identifies personal and cultural values characteristics.			
Efficiently performs personal and cultural values conversations.			
Correctly expresses ideas about personal and cultural values roots.			
Effectively restates the definition of social and working values.			
Correctly recognizes the importance of social and working values.			
Accurately identifies social and working values characteristics.			
Correctly performs social and working values conversations.			
Properly expresses ideas about social and working values.			
Efficiently identifies the definition of organizational values.			
Correctly restates the importance of organizational values			
Clearly distinguish behavioral characteristics of organizational values.			
Accurately performs social and organizational values conversations.			
Properly expresses ideas about the importance of organizational values in the community.			

OBSERVATIONS:

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
1. Understand the importance of personal and cultural values.	Understands the importance of personal and cultural values.	Understands definition of personal and cultural values.	knowledge	Effectively understands definition of personal and cultural values.
		Quotes the importance of personal and cultural values.	knowledge	Properly quotes the importance of personal and cultural values.
		Identifies personal and cultural values characteristics.	Performance	Clearly identifies personal and cultural values characteristics.
		Performs personal and cultural values conversations	Product	Efficiently performs personal and cultural values conversations
		Expresses ideas about personal and cultural values roots.	Product	Correctly expresses ideas about personal and cultural values roots.

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
2. Recognize social and working values presented at specific community and in different workplaces.	Recognizes social and working values presented at specific community and in different workplaces.	Restates the definition of social and work values.	knowledge	Effectively restates the definition of social and working values.
		Recognizes the importance of social and working values.	knowledge	Correctly recognizes the importance of social and working values.
		Identifies social and working values characteristics.	Performance	Accurately identifies social and working values characteristics.
		Performs social and working values conversations.	Product	Correctly performs social and working values conversations.
		Expresses ideas about social and work values.	Product	Properly expresses ideas about social and work values.

CRITERIA FOR COMPETENCIES ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
3. Identify the purpose of organizational values for a working community.	Identifies the purpose of organizational values for a working community.	Identifies definition of organizational values.	knowledge	Efficiently identifies the definition of organizational values.
		Restates the importance of organizational values.	knowledge	Correctly restates the importance of organizational values.
		Distinguishes behavioral characteristics of organizational values.	Performance	Clearly distinguishes behavioral characteristics of organizational values.
		Performs social and organizational values conversations.	Product	Accurately performs social and organizational values conversations.
		Expresses ideas about the importance of organizational values in the community.	Product	Properly expresses ideas about the importance of organizational values in the community.

PROGRAM CONTENT

SUBJECT AREA

ORAL COMMUNICATION IN ENGLISH

Elaborated by:

M.Sc. Anabelle Venegas Fernández,

Foreign Languages Coordinator

Approved as of agreement No. 05-08-07

INTRODUCTION

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

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

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

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

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

THE EDUCATIONAL POLICY

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

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

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

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

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

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

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

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

ENGLISH AS A FOREIGN LANGUAGE IN THE EDUCATIONAL SYSTEM

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

ENGLISH AS AN OBJECT OF STUDY

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

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

Formal component

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

Functional component

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

Cultural component

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

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

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

THE PURPOSE OF ENGLISH LANGUAGE LEARNING IN TECHNICAL EDUCATION

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

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

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

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

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

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

THE MEDIATION OF LEARNING IN TECHNICAL EDUCATION

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

into account the students' characteristics such as background knowledge, that has to be activated (schemata), learning styles and multiple intelligences, as well as the curriculum and the cultural and natural context.

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

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

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

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 real use

EVALUATION OF LEARNING OUTCOMES.

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

Speaking

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

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

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

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

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

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

METHODOLOGICAL APPROACH

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

ENGLISH FOR SPECIFIC PURPOSES

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

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

II. Variable characteristics:

ESP may be, but is not necessarily:

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

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

I. Absolute Characteristics

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

II. Variable Characteristics

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

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

As for a broader definition of ESP, Hutchinson and Waters (1987) theorized, "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 a central question Johns (1990) addresses. One of the core dilemmas he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

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

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

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

Theory of language

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

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

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

Theory of learning

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

Objectives

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

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

A linguistic and instrumental level (language as a semiotic system and an object of learning)
An affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)
A level of individual learning needs (remedial learning based on error analysis)
A general educational level of extra-linguistic goals (language learning within the school curriculum)

The Syllabus

Types of learning and teaching activities

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

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

Learner roles

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

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

Teacher roles

Breen and Candlin describe teacher roles in the following terms:

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

Breen and Candlin point to secondary roles such as:

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

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

Role of instructional materials

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

COOPERATIVE LANGUAGE LEARNING

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

Theory of Language

It follows some basic premises:

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

Theory of Learning

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

Objectives

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

The Syllabus

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

Types of learning and teaching activities

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

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

Learner roles

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

Teacher roles

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

MULTIPLE INTELLIGENCES THEORY IN THE TEACHING OF ENGLISH

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

LEARNER PROFILE

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

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

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

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

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

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

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

EMOTIONAL INTELLIGENCE

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

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

LEARNING STYLES

Why should teaching conform to learning styles?

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

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

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

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

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

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

Visual
Auditory
Kinesthetic
Olfactory
Gustatory

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

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

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 6 weekly hours for a total of 240 hours per year, divided into two study blocks:

- Personal Interaction at the Company: it fosters common conversations and discussions that usually occur in the workplace.
- Company Structure and Working Conditions: it contains conversations and working conditions situations and organization of a company.
- Company Furniture, Equipment and Tools: it contains situations and conversations about the equipment used in a business; as well as, materials, furniture, workstations, office layout, among others.

The study blocks should be developed both in the classroom and in the language lab, using English 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 OBJECTIVES OF THE SUBJECT AREA

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

This subject area must be taught by an English professional teacher

This Syllabus is divided in three study blocks:

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

SCOPE AND SEQUENCE

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

STUDY BLOCK DISTRIBUTION

ORAL COMMUNICATION IN ENGLISH

STUDY BLOCK	NAME	TIME IN HOURS	WEEKS PER STUDY BLOCK
I	Personal Interaction at the Company	100 hours	16 weeks
II	Company Structure and Working Conditions	100 hours	16 weeks
III	Company Furniture, Equipment and Tools	40 hours	8 weeks
	TOTAL	240 Hours annually	40 weeks

STUDY BLOCK

PERSONAL INTERACTION AT THE COMPANY

Sector: Commerce and Services

Program: Bilingual Secretary

Subject area: Oral Communication in English

Study Block 1: Personal Interaction at the Company.

Grade: Tenth

Time: 100 hours

Target: Exchanging information about: personal Interaction at the company, ways of interacting, ethics, personal skills, cultural aspects.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Understanding simple familiar phrases and short statements. Predicting meaning through the use of context. SPEAKING <ul style="list-style-type: none"> Asking and responding to questions in clearly defined situations. Expressing personal responses, likes, dislikes and feelings. 	Functions <ul style="list-style-type: none"> Identifying oneself to others in the company Expressing likes, dislikes and preferences and personal qualities in a professional environment. Asking for and giving information about personal skills. Expressing opinions and concerns. 	<p>The students:</p> <ul style="list-style-type: none"> Listen to input language Identify basic vocabulary from oral and visual stimuli. Perform instructions given by the teacher or partners. Match meanings with visual images such as pictures, drawings and charts. 	<ul style="list-style-type: none"> Politeness when dealing with others. Friendliness with others. Self-respect for others. 	<p>The students:</p> <ul style="list-style-type: none"> Imitate words phrases and sentences through repetition. Exchange greetings, introductions leave takings, personal information Demonstrate understanding of specific and general information by using expressions and role plays on the topic being studied.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Approving or disapproving different practices in a working environment • Asking for and giving information about values. • Solving problems • Agreeing and disagreeing <p>Language</p> <ul style="list-style-type: none"> • High frequency questions. • Personal and Company names and job titles. • I usually, never, often... • I consider, disagree , agree • I am concern about... • I think... <p>Samples:</p> <ul style="list-style-type: none"> • Greetings, introductions and leave takings. • May I introduce myself? 			

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • This is ____ Sales Department. • Repeat your name/ phone number please • Who do you work for? • Where is the cafeteria? • Repeat your name/phone number please • When was this company set up? • I could collaborate on... • Most mornings you will have to... 	<p>The students:</p> <ul style="list-style-type: none"> • Participate in oral tasks such as oral interaction, scenarios or other types of role playing to fulfill the topic by giving the sets of rules • Apply the information heard to what he/has to do 	<ul style="list-style-type: none"> • Good working habits • Politeness when dealing with others 	<p>The students:</p> <ul style="list-style-type: none"> • Imitate words phrases • Perform commands given by models

STUDY BLOCK

COMPANY STRUCTURE AND WORKING CONDITIONS

Sector: Commerce and Services

Program: Bilingual Secretary

Subject area: Oral communication in English

Grade: Tenth

Study Block 2: Company structure and working conditions

Target: Expressing information about: company structure and working conditions, activities, and others.

Time: 100 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Understanding simple familiar phrases and short statements. Predicting meaning through the use of context 	Functions <ul style="list-style-type: none"> Identifying oneself to others in the company Expressing likes, dislikes and preferences and personal qualities in a professional environment. Exchanging information about the company structure and working conditions Identifying important issues 	The students: <ul style="list-style-type: none"> Listen to input language Identify basic vocabulary from oral and visual stimuli. Perform instructions given by the teacher or partners. Match meanings with visual images such as pictures, drawings and charts 	<ul style="list-style-type: none"> Politeness when dealing with others Friendliness with others Self-respect for others Good working habits Politeness when dealing with others 	The students: <ul style="list-style-type: none"> Imitate words phrases and sentences through repetition. Exchange greetings, introductions leave takings, personal information. Demonstrate understanding of specific and general information by using expressions and role plays on the topic being studied.
SPEAKING <ul style="list-style-type: none"> Asking and responding to questions in clearly defined situations. 				

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Expressing personal responses, likes, dislikes and feelings. 	<ul style="list-style-type: none"> Solving problems Describing facts and situations. Contrasting and comparing information. <p>Language</p> <ul style="list-style-type: none"> High frequency questions. Personal and Company names and job titles. Personal information Adverbs and adverbial phrases of frequency Ask and answer questions. He is the Human Resources Manager 	<p>The students:</p> <ul style="list-style-type: none"> Participate in oral tasks such as oral interaction, scenarios or other types of role playing to fulfill the topic by giving the sets of rules. Apply the information heard to what he/she has to do 		<p>The students:</p> <ul style="list-style-type: none"> Perform commands given by models.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Understanding simple vocabulary and expressions presented in familiar contexts. Understanding a range of familiar statements and questions. SPEAKING <ul style="list-style-type: none"> Taking part in structured conversations of at least three or four exchanges. 	Samples: <ul style="list-style-type: none"> Reporting delivery date, reselling the buyer. 	<ul style="list-style-type: none"> Identify the language introduced by the teacher. Listen to oral texts to complete a task Elicit/ transmit personal information. Brainstorm ideas about differences and similarities on the way people look 	<ul style="list-style-type: none"> Responsibility in every action taken. Respect for the safety rules of the company Every company has its own culture and it has to be learned by its members and workers. 	The students: <ul style="list-style-type: none"> Imitate words phrases or sentences through repetition. Perform commands from oral stimuli. Describe visual materials and realia Participate in oral tasks such as role playing and information

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Classification, notations... • To _____ Personnel Department. • You can get _____ in the Sales Department. • Do you want _____ to call you? • Could you hold the line, please? • I beg your pardon, I didn't get that. • Our schedule is from_____ to _____. • Mr. _____ is in charge of Technical Department. • Your responsibilities include mailing 	<ul style="list-style-type: none"> • Perform given instructions. • Match meanings with visual material. • Describe visual materials and realia. • Participate in oral tasks such as role plays, interviews, dialogues, conversations, and others. 		

STUDY BLOCK

COMPANY FURNITURE, EQUIPMENT AND TOOLS

Sector: Commerce and Services

Program: Bilingual Secretary

Grade: Tenth

Subject area: Oral communication in English

Study Block 3: Company furniture, equipment and Tools

Time: 40 hours

Target: Using the appropriate linguistic tools to communicate in english with others at the company.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING <ul style="list-style-type: none"> Understanding ideas and information in the text through making inferences and comparisons. 	Functions <ul style="list-style-type: none"> Identifying, describing, classifying, locating, asking for and giving information about company furniture, equipment and tools types, ergonomics, processes and operations. 	The students: <ul style="list-style-type: none"> Role-play situations such as interviews, dialogues, conversations, and others. Exchange information with partners about the topic being studied. Classify sets given under rules, norms or warnings Listen to oral texts to get the gist. 	<ul style="list-style-type: none"> Responsibility when using special machines. Respect for norms, rules and regulations Differences and similarities a place full of technological equipment with one with little technology. 	The students: <ul style="list-style-type: none"> Perform oral presentations demonstrating knowledge of the topic and the correct use of language. Describe visual materials and realia. Participate in oral tasks such as role playing and information Perform commands given models.
SPEAKING <ul style="list-style-type: none"> Communicating messages easily. Expressing and giving opinions about devices. 	Language Grammar: <ul style="list-style-type: none"> Subordinate conjunctions: as if, after, and others. Infinitives, participles, gerunds, parallel dangling structures. The imperative. Sequencing. Samples: <ul style="list-style-type: none"> Open the lid. 			

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Remove the ink container. • Replace it with a new one. • Measurements • Close the lid. • Turn on the machine. • Check the pieces of furniture; adjust the ___ to your own ergonomic It is used for sending copies of documents, and others. • It displays texts on a screen. • Items: Carbon copy, notations, • Titles: Courtesy, job, plural, and others. • Headings: letterhead, personal business, abbreviations, and others. • Punctuation styles: mixed, open, and closed. 	<ul style="list-style-type: none"> • Listen to telephone conversations to extract relevant information such as who speaks, where the person is, and others. • Use technology to organize information • Search basic information on names, ID cards, and others. • Produce oral situations. (Interviews, dialogues, conversations.) 	<ul style="list-style-type: none"> • Differences and similarities a place full of technological equipment with one with little technology 	

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Types of furniture, rules, norms, language used, and others. • Types of filing systems: Manila folders, Box files, nest of drawers, filing cabinets, alphabetical, numerical card index and rotary records. • Equipment operation: photocopy machine, fax, computers, printers, switchboard, word processor dictating system, telex machines, facsimile machines, switchboard, etc. • Types of furniture, rules, norms, language used, and others. 			

PROGRAM CONTENT

SUBJECT AREA

WRITTEN COMMUNICATION IN ENGLISH

Elaborated by:

M.Sc. Anabelle Venegas Fernández,

Foreign Languages Coordinator

Approved as of agreement No. 05-08-07

WRITTEN COMMUNICATION

This Subject-area includes skills to achieve quality in written and oral communication in a foreign language, so it should be the appropriate teaching methodology and techniques. This subject-area has 6 hours a week, 240 hours per year, and it is composed of three study blocks:

- Writing to Communicate: it introduces the student to the correct way of writing and spelling in English.
- Sentence Structure: it deals with the correct grammatical structure of sentences.
- Types of Paragraphs: it addresses all types of paragraphs to be able to compose or write an essay

The Study Blocks should be developed both in the classroom and in the language lab, using the English software for good pronunciation and written communication. To acquire skills and management skills of foreign language writing and reading should promote efficiently pronunciation, writings and conversation.

OBJECTIVES OF THE SUBAREA

1. Develop skills to communicate in written form in a foreign language effectively.
2. Develop skills in a foreign language to express thoughts and communicate in a written way with internal and external customers of the company.
3. Propitiate learning a foreign language in an attractive way.
4. Manage different sentences and styles of paragraphs within the workplace effectively.

This sub-area must be taught by an English Teacher

OBJECTIVES OF THE WRITTEN COMMUNICATION IN ENGLISH

- Promote situations which simulate the use of English as a foreign language orally and the learners share information about themselves, their family and the country with responsive native speakers.
- Develop in the students a clear pronunciation and the use of prosodic features of the English language which will allow them to be understood by a responsive native speaker in controlled and free situations.
- Encourage the development of listening comprehension abilities in such a way that the students can identify specific data and understand information from an oral text.
- Encourage the learner's appreciation of the cultural social and religious values of the target language and those of their own country.
- Promote in the learners an appreciation and sensitiveness of their own culture and of the new language.
- Promote the development of fluency in the students by providing stimulating learning situations.
- Provide a motivating learning environment where the students can feel self-confident to challenge themselves in the learning of a foreign language.
- Enable the learners to communicate in the English language in a variety of interaction types which will allow them to improve their own and their groups' cultural knowledge.

- Give the students opportunities to recognize psycholinguistic and cultural features of the English language, and be able to use them when communicating functions and discussing general topic.
- Promote in the students the use of basic language forms as means to communicate effectively with others.
- Encourage the students to develop skills in order to be confident when reacting to familiar expressions in English.
- Encourage the learners to develop an assertive attitude towards the use of technology in their everyday life for self and their society improvement.
- Increase the learner's ability to understand the main ideas from different types of texts on familiar topics and recognize details in context.

**STUDY BLOCK DISTRIBUTION
WRITTEN COMMUNICATION IN ENGLISH**

STUDY BLOCK	NAME	TIME IN HOURS	WEEKS PER STUDY BLOCK
I	Writing to Communicate	64 hours	10 weeks
II	Sentence Structure	94 hours	16 weeks
III	Types of Paragraphs	82 hours	14 weeks
	TOTAL	240 Hours annually	40 weeks

STUDY BLOCK

WRITING TO COMMUNICATE

Sector: Commerce and Services

Program: Bilingual Secretary

Subject area: Written Communication in English

Study block 1: Writing to communicate

Target: Basic English Skills

Grade: Tenth

Time: 30 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Understanding words and sentences in context using certain grammar structures. Completing written forms with the appropriate information. 	<p>READING</p> <ul style="list-style-type: none"> Understanding information from written sentences and short documents. Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others. Identifying main parts of documents. 	<ul style="list-style-type: none"> Identification of sentences to complete documents. Production of appropriate forms to use grammatical structures. Scan information to get specific details. Summary of short messages. Search of basic information in brochures, internet, newspapers, and others Search of details from a text. Recognition of these grammatical structures in a text. Reading of different short documents. 	<ul style="list-style-type: none"> Effort to complete the task. Discipline to perform the tasks. Efficiency when performing tasks. Order to form correct speech. 	<ul style="list-style-type: none"> Production and adaptation of different styles of writing. Skim specific details in short texts and others.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Understanding language varieties to complete a task successfully. Writing sentences using certain grammar structures. 	<p>WRITING</p> <ul style="list-style-type: none"> Completing written forms to give different messages. Writing documents. Writing about a favorite type of reading material <p>LANGUAGE EXAMPLES</p> <ul style="list-style-type: none"> Verb to be/ and verb to have Personal and demonstrative pronouns. Possessive and demonstrative adjectives. Contractions. Question words. Conjunctions. Indefinite and definite articles. 	<ul style="list-style-type: none"> Writing short documents. Production of documents. Identification of important elements in written documents. 	<p>Culture</p> <p>Differences and similarities from the different types of documents and language varieties in Spanish and English.</p>	<ul style="list-style-type: none"> Production of written and oral types sentences in texts. Identification of important elements.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Nouns/irregular plurals. • Prepositions of place. • Yes/no questions. • Short answers. • There is /there are. • Simple present and progressive tenses. • Adjectives (position of) • Adverbs of frequency • Simple past tense/irregular verbs. <p>FUNCTIONS</p> <ul style="list-style-type: none"> • Describing ideas. • Asking for and giving information. • Clarifying or arranging one's ideas. • Summarizing information. • Making suggestions. • Filing different types of documents. 			

Sector: Commerce and Services

Program: Bilingual Secretary

Subject area: Written Communication in English

Study Block 1: Writing to Communicate

Target: Introduction to Academic Writing

Grade: Tenth

Time: 34 Hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Learning why and how people write. Completing written forms with the appropriate information. 	<p>READING</p> <ul style="list-style-type: none"> Understanding information from written documents. Selecting the appropriate information from written documents to write paragraphs. Identifying main parts of documents. 	<ul style="list-style-type: none"> Search of details from a text. Production of oral/listening situations. Oral production of pieces of speech. Reading of different short document. 	<ul style="list-style-type: none"> To appreciate why people write and how. Expressing feelings through writing. Effort to write for academic purposes. Leadership in specific situations. Self-respect for others. Good working habits. 	<ul style="list-style-type: none"> Identifying main parts of documents Writing short documents.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Distinguishing different parts of a paragraph. 	<p>WRITING</p> <ul style="list-style-type: none"> • Understanding different types and styles of paragraphs. • Distinguishing the different parts of a paragraph. • Distinguish different writing documents. • Writing short documents. • Summarizing information • Reporting information for research. • Adapting clearly, formal and informal writing styles at a simple level. 	<ul style="list-style-type: none"> • Writing short documents. • Production of pieces of writing on familiar topics. • Production of documents for different audiences. • Identification of important elements in written documents. 	<p>Culture</p> <ul style="list-style-type: none"> • Differences and similarities between academic writing in English and Spanish. 	<ul style="list-style-type: none"> • Identification of important elements in written documents.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<p>LANGUAGE EXAMPLES</p> <ul style="list-style-type: none"> • Paragraph. • Main idea. • Topic sentences. • Supporting sentences. • Concluding sentences. • Essay tests. • Term papers. • Laboratory reports. • Projects reports. • Style. • Audiences. <p>FUNCTIONS</p> <ul style="list-style-type: none"> • Comparing and contrasting topics. • Writing documents in order to find solutions to problems. • Describing ideas and projects. • Asking for and giving information. • Clarifying or arranging one's ideas. • Summarizing information. • Making suggestions. 			

STUDY BLOCK

SENTENCE STRUCTURE

Sector: Commerce and Services

Program: Bilingual Secretary

Subject area: Written Communication in English

Study Block 2: Sentence Structure

Target : Types of sentences

Grade: Tenth

Time: 40 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Understanding words in different types of sentences. Recognizing the different types of sentences. 	<p>READING</p> <ul style="list-style-type: none"> Understanding information from written sentences and short documents. Selecting the appropriate information and words from written documents to write short. Paragraph short letters, memos, and others. Identifying main parts of documents. 	<ul style="list-style-type: none"> Identification of sentences to complete documents. Production of appropriate forms to use grammatical structures. Scan information to get specific details. Summary of short messages. 	<ul style="list-style-type: none"> Effort to complete the task. Efficiency when performing tasks. Order to form correct speech. 	<ul style="list-style-type: none"> Production and adaptation of different styles of writing. Skim specific details in a short text and others.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Writing different types of sentences using certain grammar structures. • Offering the correct written response. 	<p>WRITING</p> <ul style="list-style-type: none"> • Completing written forms to give different messages. • Writing documents. • Making effective use of resources to vary the style and scope of their own writing. • Using cognates, derivatives and simple structures in short pieces of writing. <p>LANGUAGE EXAMPLES</p> <ul style="list-style-type: none"> • Clauses. • Independent clauses. • Dependent clauses. • Clause connectors. • Simple sentences. • Compound sentences: <ul style="list-style-type: none"> With coordinators. With conjunctive adverbs. With semicolons. 	<ul style="list-style-type: none"> • Search of basic information in brochures, internet, newspapers, and others. • Search of details from a text. • Recognition of these grammatical structures in a text. Reading of different short documents. • Writing short documents using different types of sentence. • Production of documents. • Identification of important elements in written documents. 		<ul style="list-style-type: none"> • Scan specific details in a short text and others such as letter, memo, and others.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Complex Sentences. • Compound-complex sentences. • Compound sentences (coordination) versus complex sentences (subordination) • Parallelism. • Coordinators- and, or, but Correlative conjunctions. • Sentence problems. <p>FUNCTIONS</p> <ul style="list-style-type: none"> • Describing ideas. • Asking for and giving information • Clarifying or arranging one's ideas. • Summarizing information. • Making suggestions. • Filing different types of documents. 				

Sector: Commerce and Service

Program: Bilingual Secretary

Subject area: Written Communication in English

Study Block2: Sentence Structure

Grade: Tenth

Target 2: Noun, adverbial and relative clauses and participial phrases

Time: 54 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Performing in written English • Understanding language varieties to complete a task successfully. • Writing sentences using certain grammar structures. 	<p>READING</p> <ul style="list-style-type: none"> • Understanding information from written sentences and short documents. • Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others. • Understanding a variety of types of written material for personal interest and for information. 	<ul style="list-style-type: none"> • Identification of sentences to complete documents. • Production of appropriate forms to use grammatical structures. • Scan information to get specific details. • Summary of short messages. • Search of basic information in brochures, internet, newspapers, and others • Search of details from a text. 	<ul style="list-style-type: none"> • Effort to complete the task. • Discipline to perform the tasks. • Efficiency when performing tasks. • Order to form correct speech. 	<ul style="list-style-type: none"> • Production and adaptation of different styles of writing. • Interpretation of complex sentences. • Skim specific details in short texts and others.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Distinguishing the different types of clauses and phrases. 	<p>WRITING</p> <ul style="list-style-type: none"> • Completing written forms to give different messages. • Editing and redrafting their work. • Using a growing knowledge of language such as cognates, derivatives and simple structures in short pieces of writing. • Writing documents. <p>LANGUAGE EXAMPLES</p> <ul style="list-style-type: none"> • Noun clauses. • Types of noun clauses. • Adverbial clauses. • Types of adverbial. 	<ul style="list-style-type: none"> • Recognition of these grammatical structures in a text. • Reading of different short documents. • Writing short documents. • Production of documents. • Identification of important elements in written documents. 	<p>Culture</p> <p>Differences and similarities from the different types of documents and language varieties in Spanish and English.</p>	

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • Relative Clauses • Participal phrases • Adverbial subordinators <p>Time, Place Distance/ frequency Manner, Reason Result, Purpose Concession (unexpected result) Contrast direct opposition)</p> <p>FUNCTIONS</p> <ul style="list-style-type: none"> • Describing ideas. • Asking for and giving information. • Clarifying or arranging one's ideas. • Summarizing information. • Making suggestions. • Filing different types of documents. 			

STUDY BLOCK

TYPES OF PARAGRAPHS

Sector: Commercial and Service

Program: Bilingual Secretary

Subject area: Written Communication in English

Study block3: Types of Paragraphs

Target 1: Narrative, descriptive and expository paragraphs

Grade: Tenth

Time: 36 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Writing sentences using certain grammar structures. • Understanding relations between the different paragraphs. • Writing short imaginative paragraphs. 	<p>READING</p> <ul style="list-style-type: none"> • Understanding information from written sentences and short documents. • Interpreting material that contains complex sentences. • Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others. • Identifying main parts of documents. 	<ul style="list-style-type: none"> • Identification of sentences to complete documents. • Production of appropriate forms to use grammatical structures. • Scan information to get specific details. • Summary of short messages. • Search of basic information in brochures, internet, newspapers, and others. 	<ul style="list-style-type: none"> • Effort to complete the task. • Discipline to perform the tasks. • Efficiency when performing tasks. 	<ul style="list-style-type: none"> • Production and adaptation of different styles of writing. • Skim specific details in a short text and others. • Scan specific details in a short text and others such as letters, memos, and others.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Expressing information explicitly. Understanding language varieties to complete a task successfully. 	<p>WRITING</p> <ul style="list-style-type: none"> Completing written forms to give different messages. Writing documents. Developing context of what they have read, seen and heard. Adapting clearly formal and informal writing styles at a simple level. Writing several paragraphs. <p>LANGUAGE EXAMPLES</p> <ul style="list-style-type: none"> Types of paragraphs. Narrative paragraphs. Descriptive paragraphs. Expository paragraphs. 	<ul style="list-style-type: none"> Search of details from a text. Recognition of these grammatical structures in a text. Reading of different short documents. Writing short documents. Writing small paragraphs. Production of documents. Identification of important elements in written documents. 	<p>Culture</p> <p>Differences and similarities from the different types of documents and language varieties in Spanish and English.</p>	<ul style="list-style-type: none"> Summary of information of reading or written messages. Completion of tasks.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Describing ideas. • Asking for and giving information • Clarifying or arranging one's ideas. • Summarizing information. • Making suggestions. <p>Filing different types of documents.</p>			

Sector: Commercial and Service

Program: Bilingual Secretary

Subject area: Written Communication in English

Study Block 3: Types of Paragraphs

Target 2: The Writing Process

Grade: Tenth

Time: 46 hours

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Understanding the mechanics of different types of paragraphs. Completing written forms with the appropriate information. Distinguishing between different steps of the writing process. 	READING <ul style="list-style-type: none"> Understanding information from written paragraphs and short documents. Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others. Identifying main parts of documents. 	<ul style="list-style-type: none"> Identification of sentences to complete documents. Production of appropriate forms to use grammatical structures. Scan information to get specific details. Summary of short messages. Search of basic information in brochures, internet, newspapers, and others. Search of details from a text. 	<ul style="list-style-type: none"> Effort to complete the task. Discipline to perform the tasks. Efficiency when performing tasks. Order to form correct speech. 	<ul style="list-style-type: none"> Production and adaptation of different styles of writing. Skimming, scanning, making inferences, and others. Scan specific details in a short text and others such as letters, memos, and others.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Understanding the correct organization of a paragraph. • Performing factual communication to start and end up a good paragraph. • Understanding and be understood by others. 	<p>WRITING</p> <ul style="list-style-type: none"> • Completing written forms to give different messages. • Writing documents. <p>LANGUAGE EXAMPLES</p> <ul style="list-style-type: none"> • Paragraph format. • The Writing process: <ul style="list-style-type: none"> • Assessing the Assignment. • Generating ideas. • Organizing your ideas. • Writing the first draft. • Organization of paragraphs. • Basic organization. • Mechanics: <ul style="list-style-type: none"> • Punctuation marks. • Using commas. 	<ul style="list-style-type: none"> • Writing short documents. • Writing short and long paragraphs. • Writing different compositions. • Production of documents. • Identification of important elements in written documents. 	<p>Culture</p> <p>Differences and similarities from the different types of documents and language varieties in Spanish and English.</p>	<ul style="list-style-type: none"> • Production of written sentences in paragraphs. • Written descriptions, the composition must contain: Introduction, Development and Conclusion.

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<ul style="list-style-type: none"> • The writing process: <ul style="list-style-type: none"> • Rewriting <ul style="list-style-type: none"> a. revising b. editing • Coherence • Narrative paragraphs and chronological ordering. • Descriptive paragraphs and spatial ordering. • Expository paragraphs and logical ordering. • Cohesion <ul style="list-style-type: none"> • Linking words. • Personal pronouns. • The definite article. • Demonstrative pronouns. • Synonyms. 			

LINGUISTIC COMPETENCIES	FUNCTIONS AND LANGUAGE EXAMPLES	PROCEDURES	VALUES, ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
	<p>FUNCTIONS</p> <ul style="list-style-type: none"> • Describing ideas. • Asking for and giving information. • Clarifying or arranging one's ideas. • Summarizing information. • Making suggestions. • Filing different types of documents. 			

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

COMPUTER SKILLS

In this subject area, students will develop computer skills, using this as a tool for the presentation of the documents used in a modern office, with 4 hours per week, for a total of 160 hours year. Consists of two study blocks:

- **Computer tools:** allow the students to acquire computer management skill; as well as, keyboarding and typing skills. In addition, students develop skills of speed typing at 50 words per minute (w.p.m) during the school year.
- **Word text processor:** students acquire skills in handling the word text processor and produce simple documents.

To succeed in this subarea, students must attend 4 hours per week during the school year in the computer lab.

GENERAL OBJECTIVES OF THE SUBJECT AREA:

- Value technological advancement to support good quality life personally and socially.
- Encourage creative and critical development in the performance of typing in techniques and procedures in work performance.
- Developing good work habits to achieve efficiency and effectiveness in the tasks performed.
- Develop skills in the proper use of computer and computer programs.
- Use computer keyboard, applying appropriate techniques to develop a speed of 50 words per minute.
- Apply the word processing functions in the typing of documents in order to obtain presentation with quality.
- Appropriate use of Internet services in tasks or duties at office.

DISTRIBUTION OF UNITS OF THE SUB-AREA **COMPUTER SKILLS**

Study block	Name	Time in hours	Weeks per study block
I	Computer tools	100 hours	25 weeks
II	Word Text Processor	60 hours	15 weeks
	Total	160 annual hours	40 weeks

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title: Computer tools.

Purpose: Typing at a speed of 50 words per minute using an application software for the development of their work.

Competency Level: Basic

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Clearly remembers how to organize the workplace, considering aspects of lighting and others.	Specific
Accurately identifies basics standards and principles for caring, cleaning and use of materials and equipment.	
Rightly applies actions of order, care and cleaning of equipment and materials.	
Clearly recognizes principles and standards of occupational health to prevent hazards.	
Correctly performs activities applying rules and principles of occupational health in the use of equipment and materials.	
Accurately identifies basic elements in a computer.	
Properly classifies components that integrate the computer.	
Effectively establishes differences between the elements that integrate the computer.	
Accurately defines the concept of virus and antivirus.	
Rightly differentiates types of virus and antivirus.	
Correctly applies procedures for detecting virus and protecting programs.	
Adequately defines concepts related to the functions of the graphical environment.	
Accurately explains basic functions of the operating system tools.	
Efficiently identifies elements that are present for a program management.	
Efficiently applies the correct body position while typing.	
Properly determines the position of each of the keyboard's keys on the computer while typing.	
Accurately entering correct punching techniques, practical exercises containing letters, numbers and paragraphs in textbooks, to achieve mastery in keyboarding.	

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly makes typing practice exercises to reinforce contents such as: letters, numbers and paragraphs.	Specific
Efficiently implements review techniques in work.	Specific
Properly uses the typing tutor to acquire accuracy and speed.	Specific
Clearly identifies the menus, roles and tools offered by word processor.	
Properly use the menus, functions and tools available.	
Properly demonstrates work habits, order and cleaning, by typing text in both languages Spanish and English.	Specific
Rightly performs operations to determine its speed.	Specific
Clearly demonstrates skills in the computer keyboard, writing with speed texts in English and Spanish.	Specific
Correctly applies revision techniques in texts, paragraphs, written in both languages Spanish or English.	Specific
Correctly defines basic concepts related to Internet.	Specific
Correctly explains origins and evolution of the Internet in the world and in Costa Rica.	Specific
Correctly distinguishes services available on the Internet.	Specific
Accurately recognizes minimum requirements for an Internet connection.	Specific
Clearly uses services available online.	Specific
Rightly accesses information through Internet search tools.	Specific

COMPETENCY ELEMENTS

Reference	Title of element
1-1	Demonstrates abilities and skills in the use of computational tools as the market demands.

PERFORMANCE CRITERIA

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

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

- Remembers how to organize the workplace, considering aspects of lighting and others.
- Recognizes principles and standards of occupational health to prevent hazards.
- Defines the concept of virus and antivirus.
- Defines concepts related to the functions of the graphical environment.
- Defines basic concepts related to Internet.
- Recognizes the minimum requirements for using keyboard writing text with speed in Spanish and English.
- Reviews techniques applied in texts, paragraphs, typed in Spanish or English.
- Explains origins and evolution of the Internet in the world and in Costa Rica.
- Differentiates services available on the Internet.
- Uses services available online.
- Accesses information through Internet search tools.

PRODUCT EVIDENCE

- Executes actions of order, care and cleaning of equipment and materials.
- Applies rules and principles of occupational health in the use of equipment and materials.
- Types with proper punching techniques in different exercises.
- Types exercises of practice and reinforcement.
- Performs operations to determine its speed.

Sector: Commercial and Services

Subject Area: Computer skills

Study Block: Computer tools

Purpose: Typing at a speed of 50 words per minute using application software for the development of work.

Program: Bilingual Secretary

Grade: Tenth

Time: 100 hours

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
1.Execute basic standards and principles for caring for equipment and organization of the workplace	<ul style="list-style-type: none"> • Cleaning and care of equipment. • Organization of the workplace. • Order at the desk. • Quality and care of materials. • Mass storage devices. 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Defines the organization of the workplace, considering aspects such as lighting, and other • Cites rules and principles for caring and use cleaning materials and equipment, and the organization at workplace. • Executes actions of order, care and cleaning of equipment and materials. 	<ul style="list-style-type: none"> • Prudence, planning and order. 	<ul style="list-style-type: none"> • Executes basic standards and principles for caring equipment and organization of the workplace

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> • Remembers how to organize the workplace, considering lighting and other aspects. • Identify principles and standards for caring, cleaning and use of materials and equipment. • Performs actions of order, care and cleaning of equipment and materials. 		

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
2. Apply principles of ergonomics while typing in order to create documents at the office.	<ul style="list-style-type: none"> • Correct position in front of computers. • Ergonomic furniture. • Gymnastics for hands and shoulders. • Use of screen savers. • Use of special lenses. 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Summarizes the importance of applying rules and principles of occupational health, to avoid risks in activities in service centers. • Describes the application of rules and principles of occupational health in the computer lab. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Recognizes principles and standards to prevent occupational health hazards. • Performs activities that apply the rules and principles of Occupational Health in the use of equipment and materials. 	<ul style="list-style-type: none"> • Prudence, planning and order. 	<ul style="list-style-type: none"> • Applies principles of ergonomics while typing in order to create documents at the office.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
3. Identify basic elements of a computer in English and Spanish	<ul style="list-style-type: none"> • Concept of a computer <p>Elements:</p> <ul style="list-style-type: none"> • Hardware • Monitors • Central Processing Unit • Keyboard • Software: • Concept • Types 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Defines the concept of computer • Describes basic elements of a computer. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Identifies basic elements of a computer. • Sort elements that make up the computer. • Distinguishes between the elements making up the computer. 	<ul style="list-style-type: none"> • Prudence, order and planning. 	<ul style="list-style-type: none"> • Identifies basic elements of a computer in English and Spanish

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
<p>4. Select programs to detect and remove viruses</p>	<p>Overview about virus.</p> <ul style="list-style-type: none"> • Concept • Types of viruses • Applications • Protection • software • Installing and upgrading <p>Antivirus</p> <ul style="list-style-type: none"> • Concept • Features 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Defines the concept of virus • Identifies the characteristics of viruses • Classifies the different existing virus • Describes the existing antivirus • Compare the characteristics of different antivirus • Demonstrates the screening procedures <p><u>Student:</u></p> <ul style="list-style-type: none"> • Define the concept of viruses and antivirus • Identifies types of viruses and antivirus • Applies procedures for detection and protection programs • Examine storage devices using antivirus... 	<ul style="list-style-type: none"> • Prudence, order, and planning. 	<ul style="list-style-type: none"> • Selects programs to detect and remove viruses.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
5. Use skills in the Windows environment for information management.	<p>Desktop tools:</p> <ul style="list-style-type: none"> • Buttons (left - right) • Working with icons • Selecting Options • Menus and emerging primary • Dialog Boxes • Windows <p>Initialization and use Programs:</p> <ul style="list-style-type: none"> • Exporter • Change of drives and folders. • Taskbar • Help <p>Personalization:</p> <ul style="list-style-type: none"> • Start and Programs Menus • Using shortcuts. • Icons • Changing Names • Organization • Clearing 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Defines concepts of functions for graphical environment. • Describes tools available in the graphical environment. • Demonstrates the operation of tools. • Uses functions in carrying out tasks related to environmental management. 	<ul style="list-style-type: none"> • Prudence, order and planning.. 	<ul style="list-style-type: none"> • Uses skills in the Windows environment for information management.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Desktop</p> <ul style="list-style-type: none"> • Calculator • Character Map • Clipboard Viewer • Notepad <p>Multimedia</p> <ul style="list-style-type: none"> • CD playback • Recorder • Volume control <p>File System:</p> <ul style="list-style-type: none"> • Settings • Files • Display • Organizing files into folders. <p>Files.</p> <ul style="list-style-type: none"> • Rename, copy, delete. • Restore Deleted Files • Empty the Recycle Bin • Location of files 	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Defines concepts related to the functions of the graphical environment. • Explains the basic operating system tools. • Identifies elements presented for program management. • Use functions to manage the operating system environment. 		

EARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
6. Type letters, numbers and others that make up the keyboard up to 50 words per minute.	<p>Computer keyboard.</p> <ul style="list-style-type: none"> • Keyboard layout on the computer. • Keys guides and name of the fingers. • Space bar, return key, Tab key. • Keys: h, e, o, r, i, n, t, u, right shift, c, stress, m, w, dot, g, upper left, q, and b, coma, z, p, v, point semicolon; x, -, colon, Cap Lock Shift key, insert key, or backspace backspace • Delete key or DEL 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Explains the importance of maintaining a correct position for typing. • Demonstrates the importance of occupational health standards by typing. • Describes the computer keyboard, using the diagrammed. • Demonstrates correct hitting technique. • Explains review technique to determine the errors. • Describes the characteristics of the typing tutor. • Exemplifies good work habits, by typing text in both Spanish and English. 	<ul style="list-style-type: none"> • Prudence, planning and order. 	<ul style="list-style-type: none"> • Types letters, numbers and others that make up the keyboard up to 50 words per minute using the correct techniques.

		<ul style="list-style-type: none">• Explains the procedure to determine the speed average of the group for achieving goals.• Applies techniques to improve the accuracy of work.		
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LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES <u>Student:</u>	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Scroll keys • Shortcuts without using the mouse (accent mark, underscores, etc.) • keypad special functions: • Bold, underline, block bleeding. • Keypad, 4, 7, 3, 8, 2, 9, 1, 0, 5, 6 • Keyboard Symbol: Parentheses (), percent%, quotation marks, apostrophe ', interrogation "?; admiration! , USD \$, ¢, *, +, @, &, #, 0, <, [] . >, /, closing capital letters 	<ul style="list-style-type: none"> • Applies the correct body position by typing. • Determines the position of each of the keys on the computer. • Types with the correct punching techniques, practical exercises contain letters, numbers and paragraphs that appear in the textbook, to achieve mastery of the keyboard. • Develops practical exercises and reinforcement that contains letters, numbers and paragraphs. • Applies review techniques in work. 		

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Function keys: F1, F2, other • Special keys: Alt, Ctrl., shift • Matching Techniques. <p>Texts in English and Spanish</p> <ul style="list-style-type: none"> • Texts calendar • measured Texts • Paragraphs • Paragraphs for speed 1, 2 and 3 minutes • Checking progress • Review Techniques. • Reinforcement exercises 	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Uses typing tutor to acquire accuracy and speed. • Demonstrates good work habits, good housekeeping, by typing text in both Spanish and English. • Performs operations necessary to determine its speed. • Demonstrate skills in handling computer keyboard developed in Spanish and English texts with speed. • Applies proofreading techniques in texts, paragraphs, both Spanish and English, typed. 		

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
7. Use applications related to Internet use and services for searching and accessing information.	<ul style="list-style-type: none"> • Internet • Concept • History • Related concepts • Domains • Hypertext • Protocols • Directions • Internet in Costa Rica • Internet Service • Browse or search for information • Email • Chat • TelNet • File Transfer (FTP) • Word Wide Web (WWW) • TCP / IP • Requirements for Internet connection • Ways to connect • Suppliers • Types of access • Access Software • Hardware 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Summarizes historical facts related to the development of the Internet. • Defines basic concepts related to the Internet environment (domains, protocols, addresses) • Identifies key aspects of Internet development in Costa Rica. • Discusses the relationship between the development of Internet and society. • Describes services available on the Internet. • Summarizes minimum requirements for connecting to the Internet. • Demonstrates use of services available online. 	<ul style="list-style-type: none"> • Prudence, planning and order 	<ul style="list-style-type: none"> • Uses applications related to Internet use and services for searching and accessing information.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Student:</u></p> <ul style="list-style-type: none"> • Defines basic concepts related to Internet. • Explains origins and evolution of the Internet in the world and in Costa Rica. • Different services available on the Internet. • Recognizes the minimum requirements for connecting to the Internet. • Uses services available online. • Access information through Internet search tools. 		

PRACTICES AND CHECKLISTS	
PRACTICE DEVELOPMENT	
STUDY BLOCK : Computational tools	PRACTICE No. 1
Purpose:	
Scenario: Computer lab	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

Teacher:

- Defines organization of the workplace, considering aspects such as lighting, and others.
- Quotes rules and principles for caring, cleaning and using of materials and equipment, and the organization at workplace.
- Carries out order, care and cleaning of equipment and materials.
- Summarizes the importance of applying rules and principles of occupational health avoiding risks in service centers.
- Describes the application of rules and principles of occupational health in the computer lab.
- Defines the term computer.
- Describes basic elements of a computer.
- Defines the concept of virus.
- Identifies characteristics of viruses.
- Classifies viruses.
- Describes antivirus.
- Compares characteristics of different antivirus.
- Demonstrates procedures of detection and protection programs.
- Defines concepts of basic functions in graphical environment.
- Describes different tools available in graphical environment.
- Demonstrates the operation of the tools described.
- Uses functions in carrying out tasks related to environmental management.
- Explains the importance of maintaining a correct position in typing.
- Demonstrates the importance of occupational health standards by typing.
- Describes the computer keyboard using the diagrammed.
- Demonstrates correct typing technique.
- Explains the matching technique to determine the errors.
- Describes characteristics of the typing tutor.

PROCEDURES

Teacher:

- Exemplifies good work habits typing texts in both Spanish and English.
- Explains the procedure to determine the average velocity of the group to set goals to achieve.
- Applies techniques to improve the accuracy of work.
- Summarizes historical facts related to the development of the Internet.
- Defines basic concepts related to the Internet environment (domains, protocols, addresses).
- Identifies key aspects of the Internet development in Costa Rica.
- Discuss the relationship between the development of Internet and society.
- Describes services available on the Internet.
- Summarizes minimum requirements for connecting to the Internet.
- Demonstrates use of services available online.

RECOMMENDED CHECKLIST:

DATE:

Student's name:

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

DEVELOPMENT	YES	NOT YET	NOT APPLICABLE
Clearly remembers how to organize the workplace, considering lighting and other aspects. Accurately identifies standards and principles for caring, cleaning and using of materials and equipment.			
Rightly applies actions of order, care and cleaning of equipment and materials.			
Clearly recognizes principles and standards of occupational health in order to prevent hazards Correctly performs activities applying rules and principles of occupational health in the use of equipment and materials.			
Accurately identifies basic elements in a computer.			
Properly classifies components that integrate the computer. Effectively establishes differences between the elements that integrate the computer.			
Accurately defines the concept of virus and antivirus.			
Rightly differentiates types of virus and antivirus.			
Correctly applies procedures for detecting virus and protecting programs. Adequately defines concepts related to functions of the graphical environment.			
Accurately explains basic functions of the operating system tools.			
Efficiently identifies elements that are present for a program management.			
Efficiently applies the correct body position while typing. Properly determines the position of each of the keyboard's keys on the computer while typing. Accurately entering correct punching techniques, practical exercises containing letters, numbers and paragraphs in textbooks, to achieve mastery in keyboarding.			

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 makes typing practice exercises to reinforce contents such as: letters, numbers and paragraphs.			
Efficiently implements review techniques in work.			
Properly uses the typing tutor to acquire accuracy and speed.			
Clearly identifies the menus, roles and tools offered by word processor.			
Properly use the menus, functions and tools available.			
Properly demonstrates work habits, order and cleaning, by typing text in both languages Spanish and English.			
Rightly performs operations to determine its speed.			
Clearly demonstrates skills in the computer keyboard, writing with speed texts in English and Spanish.			
Correctly applies revision techniques in texts, paragraphs, written in both languages Spanish or English.			
Correctly defines basic concepts related to Internet.			
Correctly explains origins and evolution of the Internet in the world and in Costa Rica.			
Correctly distinguishes services available on Internet.			
Accurately recognizes minimum requirements for an Internet connection.			
Clearly uses services available online.			
Rightly accesses information through Internet search tools.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Execute basic standards and principles for caring forequipment and organization of the workplace.	Executes basic standards and principles for caring for equipment and organization of the workplace.	Remembers how to organize the workplace, considering lighting and other aspects. Identifies differences and basic principles for caring, cleaning and using of materials and equipment. Correctly applies actions of order, care and cleaning of equipment and materials.	Knowledge Performance	Clearly remembers how to organize the workplace, considering lighting and other aspects. Correctly identifies differences and basic principles for caring, cleaning and using of materials and equipment.
		Recognizes principles and standards to prevent occupational health hazards		Correctly applies actions of order, care and cleaning of equipment and materials. Clearly recognizes, principles and standards to prevent occupational health hazards
		Performs activities applying rules and principles of occupational health in the use of equipment and materials.	Product	Correctly performs activities applying rules and principles of occupational health in the use of equipment and materials.
Apply principles of ergonomics while typing in order to create documents at the office.	Applies principles of ergonomics while typing in order to create documents at the office.		Knowledge	
			Product	

Identify basic elements of a computer in English and Spanish.	Identifies basic elements of a computer in English and Spanish.	Identifies basic elements of a computer. Classifies elements that integrate the computer.	Product	Accurately identifies basic elements of a computer. Correctly classifies elements that integrate the computer.
		Distinguishes between the elements that integrate the computer.	Product	Correctly distinguishes between the elements that integrate the computer.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Select programs to detect and remove viruses.	Selects programs to detect and remove viruses	Defines the concept of virus and antivirus.	Knowledge	Accurately defines the concept of virus and antivirus
		Differentiates types of viruses and antivirus	Performance	Rightly differentiates the types of viruses and antivirus
		Applies procedures for detecting virus and protecting programs.	Performance	Correctly applies procedures for detecting virus and protecting programs.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Use skills in the Windows environment for information management.	Uses skills in the Windows environment for information management.	Defines concepts related to functions of graphical environment. Explains the functioning of basic system tools. Identifies elements presented for program management. Uses functions available for managing the operating system environment.	Knowledge Performance Performance Performance	Adequately defines concepts related to functions of graphical environment. Accurately explains the functioning of basic system tools. Efficiently identifies elements that are presented for program management. Correctly uses functions available for managing the operating system environment.
Type letters, numbers and others that make up the keyboard up to 50 words per minute.	Types letters, numbers and others that make up the keyboard up to 50 words per minute.	Applies correct body position when typing. Applies proofreading techniques in their work. Uses correctly typing tutor to acquire the accuracy Determines the position of each of the keys on the computer.	Performance Performance Performance Performance	Efficiently applies correct body position when typing. Efficiently applies proofreading techniques in their work. Properly uses in the correct way to acquire typing tutor and speed accuracy. Properly determines the position of each of the keys on the computer.

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		<p>Types with the correct fingering techniques, practical exercises contain letters, numbers and paragraphs that appear in the textbook to achieve mastery of the keyboard.</p> <p>Types practice and reinforcement exercises that contain letters, numbers and paragraphs.</p>	<p>Product</p> <p>Product</p>	<p>Accurately types with the correct fingering techniques, practical exercises contain letters, numbers and paragraphs that appear in the textbook to achieve mastery of the keyboard.</p> <p>Correctly types practice and reinforcement exercises that contain letters, numbers and paragraphs.</p>

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
		Demonstrates good work habits, good order and cleaning by typing text in both languages, Spanish and English.	Performance	Correctly demonstrates good work habits, good order and cleaning by typing text in both languages, Spanish and English.
		Demonstrates skills in using computer keyboard developing texts with speed in Spanish and English.	Performance	Clearly demonstrates skills in using computer keyboard developing texts with speed in Spanish and English.
		Reviews techniques applied in texts, paragraphs typed both in Spanish or English.	Performance	Correctly reviews techniques applied in texts, paragraphs typed both in Spanish or English.
		Performs operations to determine its speed when typing.	Product	Rightly performs operations to determine its speed when typing.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Use applications related to Internet use and services for searching and accessing information.	Uses applications related to Internet use and services for searching and accessing information.	Defines basic concepts related to Internet.	Knowledge	Correctly defines basic concepts related to Internet.
		Recognizes minimum requirements for an Internet connection.	Knowledge	Accurately recognizes minimum requirements for an Internet connection.
		Explains the origin and evolution of Internet in the world and in Costa Rica.	Desempeño	Correctly explains origins and evolution of the Internet in the world and in Costa Rica.
		Distinguishes services available on Internet.	Desempeño	Correctly distinguishes services available on Internet.
		Use different services available online.	Desempeño	Clearly uses services available online.
		Rightly accesses information through Internet search tools.	Desempeño	Rightly accesses information through Internet search tools.

TECHNICAL COMPETENCY STANDARDS OF EDUCATIONAL INSTITUTION

GENERAL DATA

Title: Word text processor

Purpose: Use the Word text processor to create company's documents according to international standards.

Competency Level: Basic

UNITS OF JOB COMPETENCY THAT CONFORM THE STANDARDS

Title	Classification
Correctly identifies, menus, functions and tools of Word processor.	Specific
Correctly uses menus, functions and tools.	Specific
Accurately distinguishes functions to manage text and documents.	Specific
Efficiently applies different functions to handle text and documents.	Specific
Correctly produces all kinds of documents on the processor.	Specific
Accurately corrects each work according to the technique used.	Specific
Accurately selects the best papers for the portfolio of evidence.	Specific
Efficiently identifies symbols and special characters.	Specific
Correctly uses functions in terms of creation of symbols required for production of documents.	Specific
Correctly applies ASCII code in the preparation of various documents.	Specific
Accurately identifies elements of charts and graphs.	Specific
Correctly produces charts and graphs using the tools.	Specific
Accurately quotes procedures for the submission of various documents.	Specific
Correct develops letters, memos, reports and records, using standard techniques.	Specific
Accurately uses checklist techniques to review the documents prepared.	Specific
Clearly infers the importance of the manual and electronics typewriter.	Specific
Correctly quotes parts of the typewriter.	Specific
Accurately solves cases for the operation of manual and electronic typewriter.	Specific
Efficiently uses some tab and alignment techniques through practices.	Specific

COMPETENCY ELEMENTS

Reference	Title of element
1 - 2	Demonstrates skills and abilities in the use of the word processor in the production of company's documents.

PERFORMANCE CRITERIA

Applies functions of Word processor in the keyboard exercises and short texts.

Applies alphanumeric symbols in the presentation of business documents.

Makes charts and graphs with word processor tools.

Develops simple and complex documents, using word processing functions; as well as, checklists and other corresponding techniques.

Distinguishes basic elements of manual and electronics typewriter.

APPLICATION FIELD

Category	Class
Services	Provision of Technical Education Services

KNOWLEDGE EVIDENCE

Quotes procedures for the submission of various documents.

Quote parts of manual and electronics typewriter.

PERFORMANCE CRITERIA

Identifies menus, functions and tools in the word processor.

Identifies symbols and special characters.

Identifies elements of charts and graphs.

Uses menus, functions and tools.

Distinguishes functions to manage text and documents.

Apply functions to manage text and documents.

Use functions in terms of creation of symbols required for production of documents.
Applies ASCII code in the preparation of documents.
Uses checklist techniques to review the documents prepared.
Infers the importance of manual and electronics typewriter.
Solves cases for the operation of manual and electronic typewriter.
Corrects the work according to the technique used.
Selects the best documents for the portfolio of evidence.
Runs a tab techniques and alignment through an exercise.

PRODUCT EVIDENCE

Prepares all kind of documents on the processor.
Prepares charts and graphs using the tools.
Prepares letters, memos, reports, and records using standard techniques.

Sector: Commercial and Services	Program: Bilingual Secretary
Subject Area: Computer skills	Grade: Tenth
Study Block: Word text processor	Time: 60 hours

Purpose: Use the Word text processor to create company's documents according to international standards.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply functions of Word processor in the keyboard exercises and texts.	<p>Concept and Applications:</p> <ul style="list-style-type: none"> • Window of work: • Menu Bar • Toolbars • Drawing • Format • Borders • Text (blocks) • Copy • Delete • Move • Insert • Documents • Creation • Saving • Recovery • PrintingDesign • Design 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Defines menus, functions and possible tools. • Exemplifies the use of menus, functions and tools. • Explains the procedure to work with text. • Defines components of the document (margins, headers, etc.). • Applies word processing functions in the production of documents. 	<ul style="list-style-type: none"> • Ability to dialogue in conflict situations. 	<ul style="list-style-type: none"> • Applies functions of Word processor in the keyboard exercises and texts.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
		<p>Student:</p> <ul style="list-style-type: none"> • Identifies menus, functions and possible tools. • Uses menus, functions and tools. • 		

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Document Format • headers, footers, footnotes • Page Numbering • Margins • Macros • Templates • Illustrations 	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Distinguishes functions to manage texts and documents. • Applies functions to manage text and documents. • Prepares all types of documents on the processor. • Corrects the work according to the technique used. • Selects the best documents for the portfolio of evidence. 		

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
2. Apply alphanumeric symbols needed in the presentation of business documents.	<ul style="list-style-type: none"> • ASCII Code • Symbols • Special Characters • Others. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Define the concept of ASCII code. • Explain the different symbols used, but not on the keypad. • Describe the importance of ASCII code enforcement in the preparation of documents. <p>Student:</p> <ul style="list-style-type: none"> • Identifies symbols and special characters. • Use the functions in terms of creation of symbols required for production of documents. • Apply the ASCII code in the preparation of various documents. 	<ul style="list-style-type: none"> • Ability to dialogue in conflict situations. 	<ul style="list-style-type: none"> • Applies alphanumeric symbols needed in the presentation of business documents.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
3. Design graphs and charts using tools available in word processor.	<ul style="list-style-type: none"> • Tables and Graphics. • Creation • Modification • Format • Visualization 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Explains the importance of components in charts and graphs. • Exemplifies functions in the preparation of charts and graphs. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Identifies elements of charts and graphs. • Makes charts and graphs using the tools. 	<ul style="list-style-type: none"> • Ability to dialogue in conflict situations. 	<ul style="list-style-type: none"> • Designs graphs and charts using tools available in word processor.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
4. Develops simple and complex typing documents using word processing functions, and the corresponding checklist.	<ul style="list-style-type: none"> • Letters. • Memoranda • Reports • Minutes • Checklists 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Describe procedures for preparing documents. • Explains techniques for producing various documents. • Explains techniques for comparing documents. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Lists procedures for preparing documents. • Prepares letters, memos, reports and records, using standard techniques. • Uses checking or comparing techniques to review documents prepared. 	<ul style="list-style-type: none"> • Ability to dialogue in conflict situations. 	<ul style="list-style-type: none"> • Develops simple and complex typing documents using word processing functions, and the corresponding checklist.

LEARNING RESULTS	CONTENTS	TEACHING – LEARNING STRATEGIES	VALUE AND ATTITUDES	PERFORMANCE CRITERIA
5. Distinguish basic elements of the manual and electronics typewriter.	<ul style="list-style-type: none"> • Manual and electronic typewriter • Typewriter parts and their functioning • Parts of the electronic typewriter and their functioning • Keyboard division • Tabulation techniques • Alignment techniques 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Explains the importance of manual and electronic typewriter. • Describe the parts of the typewriter. • Demonstrates the functioning of manual and electronic typewriter. • Explains the tab and alignment techniques. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Infers the importance of manual and electronic typewriter. • Quotes the parts of the manual and electronic typewriter. • Solves a case related to the functioning of manual and electronic typewriter. • Makes a tab and alignment practice. 	<ul style="list-style-type: none"> • Ability to dialogue in conflict situations. 	<ul style="list-style-type: none"> • Distinguishes basic elements of the manual and electronic typewriter.

PRACTICES AND CHECKLISTS PRACTICE DEVELOPMENT	
STUDY BLOCK : Word text processor	PRACTICE No. 1
Purpose:	
Scenario: Computer lab	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES:

Teacher:

- Defines menus, functions and tools.
- Exemplifies the use of menus, functions and tools.
- Explains the procedure to work with texts.
- Defines components of the document (margins, headers, etc.).
- Applies word processing functions in the production of documents.
- Define the concept of ASCII code.
- Explain symbols used but not on the keypad.
- Describes the importance of ASCII code reinforcing in the preparation of documents.
- Explains the importance of components in tables and graphs.
- Exemplifies functions in the preparation of tables.
- Describes procedures for preparing various documents.
- Explains techniques for producing various documents.
- Explains techniques for checking or comparing documents.
- Explains the importance of manual and electronic typewriter.
- Describes parts of the manual and electronic typewriter.
- Demonstrates the operation of manual and electronic typewriters.
- Explains techniques about tab and alignment.

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 identifies, menus, functions and tools of Word processor.			
Correctly uses menus, functions and tools			
Accurately distinguishes functions to manage text and documents.			
Efficiently applies different functions to handle text and documents.			
Correctly produces all kinds of documents on the processor.			
Accurately corrects each work according to the technique used.			
Accurately selects the best papers for the portfolio of evidence.			
Efficiently identifies symbols and special characters.			
Correctly uses functions in terms of creation of symbols required for production of documents.			
Correctly applies ASCII code in the preparation of various documents.			
Accurately identifies elements of charts and graphs.			
Correctly produces charts and graphs using the tools.			
Accurately quotes procedures for the submission of various documents.			
Correctly develops letters, memos, reports and records, using standard techniques.			
Accurately uses checklist techniques to review the documents prepared.			
Clearly infers the importance of the manual and electronic typewriter.			
Correctly quotes parts of the typewriter.			
Accurately solves cases for the operation of manual and electronic typewriter.			
Efficiently uses some tab and alignment techniques through practices.			

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply functions of Word processor in the keyboard exercises and texts.	Applies functions of Word processor in the keyboard exercises and texts.	Identifies, menus, functions and tools of Word processor.	Performance	Correctly identifies, menus, functions and tools of Word processor.
		Uses menus, functions and tools Distinguishes functions to manage text and documents.	Performance Performance	Correctly uses menus, functions and tools Accurately distinguishes functions to manage text and documents.
		Applies different functions to handle text and documents. Corrects each work according to the technique used. Selects the best papers for the portfolio of evidence.	Performance Performance Performance	Efficiently applies different functions to handle text and documents. Accurately corrects each work according to the technique used. Accurately selects the best papers for the portfolio of evidence.
		Produces all kinds of documents on the processor.	Product	Correctly produces all kinds of documents on the processor.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Apply alphanumeric symbols needed in the presentation of business documents.	Applies alphanumeric symbols needed in the presentation of business documents.	Identifies symbols and special characters. Uses functions in terms of creation of symbols required for production of documents. Applies ASCII code in the preparation of various documents.	Performance Performance Performance	Efficiently identifies symbols and special characters. Correctly uses functions in terms of creation of symbols required for production of documents. Correctly applies ASCII code in the preparation of various documents.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Design graphs and charts using tools available in word processor.	Designs graphs and charts using tools available in word processor.	<p>Identifies elements of charts and graphs.</p> <p>Produces charts and graphs using the tools.</p>	<p>Performance</p> <p>Product</p>	<p>Accurately identifies elements of charts and graphs.</p> <p>Correctly produces charts and graphs using the tools.</p>
Develop simple and complex typing documents using word processing functions, and the corresponding checklist.	<p>Develops simple and complex typing documents using word processing functions, and the corresponding checklist.</p> <p>Develops letters, memos, reports and records, using standard techniques..</p>	<p>Accurately quotes procedures for the submission of various documents.</p> <p>Uses checklist techniques to review the documents prepared.</p>	<p>Knowledge</p> <p>Performance</p>	<p>Accurately quotes procedures for the submission of various documents.</p>
			Product	Accurately uses checklist techniques to review the documents prepared.

CRITERIA FOR COMPETENCY ASSESSMENT

LEARNING RESULTS	PERFORMANCE CRITERIA	EVIDENCE	TYPE	EVIDENCE OF SUFFICIENCIES
Distinguish basic elements of the manual and electronic typewriter.	Distinguishes basic elements of the manual and electronic typewriter.	Correctly quotes parts of the typewriter.	Knowledge	Correctly quotes parts of the typewriter.
		Clearly infers the importance of the manual and electronic typewriter.	Performance	Clearly infers the importance of the manual and electronic typewriter.
		Solves cases for the operation of manual and electronic typewriter.	Performance	Accurately solves cases for the operation of manual and electronic typewriter.
		Efficiently uses some tab and alignment techniques through practices.	Performance	Efficiently uses some tab and alignment techniques through practices.

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ANNEX 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 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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