PROGRAM
PRODUCTIVITY AND QUALITY

CURRICULAR DESIGN BASED ON THE COMPETENCY STANDARDS
EDUCATIONAL MODEL

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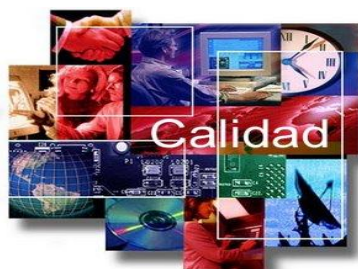Damaris Foster Lewis, MSc.
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"Development through Education "

SECTOR: INDUSTRIAL

PROGRAM: PRODUCTIVITY AND QUALITY

GRADE: ELEVENTH

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EDUCATIONAL MODEL**

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CROSS CURRICULAR TOPICS IN STUDY PROGRAMS

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

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

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

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

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

With the competency perspective as a guide, cross-curricular competencies have been defined as follows: "those that

span and penetrate all curricular subjects, horizontally and vertically, and require the integrated and coordinated support of all academic disciplines, as well as coordinated pedagogical action" (Beatriz Castellanos, 2002). In this fashion, these competencies appear in annual plans as well as in every other aspect of the educational system.

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

Environmental Culture for Sustainable Development

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

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

Competencies to be developed

- Creatively apply knowledge acquired through critical and reflexive processes of problem solving (environmental, economic, social, political, etc.), using attitudes, values and practical tools that contribute to sustainable development and improved quality of life.
- Actively participate, with commitment and responsibility, in projects that preserve, restore or protect the environment, identifying main needs and problems and generating alternative development solutions to contribute to your quality of life, that of others, and sustainable development.
- Strive for harmonious relationships with yourself, other people and other living beings through responsible attitudes and aptitudes, recognizing our interdependence with the environment.

Comprehensive Sex Education

According to the " Políticas de Educación Integral de la Expresión de la Sexualidad Humana", (2001), experiencing human sexuality in a mature way is dependent upon an integrated approach to sex education that includes all aspects,

such as physical, biological, psychological, socio-cultural, ethical and spiritual . Sexuality cannot be reduced to simply biological reproduction considered in a context devoid of values and ethical and moral principles regarding life, love, family and coexistence.

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

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

Competencies to be developed:

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

Health Education

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

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

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

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

Personal Experience of Human Rights as a way to foster Democracy and Peace

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

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

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

Competencies to be developed
- Practices his/her rights and responsibilities by living in a democratic, ethical, tolerant and peaceful way.
- Accepts his/her own reality, as an individual subject to rights and responsibilities.

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

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

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

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

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

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

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

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

CROSS CURRICULAR THEMES COMMITTEE

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

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RATIONALE

The use of technology is one of the most important factors in organizational and personal performance; technology serves as the basis for strategy and realistic and accurate decision making in line with current environmental factors.

In this context, the use of technology takes on strategic importance for public and private organizations, leaving its impact in productivity as well as the quality of goods and services and the creation of competitive advantage.

As such, the effective use of technology can have an important effect on the productive, economic and social sectors, and on the country in general. For this reason, technology is promoted as an important element in the overall performance of countries and an important tool for national development.

Naturally, for technology to fulfill its potential, the personnel that will be entrusted with its use must be trained in line with the requirements of the labor market and productive sectors of the country.

It is important to note the significant growth in the installed technological base of this country's productive sector. Taking this into account, capable and efficient technicians in the area of Productivity and Quality are increasingly required to possess adequate skills in technology. As technology extends its reach into business and personal life, the need is ever greater for people to be trained in its use.

This is the point of departure for the Ministry of Public Education as it seeks to respond to these new needs with

Vocational Technical Education, training technicians capable of meeting labor needs in terms of technology, starting from the basic premise that education is the fundamental instrument for individual and social development.

Therefore, given the results of research carried out with professionals, teachers and entrepreneurs, the Productivity and Quality study programs have been developed in accordance with labor market requirements.

The following program objectives arise from current educational policy:

- Strengthen fundamental values of Costa Rican society through integrated training of each student.
- Stimulate respect for cultural, social and ethnic diversity.
- Create consciousness in future citizens of the commitment we have with sustainable economic and social development, in harmony with nature and society in general.
- Train a labor force that will contribute to the competitive capacity of the country.

As a response to these objectives, this study program is structured into integrated subjects and organized to encourage students to gradually and permanently develop knowledge through active participation in the construction of their own knowledge.

In addition to specialization-related content, the following generic topics are also included:

- Understanding Business: promote the development of knowledge, abilities and skills that allow students to control their own destinies; students will be prepared not only to perform as employees, but also as entrepreneurs able to start their own companies.
- English for Communication: promote the development of technical English skills, with four hours per week and three levels of content.
- Information and Communication Technologies: develop abilities in the use of software commonly found in the specialization.

The start of a new millennium brings with it significant economic and social challenges, and education must be the motor for national development in a changing environment, strengthening the productive sector in a context of social equality. Science and technology have advanced and have forced Costa Rica as a nation to question its prevailing economic model.

Companies represent a significant source of foreign currency reserves for Costa Rica, especially considering the deterioration of traditional exports. The rapid growth of the service sector represents one of the structural changes that the Costa Rican economy has experienced in recent years. Among those activities favored by free trade and pro-export government policy, the service sector has shown the most dynamic growth.

The growing importance of services, rapid technological changes in industry, and innovations in the marketing of goods and services have all forced industry to pursue permanent control of quality and to aid in job creation, especially in main population centers and in areas that have experienced development.

To the extent that this sub-sector is associated with the growth of industry in general and has become a constantly growing business, it is capable of moving technical, financial and human resources. It is also capable of creating incentives for increased local productivity, reduced social inequality and better stewardship of natural resources, all of which contribute to improved competitive capacity in general.

JUSTIFICATION
PRODUCTIVITY AND QUALITY SPECIALIZATION

The Productivity and Quality specialization, as part of the educational offer of the Office of Technical Education and Entrepreneurial Skills of the Ministry of Public Education, is influenced by constant and accelerated technological developments and is presented to the Costa Rican society as a solution to labor market needs. As such, the specialization can help improve the performance of this activity in the country.

The country has seen recent radical changes in its productive base that have provoked development in new areas of knowledge related to quality management. These areas include product, process and procedure, as well as other existing areas of knowledge that have been developed further.

As companies continue to expand and increase production, it can be shown that economic data does not completely reflect business results; the balance can be attributed to statistical resources and efficiency efforts, resulting in increased productivity.

To respond to these new models of development and this specialization of activities, the Office of Technical Education has sought to satisfy labor market demand in the most direct and timely fashion possible. The chosen strategy has been the training of mid-level technicians that are able to perform well in companies that choose to improve compliance with quality standards through activities such as: quality studies, waste studies, process analyses, implementation of quality control and management measures, customer service, and team work, among others. The technician must be familiar with these concepts in order to adapt to the company and an environment where improvement is constant and necessary, and social responsibility is expected. The technician must also possess the values necessary in order to serve in roles of supervision and coordination, using information and communication technologies to improve company effectiveness and productivity.

The objective of the Productivity and Quality specialization is to respond to a series of labor needs identified in the country's productive sectors and contribute to the conditions needed for efficient decision making in companies in a world of complex relationships and rapid change. It is designed in accordance with concepts defined in regional conversations with by business leaders facilitated by **CINDE** (*Coalición Costarricense de Iniciativas de Desarrollo*).

To achieve parallel productivity and quality objectives, business leaders must recognize that many leaders such as themselves are focused on products and sales, but are not focused on the market or the customer. A market-oriented approach with a focus on customers instead of products, informed by research-based knowledge, could greatly increase productivity.

The Productivity and Quality specialization will train mid-level technicians capable of managing, training, using TICs, directing and formulating technical task. These technicians will be ready to work in industry or the commercial or service sectors.

GENERAL GUIDELINES FOR TEACHERS

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

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

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

On the other hand, the strategy as a means of transmitting content represents the link between what is intended to be taught and the student's own expectations of learning. Strategy also allows teachers to measure progress towards objectives. The teaching-learning strategy is a consequence of the methodology, its implementation and its application. As such, it is necessary to define method before strategies. The strategies must be complementary to each other, therefore; the results of each must be congruent with the result of the methodology. This extends to the assessment rubrics that indicate basic outcomes and elements of each competency that each student must possess at the end of each unit of study.

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

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

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

According to the educational model based on competency standards, the goal of the teaching-learning process is to develop abilities and skills, as well as, to provoke changes in attitudes and aptitudes of students. To achieve this, the following stages in the teaching-learning process should be considered: [1]
- Detect and confirm student learning needs (diagnostic).
- Determine learning outcomes and assessment criteria
- Plan teaching-learning strategies based on student profiles and program contents
- Design and apply corresponding assessment instruments.
- Implement the pedagogical mediation process.
- Evaluate and provide feedback to students (formative and summative assessment).

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[1] Ávila, Gerardo y López, Xinia. Educación basada en normas of competencia. SINETEC. 2000.

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

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

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

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

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

Learning is based on:

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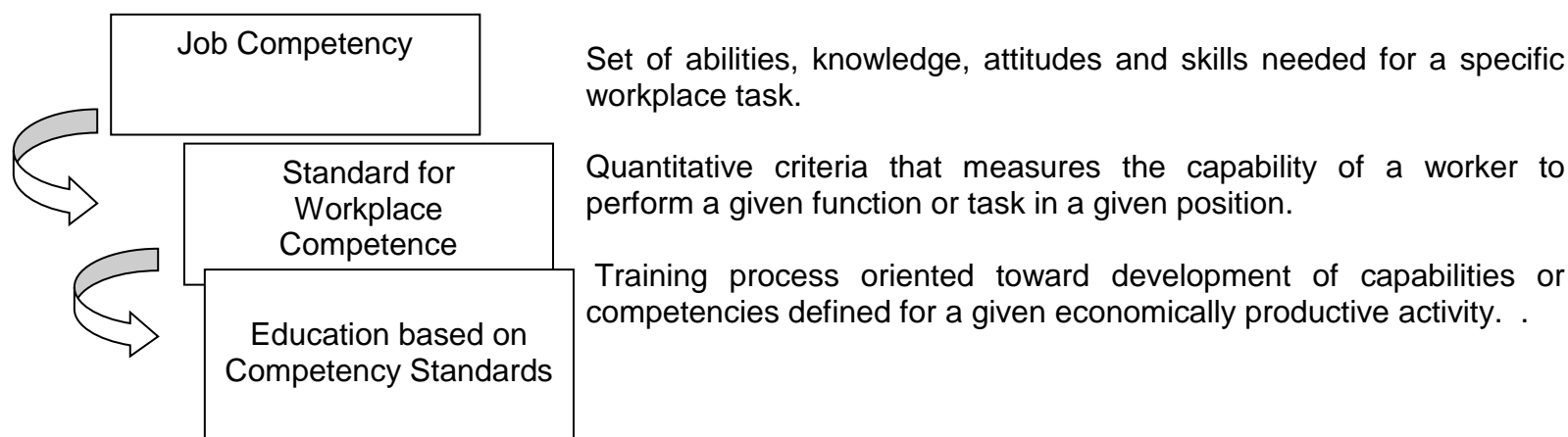- organization of knowledge in ways that are significant for the student.

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

- The high school that delivers this specialization must have adequate equipment, infrastructure and materials.
- Teachers assigned to this program must be trained and possess interest in further training, to ensure performance.

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

CONCEPT of EDUCATION BASED ON COMPETENCY STANDARDS

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

Set of abilities, knowledge, attitudes and skills needed for a specific workplace task.

Standard for Workplace Competence

Quantitative criteria that measures the capability of a worker to perform a given function or task in a given position.

Education based on Competency Standards

Training process oriented toward development of capabilities or competencies defined for a given economically productive activity. .

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

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

**Comparison between Traditional Technical Education and
Competency Standards Based Education**

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

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

GENERAL ASSESSMENT GUIDELINES

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

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

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

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

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

This comparison provides the basis of the teacher determination if the student has achieved competence in this area.

Therefore, assessment based on competence standards is carried out in relation to the performance criteria established by the standards, which ,in turn, define the quantity and quality of evidence required to judge the performance of a student.

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[2] Ávila, Gerardo y López, Xinia. Educación basada en normas of competencia. SINETEC. 2000.

The assessment process consists of the following activities:
- Define the requirements or objectives of evaluation:
- Gather evidence
- Compare evidence with requirements
- Make judgment based on this comparison.

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

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

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

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

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

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

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

TEACHER PLANNING

1. ANNUAL PLAN PER SUBJECT:

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

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

"This plan must be delivered to school authorities at the beginning of the academic year."
Annual Plan Template

ANNUAL PLAN

Technical High School: _____

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

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

2. PEDAGOGICAL PRACTICE PLAN FOR THE EDUCATIONAL SUBJECT AREA:

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

Pedagogical Practice Plan

High School:		
Sector: Industrial	Program:	
Subject Area:	Grade:	Level:
Study block:	Time:	
Purpose:		

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

The **learning outcomes** must be planned according to the annual plan, and must reflect horizontal concordance with the contents, teaching-learning strategies, and performance criteria.

Teaching strategies must be included, specifying methodologies and techniques to be employed, as well as practices to be carried out in line with **learning strategies** (broken down by student).

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

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

VOCATIONAL PROFILE
MID LEVEL TECHNICIAN
PRODUCTIVITY AND QUALITY

Interpret technical information related to the specialization.

Clearly transmit technical instructions, using appropriate communication strategies.

Demonstrate ability and skill through the tasks assigned in the specialization.

Direct production processes, following instructions from technical superiors.

Propose solutions to production problems.

Elaborate and evaluate projects related to the specialization.

Demonstrate quality in your work.

Use the computer as a tool in specialization tasks.

Apply standards of occupational health.

Demonstrate professional ethics in the completion of specialization tasks.

Protect the environment, eliminating the pollution originating from production processes.

Rationally, use the material, equipment, and instruments required in the specialization.

Use appropriate technology to contribute to competitive capacity, quality and development in the country.

Demonstrate love for your country, its traditions and customs.

Promote your community's most original traditions, creating consciousness of these traditions in others.

OCCUPATIONAL PROFILE
MID LEVEL TECHNICIAN
PRODUCTIVITY AND QUALITY

Apply computer skills as a basic tool in your work.

Apply elements of marketing, following the philosophy of the first Quality House.

Use cost accounting quality as part of the continuous improvement of companies.

Develop processes related to productivity and competitiveness.

Apply elements of productivity measurement, in order to obtain real data about companies.

Apply statistics as a tool for the continuous improvement of companies.

Use quality tool for the continuous improvement of companies

Effectively, communicate oral and written information in English and Spanish.

Obtain data from the study of processes in order to improve productivity indicators.

Establish the cost-quality relationship, in order to find point for action in the process of continuous improvement.

Apply the tools of quality control, in order to improve productive processes.

Utilize the concept of control matrix to control waste in companies.

Apply basic concepts of team work in order to improve internal processes in companies.

Apply customer service and customer win-back techniques in the resolution of daily problems in the company.

Apply management tools for quality control and continuous improvement in companies.

Apply current standards for the food and medical industry in local companies.

Apply labor and environmental standards, following international criteria.

Use measuring instruments for quality control in productive processes.

GENERAL OBJECTIVES OF THE PROGRAM

1. Train mid-level technicians according to the standards of the current and future workplace.

2. Promote specialization values and attitudes in students of this program.

3. Foster creative and critical thinking, to prepare students for constant economic and social change in the future in this country.

4. Promote awareness of the need for quality as a key element of productivity.

5. Facilitate integration of students into a society in constant process of change in technology, processes, aptitudes, etc.

6. Develop abilities and skills needed to permit students to use quality in the implementation of specialization concepts.

7. Develop control processes for economic activities, in order to improve competitive capacity and quality.

8. Promote quality through statistical control and national and international standards, studying waste and efficient use of raw materials with a focus on environmentally sustainable development.

PROGRAM: PRODUCTIVITY AND QUALITY

CURRICULAR FRAMEWORK

SUBJECT AREA	HOURS PER GRADE		
	X	XI	XII
Business Management	4	4	-
Process Fundamentals.	4	4	-
Quality Control.	12	8	12
Quality Companies.	-	4	8
English for Communication.	4	4	4
Total	**24**	**24**	**24**

NOTE: Technical-area classes last 60 minutes

COURSE CONTENT
PROGRAM: PRODUCTIVITY AND QUALITY

SUBJECT AREA	TENTH		ELEVENTH		TWELFTH	
Business Management.	Business Management (CODE). Quality House. Basics of Accounting. **Total**	80 h 40 h 40 h **160h**	Information and Communication Technologies. Business skills Educational Unit. **Total**	80 h 80 h **160 h**		
Process Fundamentals.	Productivity Processes **Total**	80 h 80 h **160h**	Process Study. Quality Costs. **Total**	80 h 80 h **160 h**		
Control de Calidad.	Fundamentos de estadística. Principios para el control de la calidad. **Total**	360h 120h **480h**				
Quality Control.			Statistical Tools for Quality. Waste Studies. **Total**	224 h 96 h **320 h**	Metrology. Administrative Tools for Quality. **Total**	96 204 h **300h**

SUBJECT	TENTH		ELEVENTH		TWELFTH	
Quality Companies.					Food and Medical Standardization Labor and Environmental Standardization.	120 h 80 h
					Total	**200h**
Empresas de calidad.			Equipos de trabajo. Servicio al cliente.	40 h 120 h		
			Total	**160 h**		

SUB-AREA	UNITS IN EACH LEVEL					
	TENTH	**HOURS**	**ELEVENTH**	**HOURS**	**TWELFTH**	**HOURS**
English for communication.	Building personal interaction at the company.	20 h	Safe work. Introductions in the Business activities.	20 h	Day to day. Customer service. Stand for	20 h
	Daily life activities.	20 h		20 h	Excellence.	20 h
	Working conditions and success at work.	20 h	Complaints and solving problems.	20 h	Travel.	20 h
	Describing a company, equipment and tools.	20 h	Regulations, rules and advice.	20 h	Astounding Future Career.	20 h
	Talking about plans, personal and educational goals.	20 h	Following instructions from manuals and catalogs.	40 h		20 h
	Communicating effectively and giving presentations.	20 h	Making telephone arrangements.	20 h		
	Raising Economic Success.	40 h	Entertaining.	20 h		
	Total	**160 h**	**Total**	**160 h**	**Total**	**100 h**

CURRICULAR MAP
PRODUCTIVITY AND QUALITY
TENTH GRADE

SUBJECT AREA   STUDY BLOCK   LEARNING OUTCOMES

Business Management.
160 hours

Business Management.
(CODE)
80 hours

- Apply principles of small business management and decision making in basic entrepreneurial situations.

- Design business goals using specific steps and taking on risk.

- Develop competencies for increased entrepreneurial capacity.

- Explain how people decide to start their own business.

- Select business opportunities using various techniques

- Use the procedures needed to organize a business.

- Operate a business from an accounting perspective

- Designs plans for a business start-up.

- Implement a successful business plan.

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Business Management. 160 hours	**House of Quality. 40 hours**	• Use the marketing system offered by the first House of Quality.
	Basics of Accounting. 40 hours	• Use basic accounting for tasks related to the Program.

SUBJECT AREA   STUDY BLOCK   LEARNING OUTCOMES

Process Fundamentals. 160 hours

Processes. 80 hours

- Describe the concepts, fundamentals and importance of the process.

- Diagram basic processes used in the domestic productive sector.

- Use indexes for measurement and organization of improvement processes.

Productivity. 80 hours

- Describe the concepts and fundamentals of productivity, designed in processes of continuous improvement in companies.

- Explain the importance of process productivity to final product quality.

- Elaborate practical exercises, for the improvement of productive processes.

SUB-ÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
Control de la Calidad. 480 horas	**Fundamentos de estadística. 360 horas**	• Aplicar los elementos básicos de matemática, en la obtención de datos en las empresas. • Desarrollar la estadística descriptiva y el análisis de datos como herramienta del mejoramiento continuo, en los procesos productivos. • Emplear el concepto de probabilidad en el mejoramiento de los procesos productivos de las empresas. • Utilizar la estadística no paramétrica en los procesos de mejoramiento empresarial.
	Principios para el control de la calidad. 120 horas	• Utilizar los principios filosóficos de control de la calidad, para la mejora de la competitividad en las empresas.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication. 160 hours	Building personal interaction at the company. 20 hours	Cognitive Target: 1 Exchanging information about: Personal interaction at the company, ways of interacting, meeting people, ethics, personal skills, cultural aspects	• Understanding simple familiar phrases and short statements. • Asking and responding to questions in clearly defined situations. • Reading personal information forms. • Reading a personal letter. • Writing about occupations and writing the name and address on an envelope.
	Daily life activities. 20 hours	Cognitive Target: 2 Interprets and communicates information about: daily activities at home, school and job. Daily routines	• Making appointments for personal business. • Describing my personal schedules. • Talking about daily routines at home, at school and at work. • Predicting the content of a story from the title. • Writing about daily routine.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Working conditions and success at work. 20 hours	Cognitive Target: 3 Interprets and communicates information about: someone ´s job, working tasks, job positions, and responsibilities.	• Asking and answering about job positions and respond to job interview questions. • Describing someone ´s job and uncompleted work tasks. • Reading and interpreting a job application and reading magazine articles. • Writing a paragraph describing a job I would like to have. • Filling out a job application.
	Describing company furniture, equipment and tools. 20 hours	Cognitive Target: 4 Interprets and communicates information about: company furniture, equipment and tools.	• Asking for and give information on companies and products, furniture. • Communicating messages with little or no difficulty about equipment and tools. • Reading and interpreting companies' descriptions. • Writing lists of equipment and tools from different companies.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Talking about plans, personal and educational goals. 20 hours	Cognitive Target: 5 Exchanging information about: leisure activities, holidays and special occasions. Planning educational and personal goals.	• Talking about holiday celebrations. And leisure activities. • Describing the steps to fill out different types of forms by doing college enrolment. • Reading news and articles about people´s plans. • Describing possible weekend activities.
	Communicating effectively and giving presentations. 20 hours	Cognitive Target: 6 Interprets and communicates information about: daily activities at home, school and job. Daily routines.	• Solving problems by phone and making telephone arrangements. • Describing what makes a good communicator. • Evaluating the effects of stress factors and gets advice on presenting. • Describing the facts that affect the success of a presentation.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Raising economic success. 40 hours	Cognitive Target: 7 Using appropriate language for comparing goods, discussing advertisements, describing products and your preferences.	• Discussing about advertisements from different means of communication. • Comparing goods and services and explaining the reasons why I like a product. • Describing product characteristics by contrasting and comparing different goods or services. • Expanding reading skills by reading job ads from newspaper or magazines and reading formal letters of complaint. • Writing a formal letter of complaint, completing a product comparison chart and writing an advertisement.

CURRICULAR MAP
PRODUCTIVITY AND QUALITY
ELEVENTH GRADE

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Business Management. 160 hours	**Information and Communication Technologies. 80 hours**	• Use technological tools for the administration of diverse resources • Use a word processor, presentation application, and electronic spreadsheet for program tasks. • Use Internet-related applications and related services to search for and access information.

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Business Management. 160 hours	**Business Skills Educational Unit. 80 hours**	- Identify the organizational and functional structure of the Labor@ classroom. - Foster work and educational experiences in a Labor@ practice company. - Carry out tasks in practice companies through Labor@ classrooms.

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Process Fundamentals. 160 hours	**Process Study. 80 hours**	• Apply elements of process and measurement to improve the competitive capacity of companies. • Use productivity indicators in order to improve the competitive capacity of companies.
	Quality Costs. 80 hours	• Identify the cost of quality in the improvement process. • Develop quality cost methodology grounded in the reality of modern companies.

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Quality Control. **320 hours**	**Quality Control.** **224 hours**	• Apply quality control tools in processes of continuous improvement in companies. • Use quality control tools in local companies' productive processes.
	Waste Studies. **96 hours**	• Carry out waste analyses in companies, as part of processes of continuing improvement. • Implement matrices and tools for waste control in companies.

SUB-ÁREA	UNIDAD DE ESTUDIO	RESULTADOS DE APRENDIZAJE
Empresas de calidad. **160 horas**	**Equipos de trabajo.** **40 horas**	• Determinar la importancia de los equipos de trabajo en los procesos de la calidad, con relación al mejoramiento continuo. • Demostrar el funcionamiento correcto de los equipos de trabajo efectivo, en la empresa y sus acciones positivas en el proceso.
	Atención al cliente. **120 horas**	• Desarrollar los elementos básicos del servicio al cliente, utilizadas por las empresas. • Aplicar aspectos relacionados con el manejo de casos y la recuperación de clientes, para empresas. • Utilizar protocolos en las relaciones públicas de las empresas, para el mejoramiento del servicio al cliente.

ENGLISH FOR COMMUNICATION

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 Hours	Safe work 20 hours	Cognitive Target: 1 Exchanging information about: safe and unsafe driving, accidents and job benefits	• Giving reasons for being late at work, school or meeting. • Identifying different signs and prevention procedures. • Describing consequences of accidents and prevention procedures at work. • Identifying special clothes and equipment used at work. • Scanning for specific information related to safety at work. • Reading stories about accidents at work and prevention measures. • Describing the advantages of working in a company.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication. 160 hours	Introductions in the Business activities. 20 hours	Cognitive Target: 2 Interprets and communicates information about: Business activities.	• Comparing the increasing profitability of department stores in our country. • Discussing conditions for starting a new business in public and private sector companies. • Making predictions about products or services of the future. • Reading about the development of industries. • Providing advice for people who are starting a new business by writing a letter.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Regulations, rules and advice. 20 hours	Cognitive Target: 3 Interprets and communicates information about: workplace rules and following them.	• Discussing situations when foreign business people make a "cultural mistake." • Talking to a manager about not following rules by performing a conversation. • Comparing companies regulations and giving advice. • Learning about dress code in my country to put it into practice at school or work. • Writing employee dress-code rules to be applied in a company.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Complaints and solving problems. 20 hours	Cognitive Target: 4 Exchanging information about: making complaints, apologizing and solving problems.	• Learning how to deal with a complaint by voice mail and automated telephone information. • Apologizing when it is required. • Solving problems at the office. • Dealing with problems, clients complains and giving apologizes. • Comprehending the usage of items in a first-aid kit. • Writing about solutions to a problem at work or school.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Following instructions from manuals and catalogs. 40 hours	Cognitive Target: 5 Interprets and communicates information about: technical vocabulary related to manuals and catalogue´s instructions.	• Understanding or using appropriate language for informational purposes. • Comparing equipment used in a job taken from different catalogues. • Identifying different equipment and components in catalogues used in a specific field of study. • Interpreting written instructions from a technical manual in a specific field of study.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Making telephone arrangements. 20 hours	Cognitive Target: 6 Exchanging information about: telephone calls and arrangements.	• Exchanging information in telephone conversations. • Expressing fluently to leave and take a message. • Making an appointment by telephone. • Comparing the different ways of communication people use in one culture such as expressions or gestures that people from another culture might not understand. • Writing a paragraph about how culture affects business life.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 160 hours	Entertainment 20 hours	Cognitive Target: 7 Demonstrate ability to work cooperatively with others.	• Entertaining guests and promotes leisure activities. • Listening to information about TV schedule. • Discussing about corporate entertaining. • Reading a journal about a trip on magazine descriptions. • Organizing a conference at another country including a variety of aspects.

CURRICULAR MAP
PRODUCTIVITY AND QUALITY
TWELFTH GRADE

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Quality Control. 300 hours	**Metrology 96 hours**	• Carry out measurements relevant to given processes, in order to guarantee data reliability.
	Quality Management Tools. 204 hours	• Develop quality management tools, as instruments for company improvement. • Exemplify each quality tool, applied to real situations in local and international companies. .

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Quality Companies. **200 hours**	**Food and Medical Standardization** **120 hours**	• Determine the importance of food and medical standardization for domestic and international companies. • Apply food and medical standards in a local company.
	Labor and Environmental Standardization. **80 hours**	• Develop labor and environmental codes and standards in companies that prioritize social and environmental responsibility. • Implement required steps for compliance with environmental and labor codes and standards in local businesses.

CURRICULAR MAP
ENGLISH FOR COMMUNICATION
TWELFTH LEVEL

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 100 hours	Day to Day Work. 20 hours	Cognitive Target: 1 Exchanging information about: day to day work.	• Asking and giving information about working routines. • Describing times and conditions of my job and daily routines. • Expressing likes and dislikes in my daily life. • Reading an advertisement about a new product. • Writing a plan to improve safety in your home.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 100 hours	Customer service. 20 hours	Cognitive Target: 2 Interprets and communicates information about: customer service.	• Understanding specifications about the elements of effective telephone communications. • Applying techniques to improve effectiveness as a listener. • Defining the importance of proper telephone techniques in providing excellent service to customers • Understanding details from texts, passages and others. • Stating the importance of attitude and creativity in providing high quality customer service.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 100 hours	Stand for excellence. 20 hours	Cognitive Target: 3 Exchanging information about: The ability to work cooperatively with others as a member of a team.	• Listening to a conversation between an employer and an employee and between coworkers. • Expressing encouragement when talking about programs and courses. • Reading and discussing about job skills. • Organizing information regarding options between job benefits and personal qualities

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 100 hours	Travel. 20 hours	Cognitive Target: 4 Interprets and communicates information about travelling.	• Listening to statements about a map in order to get to any specific place. • Explaining leisure and entertainment possibilities to a visitor. • Discussing about weather concerns when travelling. • Reading maps from other countries to find out cities and places. • Reading about environmental issues to take into account when visiting a foreign country. • Revising a business plan to propose an international company. • Developing writing skills making, accepting or declining an offer.

SUB-ÁREA	UNITS	TARGET	LINGUISTIC ACHIEVEMENT
English for communication 100 hours	Astounding Future Career. 20 hours	Cognitive Target: 5 Interprets and communicates information about: applying or transferring skills learned in one job situation to another.	• Listening to a discussion between two managers. • Discussing community problems and solutions by interviewing classmates. • Talking about life in a city and contrasting it with life in the country side. • Comparing and contrasting the lives and goals of people regarding working conditions. • Developing consciousness about my skills, achievements and awards. • Organizing ideas to design an improvement plan to change in life.

PROGRAM CONTENT
ELEVENTH GRADE

BUSINESS MANAGEMENT

DESCRIPTION
BUSINESS MANAGEMENT

The Business Management subject includes the following study blocks: Information and Communication Technologies, Business Studies. Each has been designed to help students construct learning experiences from general aspects to specific, as they view their country from a macroeconomic perspective that allows them to interpret changes and relate these changes to daily work. The teaching and learning process is structured to allow subject knowledge to be conveyed through general information that is at the same time highly technical in nature.

Activities related to quality develop quickly in our country, and information is readily available. Ongoing research by the teacher is recommended, however, and no content should be omitted.

The facilitative function of each teacher is to focus on the structuring of a process that takes into account student needs as well as available resources. The inclusion of values in the program content is key to lesson planning feedback, and quality as a concept must be presented as an integral element of society. A balance must be sought between theory and practice, so field practice is required, within the existing guidelines for the teacher

Therefore:

The **BUSINESS MANAGEMENT** subject, of 4 hours per week, consists of the following units:

Information and Communication Technologies: Introduces the most important concepts related to operating systems, as well as specifications, abilities and skills related to the use of various types of software applications (word processor, internet browser, spreadsheet, and graphics).

Business Studies Educational Unit: The Labor@ classroom: Centers for Business Practice, is an innovative initiative designed to develop knowledge in the following areas:

- Business management.
- Creation and development of entrepreneurial skills.
- Logical reasoning.
- Analysis and criticism of various types of information.
- Digital technologies, such as hotel programs, travel agencies, restaurants, Internet and email.

In the classroom, students will develop competencies such as: initiative, proactivity, creativity, teamwork, conflict resolution.

DISTRIBUTION OF STUDY BLOCK
BUSINESS MANAGEMENT

Study Blocks	Name	Time in hours	Time in weeks
I.	Information and Communication Technologies	80	20
II.	Business Skills Educational Unit.	80	20
	TOTAL	160	40

INFORMATION AND COMMUNICATION TECHNOLOGY

OBJECTIVES

1. Use software application tools in your work.

2. Use the tools and services available on the Internet to access and manipulate information.

3. Produce documents using technological tools.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

GENERAL INFORMATION

Title: **Information and Communication Technologies**

Objective: Carry out tasks using software applications, according to national and international standards, in order to maximize the value of this technology in the work place.

Competence Level: Basic

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARD

Title	CLASSIFICATION
Clearly cites concepts related to operating systems with graphic interface.	Specific
Correctly explains the functionality of basic operating system tools.	Specific
Correctly carries out tasks related to the operating system.	Specific
Precisely enumerates the functions available for the creation, opening, and editing of documents.	Specific
Clearly explains the procedure for handling blocks.	Specific
Accurately describes the procedure for correct formatting of documents.	Specific
Correctly uses available tools to elaborate and manage tables and graphics	Specific
Effectively uses a word processing application to elaborate documents.	Specific
Correctly cites the concepts related to the creation of presentations.	Specific
Clearly explains how hardware management tools work.	Specific
Correctly uses software to present slides.	Specific
Accurately names the basic operations carried out with electronic spreadsheets.	Specific

Title	CLASSIFICATION
Clearly describes the functions available for the creation, opening, editing and printing of documents.	Specific
Uses the functions available for the creation, opening, editing and printing of documents.	Specific
Correctly uses formulas in an electronic spreadsheet.	Specific
Clearly distinguishes the elements that make the Internet a tool for communication.	Specific
Correctly differentiates the tools used to search for information.	Specific
Correctly navigates through the Internet to find relevant information.	Specific

ELEMENTS OF COMPETENCE

REFERENCE	ELEMENT TITLE:
1-1	Carry out tasks using software applications, according to national and international standards, in order to maximize the value of this technology in the work place.

PERFORMANCE CRITERIA:

- Uses technological tools in the operation of software applications.
- Uses a word processor, presentation software, electronic spreadsheet for Program activities.
- Uses Internet-related applications and related services to search for and access information.

FIELD OF APPLICATION:

CATEGORY:	CLASS
SERVICES:	Technical Education Teaching Services

KNOWLEDGE EVIDENCE:

- Cites concepts related to operating systems with graphic interface.
- Enumerates the functions available for the creation, opening, and editing of documents.
- Cites the concepts related to the creation of presentations.
- Names the basic operations carried out with electronic spreadsheets.
- Recognizes the elements that make the Internet a tool for communication.

PERFORMANCE EVIDENCE:

- Explains the functionality of basic operating system tools.
- Explains the procedure for handling blocks.
- Describes the procedure for correct formatting of documents.
- Explains how hardware management tools work.
- Describes the functions available for the creation, opening, editing and printing of documents.
- Differentiates among the tools used to search for information.

PRODUCT EVIDENCE:

- Carries out tasks related to the operating system.
- Uses available tools to elaborate and manage tables and graphics. .
- Uses a word processing application to elaborate documents.
- Uses software to present slides.
- Uses the functions available for the creation, opening, editing and printing of documents.
- Uses formulas in an electronic spreadsheet.
- Navigates through the Internet to find relevant information.

Sector: Industrial.

Program: Productivity and Quality.

Subject Area: Business Management.

Grade: Eleventh.

Study Block: Information and Communication Technologies   Time: 80 hours.

Purpose: Carry out tasks using software applications, according to national and international standards, in order to maximize the value of this technology in the work place.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Use technological tools for the administration of diverse resources.	Graphic interface and environment: • Menus. • Dialogue boxes. • Windows. • Selection of options. Initialization and utilization: • Unit changes • Folders or sub-directories. • Task bar. • Start menu.	The Teacher • Defines concepts related to operating systems with graphic interface. • Describes the operating system tools. • Uses technological tools in order to carry out tasks related to the operating system.	• Possess a clear notion of the fundamental rights of persons.	Uses technological tools for the administration of diverse resources.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Use of mouse (left and right-click) Windows: • Elements of windows. • Icons. • Dialogue boxes. • Personalization. Menus: • Adding and eliminating elements. • Direct Access. • Configuration of the screen.	The student • Cites concepts related to operating systems with graphic interface. • Explains the functionality of basic operating system tools. • Performs tasks related to the operating system.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Use a word processor, presentation application, and electronic spreadsheet for Program tasks.	Generalities: • Basic keyboard. • Functions. • Windows. • Menus and tools. • Help. Work with documents: • Creation. • Edition and modification. • Saving. • Printing. Format of documents: • Margins. • Tabs. • Paragraphs. • Pages. Block management • Copy. • Move. • Erase. • Tables and graphics in a document.	The teacher: • Identifies the functions available for the creation, opening, and editing of documents. • Describes the procedure for handling blocks. • Demonstrates the procedure for correct formatting of documents. • Applies available tools to elaborate and manage tables and graphics. • Uses the basic functions of a word processing application to elaborate documents.	• Possess a clear notion of the fundamental rights of persons.	• Uses a word processor, presentation software, electronic spread sheet for Program activities.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Enumerates the functions available for the creation, opening, and editing of documents. • Explains the procedure for handling blocks. • Describes the procedure for correct formatting of documents. • Uses available tools to elaborate and manage tables and graphics. • Uses a word processing application to elaborate documents.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Slides: • Presentation of slides from the beginning of the process. • Assistants. • Slide elements. • Characteristics and properties. • Combinations of colors. • Arranging slides for printing. • Printing of slides. • Combination of slide files for presentations.	The teacher: • Defines the concepts related to the creation of presentations. • Describes how hardware management tools work. • Demonstrates the functionality of basic operating system tools.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Cites the concepts related to the creation of presentations. • Explains how hardware management tools work. • Uses software to present slides.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Characteristics of an electronic spreadsheet: • Generalities. • Functions available. • Windows. • Menu and tool bars. Creation of a spreadsheet: • Definition. • Parts. • Entering and changing data. • Working with cells. • Formulas. Recuperation and edition: • Ranges. • Eliminate. • Move. • Copy. • Select. • Utilization of formulas. • Formats. • Creation of graphs.	The teacher: • Describes the basic operations carried out with electronic spreadsheets. • Identifies the functions available for the creation, opening, editing and printing of documents. • Explains how to recover and edit documents. • Exemplifies the use of formulas in an electronic spreadsheet.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Names the basic operations carried out with electronic spreadsheets. • Describes the functions available for the creation, opening, editing and printing of documents. • Uses the procedure for the creation, opening, editing and printing of documents. • Uses formulas in an electronic spreadsheet.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Use Internet-related applications and related services to search for and access information.	Communication: • Email. • Discussion forum. • USENET. Access to information: • FTP. • TELNET. • WWW. Search tools: • Email. • Concept. • Functionality. • Utilization. • Options available. Browser : • Concept and characteristics. • Menus and options.	The teacher: • Defines the elements that make the Internet a tool for communication. • Describes the tools used to search for information. • Demonstrates how to use the Internet to find relevant information. The student • Recognizes the elements that make the Internet a tool for communication. • Differentiates among the tools used to search for information.	• Possess a clear notion of the fundamental rights of people.	• Uses Internet-related applications and related services to search for and access information.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		• Navigates through the Internet to find relevant information.		

PRACTICES

PRACTICE REPORT

Study Block: Information and Communication Technologies | PRACTICE No. 1

PURPOSE:

SCENARIO: | Time:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Defines concepts related to operating systems with graphic interface.
- Describes the operating system tools.
- Utilizes technological tools in order to carry out tasks related to the operating system.
- Identifies the functions available for the creation, opening, and editing of documents.
- Describes the procedure for handling blocks.
- Explains the procedure for correct formatting of documents.
- Applies available tools to elaborate and manage tables and graphics.
- Executes the basic functions of a word processing application to elaborate documents.
- Defines the concepts related to the creation of presentations.
- Describes the tools available for administration of slides.
- Demonstrates the functioning of the described tools.
- Describes the basic operations carried out with electronic spreadsheets.
- Identifies the functions available for the creation, opening, editing and printing of documents.
- Explains the procedure for the recovery and editing of documents.
- Exemplifies formulas in an electronic spreadsheet.
- Defines the elements that make the Internet a tool for communication.
- Describes the tools used to search for information.
- Demonstrates use of the Internet to find relevant information.

SUGGESTED ASSESSMENT RUBRIC	DATE:

NAME OF THE STUDENT

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Clearly cites concepts related to operating systems with graphic interface.			
Correctly explains the functionality of basic operating system tools.			
Correctly carries out tasks related to the operating system.			
Precisely enumerates the functions available for the creation, opening, and editing of documents.			
Clearly explains the procedure for handling blocks.			
Accurately describes the procedure for correct formatting of documents.			
Correctly uses available tools to elaborate and manage tables and graphics.			
Effectively uses a word processing application to elaborate documents.			
Correctly cites the concepts related to the creation of presentations.			
Clearly explains how hardware management tools work.			

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Accurately names the basic operations carried out with electronic spreadsheets.			
Correctly uses software to present slides.			
Clearly describes the functions available for the creation, opening, editing and printing of documents.			
Uses the procedure for the recovery and editing of documents.			
Correctly uses formulas in an electronic spreadsheet.			
Clearly distinguishes the elements that make the Internet a tool for communication.			
Differentiates among the tools used to search for information.			
Navigates through the Internet to find relevant information.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use technological tools for the administration of diverse resources.	Use technological tools for the administration of diverse resources.	Cites concepts related to operating systems with graphic interface.	Knowledge	Clearly cites concepts related to operating systems with graphic interface.
		Explains the functionality of basic operating system tools.	Performance	Correctly explains the functionality of basic operating system tools.
		Carries out tasks related to the operating system.	Product	Correctly carries out tasks related to the operating system.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use a word processor, presentation software, electronic spread sheet for Program activities.	Use a word processor, presentation software, electronic spread sheet for Program activities.	Enumerates the functions available for the creation, opening, and editing of documents.	Knowledge	Enumerates the functions available for the creation, opening, and editing of documents.
		Explains the procedure for handling blocks.	Performance	Clearly, explains the procedure for handling blocks.
		Describes the procedure for correct formatting of documents.	Performance	Accurately, describes the procedure for correct formatting of documents.
		Uses available tools to elaborate and manage tables and graphics	Product	Correctly, uses available tools to elaborate and manage tables and graphics

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Uses a word processing application to elaborate documents.	Product	Effectively, uses a word processing application to elaborate documents.
		Cites the concepts related to the creation of presentations.	Knowledge	Correctly, cites the concepts related to the creation of presentations.
		Explains how hardware management tools work.	Performance	Clearly, explains how hardware management tools work.
		Names the basic operations carried out with electronic spreadsheets.	Knowledge	Accurately, names the basic operations carried out with electronic spreadsheets.
		Uses software to present slides.	Product	Correctly, uses software to present slides.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Describes the functions available for the creation, opening, editing and printing of documents.	Performance	Clearly, describes the functions available for the creation, opening, editing and printing of documents.
		Uses the functions available for the creation, opening, editing and printing of documents.	Product	Uses the functions available for the creation, opening, editing and printing of documents.
		Uses formulas in an electronic spreadsheet.	Product	Correctly, uses formulas in an electronic spreadsheet.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use Internet-related applications and related services to search for and access information.	Use Internet-related applications and related services to search for and access information.	Recognizes the elements that make the Internet a tool for communication.	Performance	Clearly, recognizes the elements that make the Internet a tool for communication.
		Differentiates among the tools used to search for information.	Performance	Correctly, differentiates among the tools used to search for information.
		Navigates through the Internet to find relevant information.	Product	Navigates through the Internet to find relevant information.

BUSINESS SKILLS EDUCATIONAL UNIT

OBJECTIVES

1. Develop operational processes for a practice company.

2. Determine the organizational structures of companies.

3. Apply business development concepts in the Labor@ classroom.

4. Create simulated business environments.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Business skills educational unit**.

Purpose: Carry out work-related tasks according to national and international standards, in order to maximize the benefit of the Labor@ tool.

COMPETENCE LEVEL: Basic.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARD

Title	Classification
Correctly, cites the Labor@ classroom concepts and the organizational structure of information and communication.	Specific
Correctly, explains the tasks and processes employed in the technological structure of the Labor@ classroom.	Specific
Effectively elaborates the organizational structure, as well as the responsibilities and positions of those involved.	Specific
Correctly, enumerates the following elements related to the practice company: mission, vision, objectives and organic structure.	Specific
Identifies each work function in the practice company.	Specific
Efficiently, determines the characteristics of each position within the practice company.	Specific
Clearly, distinguishes the concept of micro-enterprise.	Specific
Correctly, relates orientation and training processes used in the Labor@ classroom environment.	Specific
Clearly, explains the integration of technological tools as part of the development of business experiences.	Specific

ELEMENTS OF COMPETENCE

REFERENCE	ELEMENT TITLE
1-2	Carry out business tasks in order to maximize value of the Labor@ tool.

PERFORMANCE CRITERIA

- Identifies the organizational and functional structure of the Labor@ classroom.
- Creates work and educational experiences related to a practice company in the Labor@ classroom.
- Carries out tasks in practice companies through Labor@ classroom workstations.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

- Cites the concepts related to the Labor@ classroom concepts and the organizational structure of information and communication.
- Enumerates the following elements related to the practice company: mission, vision, objectives and organic structure.
- Recognizes the concept of micro-enterprise.

PERFORMANCE EVIDENCE

- Explains the tasks and processes employed in the technological structure of the Labor@ classroom.
- Identifies each work function in the practice company.
- Relates orientation and training processes used in the Labor@ classroom environment.

PRODUCT EVIDENCE:

- Explains the organizational structure, as well as the responsibilities and positions of those involved.
- Determines the characteristics of each position within the practice company.
- Explains the integration of technological tools as part of the development of business experiences.

Sector: Industrial.

Program: Productivity and Quality.

Subject Area: Business management.

Grade: Eleventh.

Study Block: Business skills educational unit.

Time: 80 hours.

Purpose: Carry out work tasks following national and international standards, in order to maximize the value of the Labor@ tool.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Identify the organizational and functional structure of the Labor@ classroom.	Labor@ classroom: • Definition of the Labor@ classroom. • Purpose. • Telematics scenarios. • Collaborative work environments. • Organizational structure related to information and communication. Technological Structure: • Support Center.	The teacher: • Defines Labor@ classroom concepts and the organizational structure of information and communication. • Describes the tasks and processes employed in the technological structure of the Labor@ classroom. • Illustrates the organizational structure, as well as the responsibilities and positions of those involved.	• Able to maintain dialogue in conflictive situations.	• Identifies the organizational and functional structure of the Labor@ classroom.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	• Labor@ classroom. • Practice company. • Service Center. Network environment. • User profiles. • Internet Connectivity • Work Stations.	The student • Cites the concepts related to the Labor@ classroom concepts and the organizational structure of information and communication. • Explains the tasks and processes employed in the technological structure of the Labor@ classroom. • Explains the organizational structure, as well as the responsibilities and positions of those involved.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Rights and obligations of Labor@ classroom participants: • Professor of Productivity and Quality. • Professor Informatics. • XI grade students.			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Create work and learning experiences within a Labor@ classroom practice company.	• Practice company: • Definition. • Mission. • Vision. • Objectives. • Organic structure. Work roles. Definition and functions: • Upper management. • Mid management. • HR. • Marketing and Sales. • Accounting. • Comptroller of Services. • Service platform.	The teacher: • Cites the following elements related to the practice company: mission, vision, objectives and organic structure. • Identifies each work function in the practice company. • Explains the characteristics of each position within the practice company.	• Able to maintain dialogue in conflictive situations.	Creates work and learning experiences within a Labor@ classroom practice company.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Types of practice companies: Banking • Description. • Objective. • Purpose. • Contents. • Functions. Services • Description. • Objective. • Purpose. • Contents. • Functions. Quality companies: • Description. • Objective. • Purpose. • Contents. • Functions.	The student • Enumerates the following elements related to the practice company: mission, vision, objectives and organic structure. • Identifies each work function in the practice company. • Determines the characteristics of each position within the practice company.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	Production of goods: • Description. • Objective. • Purpose. • Contents. • Functions. Customer service and / or human talent management. • Description. • Objective. • Purpose. • Contents. • Functions.			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Carry out tasks in practice companies through Labor@ classroom workstations.	Definition of micro-enterprise: • Characteristics. Selection of the practice company: • Banking • Service companies. • Manufacturing. • Customer service / or talent management.	The teacher: • Defines the concept of micro-enterprise. • Describes orientation and training processes used in the Labor@ classroom environment. • Demonstrates the integration of technological tools as part of the development of business experiences.	• Able to maintain dialogue in conflictive situations.	• Carries out tasks in practice companies through Labor@ classroom workstations.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALORES Y ACTITUDES	PERFORMANCE CRITERIA
	Company design: • Business development. • Networks for mutual support and exchange. • Negotiation. • Tolerance levels and productive effectiveness. • Conflict resolution. • Technical reports.	The student • Recognizes the concept of micro-enterprise. • Relates orientation and training processes used in the Labor@ classroom environment. • Explains the integration of technological tools as part of the development of business experiences.		

PRACTICE REPORT

| STUDY BLOCK: Business skills educational unit. | PRACTICE No. 1 |

PURPOSE:

| SCENARIO: Labor@ Classroom | TIME: |

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Defines Labor@ classroom concepts and the organizational structure of information and communication.
- Describes the tasks and processes employed in the technological structure of the Labor@ classroom.
- Illustrates the organizational structure, as well as the responsibilities and positions of those involved.
- Cites the following elements related to the practice company: mission, vision, objectives and organic structure.
- Identifies each work function in the practice company.
- Explains the characteristics of each position within the practice company.
- Defines the concept of micro-enterprise.
- Describes orientation and training processes used in the Labor@ classroom environment.
- Demonstrates the integration of technological tools as part of the development of business experiences.

SUGGESTED ASSESSMENT RUBRIC	DATE:

NAME OF THE STUDENT

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly, cites the Labor@ classroom concepts and the organizational structure of information and communication.			
Correctly, explains the tasks and processes employed in the technological structure of the Labor@ classroom.			
Effectively, elaborates the organizational structure, as well as the responsibilities and positions of those involved.			
Correctly, enumerates the following elements related to the practice company: mission, vision, objectives and organic structure.			
Identifies each work function in the practice company.			
Efficiently, determines the characteristics of each position within the practice company.			
Clearly, distinguishes the concept of micro-enterprise.			
Correctly, relates orientation and training processes used in the Labor@ classroom environment.			
Clearly, explains the integration of technological tools as part of the development of business experiences.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Identify the organizational and functional structure of the Labor@ classroom.	Identify the organizational and functional structure of the Labor@ classroom.	Cites the concepts related to the Labor@ classroom concepts and the organizational structure of information and communication.	Knowledge	Correctly, cites the Labor@ classroom concepts and the organizational structure of information and communication.
		Explains the tasks and processes employed in the technological structure of the Labor@ classroom.	Performance	Correctly, explains the tasks and processes employed in the technological structure of the Labor@ classroom.
		Explains the organizational structure, as well as the responsibilities and positions of those involved.	Product	Effectively, elaborates the organizational structure, as well as the responsibilities and positions of those involved.

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CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Create realistic work and educational experiences based on a practice company in the Labor@ classroom for service centers.	Create realistic work and educational experiences based on a practice company in the Labor@ classroom for service centers.	Enumerates the following elements related to the practice company: mission, vision, objectives and organic structure.	Knowledge	Correctly, enumerates the following elements related to the practice company: mission, vision, objectives and organic structure.
		Identifies each work function in the practice company.	Performance	Identifies each work function in the practice company.
		Determines the characteristics of each position within the practice company.	Product	Efficiently, determines the characteristics of each position within the practice company.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Carry out tasks in practice companies through Labor@ classroom workstations.	Carry out tasks in practice companies through Labor@ classroom workstations.	Recognizes the concept of micro-enterprise.	Knowledge	Clearly, recognizes the concept of micro-enterprise...
		Relates orientation and training processes used in the Labor@ classroom environment.	Performance	Correctly, relates orientation and training processes used in the Labor@ classroom environment.
		Explains the integration of technological tools as part of the development of business experiences.	Product	Clearly explains the integration of technological tools as part of the development of business experiences.

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DESCRIPTION

PROCESS FUNDAMENTALS

The Process Fundamentals subject includes the following study blocks: Process Study and Quality Costs. Each has been designed to help students construct learning experiences from general aspects to specific, as they view their country from a macroeconomic perspective that allows them to interpret changes and relate these changes to daily work. The teaching and learning process is structured to allow subject knowledge to be conveyed through general information that is at the same time highly technical in nature.

Activities related to quality develop quickly in our country, and information is readily available. Ongoing research by the teacher is recommended, however, and no content should be omitted.

The facilitative function of each teacher is to focus on the structuring of a process that takes into account student needs as well as available resources. The inclusion of values in the program content is key to lesson planning feedback, and quality as a concept must be presented as an integral element of society. A balance must be sought between theory and practice, so field practice is required, within the existing guidelines for the teacher.

Therefore:

The **Process Fundamentals** subject area, at 4 hours per week, is composed of two study blocks.

Process Study: seeks efficiency in the study of quality and in the richness of its procedure. All efficient processes should be personal and based in competencies and individual capacities, result of the praxis and analysis of each subject. This argument does not preclude the need to establish general guidelines to guide the study.

Quality Costs: This unit seeks to establish a procedure for the estimation of costs. The simulation model must be chosen as a function of the particular work environment and quality of available information. Ideally the optimum method for the given calculation will be chosen almost by default.

DISTRIBUTION OF STUDY BLOCKS
PROCESS FUNDAMENTALS AND PRODUCTIVITY

Units	Name	Time in hours	Time in weeks
I	**Process Study**.	80	20
II	**Quality Costs.**	80	20
	TOTAL	160	40

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Process Study.**

Purpose: Recognize the basic elements of a process study, in order to obtain productivity indicators.

COMPETENCY LEVEL: BASIC.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARDS

Title	Classification
Correctly, cites the fundamentals of work studies.	Specific
Accurately, relates the elements of process analysis and measurement	Specific
Correctly, uses the elements of process analysis and measurement.	Specific
Correctly, recognizes the indicators of productivity.	Specific
Accurately, describes each procedure related to the use of productivity indicators.	Specific
Correctly, uses indicators of productivity.	Specific

ELEMENTS OF COMPETENCE

REFERENCE	ELEMENT TITLE
2-1	Recognize process studies in companies, according to international standards.

PERFORMANCE CRITERIA

- Applies elements of process and measurement to improve company competitive capacity.
- Uses productivity indicators to improve company competitive capacity.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

- Cites the fundamentals of work studies.
- Recognizes the indicators of productivity.

PERFORMANCE EVIDENCE

- Relates the elements of process analysis and measurement
- Describes each procedure related to the use of productivity indicators.

PRODUCT EVIDENCE:

- Uses the elements of process analysis and measurement
- Uses indicators of productivity.

Sector: Industrial.

Program: Productivity and Quality.

Subject: Process Fundamentals.

Grade: Eleventh.

Study Block: Process Study.

Time: 80 hours

Purpose: Recognize the basic elements of a process study, in order to determine productivity indicators.

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

1. Apply elements of process and measurement to improve company competitive capacity.	Fundamentals of work studies:
	• Symbols:
	  • Analytic "flowchart".
	  • Run-throughs
	  • Synoptics.
	• Measurement of process.
	• Work sample.
	• Indicators of productivity.
		The teacher:
		
		• Defines the fundamentals of work studies.
		• Explains the elements of process analysis and measurement
		• Illustrates the elements of process analysis and measurement
			• Able to maintain dialogue in conflictive situations.	• Applies elements of process and measurement to improve company competitive capacity.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student - Cites the fundamentals of work studies. - Relates the elements of process analysis and measurement - Uses the elements of process analysis and measurement		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Use productivity indicators to improve company competitive capacity.	• Production process flow charts. • Consumption table. • Appropriate units for expression of consumption and indexes. • Indices of productivity.	The teacher: • Points out the indicators of productivity. • Explains the procedures for the use of productivity indicators. • Demonstrates the application of productivity indicators. The student • Recognizes the indicators of productivity. • Describes each procedure related to the use of productivity indicators. • Uses indicators of productivity.	• Able to maintain dialogue in conflictive situations.	• Uses productivity indicators to improve company competitive capacity.

PRACTICE REPORT

STUDY BLOCK: Process Study	PRACTICE No. 1

PURPOSE:

SCENARIO:	TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Defines the fundamentals of work studies.
- Explains the elements of process analysis and measurement
- Illustrates the elements of process analysis and measurement
- Points out the indicators of productivity.
- Explains each procedure related to the use of productivity indicators.
- Demonstrates the application of productivity indicators.

NAME OF THE STUDENT

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly, cites the fundamentals of work studies.			
Accurately, relates the elements of process analysis and measurement			
Correctly, uses the elements of process analysis and measurement			
Correctly, recognizes the indicators of productivity.			
Accurately, describes each procedure related to the use of productivity indicators.			
Correctly, uses indicators of productivity.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Apply elements of process and measurement to improve company competitive capacity.	Apply elements of process and measurement to improve company competitive capacity.	Cites the fundamentals of work studies.	Knowledge	Correctly, cites the fundamentals of work studies.
		Relates the elements of process analysis and measurement	Performance	Accurately, relates the elements of process analysis and measurement
		Utilizes the elements of process analysis and measurement	Product	Correctly, uses the elements of process analysis and measurement
Use productivity indicators to improve company competitive capacity.	Use productivity indicators to improve company competitive capacity.	Recognizes the indicators of productivity.	Knowledge	Correctly, recognizes the indicators of productivity.
		Describes each procedure related to the use of productivity indicators.	Performance	Accurately, describes each procedure related to the use of productivity indicators.
		Uses indicators of productivity.	Product	Correctly, uses indicators of productivity.

QUALITY COSTS

OBJECTIVES

1. Develop a cost vs. quality proposal for companies, in order to improve competitive capacity.

2. Determine methods for the calculation of the cost of quality, in order to help a company perform better. .

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Quality Costs.**

Purpose: Identify the cost-quality relationship, in order to find opportunities for continued improvement.

COMPETENCY LEVEL: BASIC.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARD

Title	Classification
Correctly, cites the aspects related to quality costs.	Specific
Correctly, describes the cost-quality relationship process as an element of continued company improvement.	Specific
Defines methodological criteria to gain information.	Specific
Clearly, interprets opportunities for improvement, using available information.	Specific
Effectively, compares information obtained with established optimum standards.	Specific

ELEMENTS OF COMPETENCE

REFERENCE	ELEMENT TITLE
2-2	Apply cost calculation methods, according to international standards.

PERFORMANCE CRITERIA
- Identifies quality costs implied by the application of improvements.
- Explains a methodology related to quality costs, in the real context of companies.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

- Cites the aspects related to quality costs
- Defines methodological criteria to gain information.

PERFORMANCE EVIDENCE

- Differentiates the cost vs. quality relationship as part of the process.
- Interprets opportunities for improvement, using available information.

PRODUCT EVIDENCE:

- Compares information obtained with established optimum standards.

Sector: Industrial.

Program: Productivity and Quality.

Subject Area: Process Fundamentals.

Grade: Eleventh.

Study Block: Quality Costs.

Time: 80 hours.

Purpose: Identify the cost-quality relationship, in order to find opportunities for continued improvement.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Identify quality costs implied by the application of improvements.	Concepts of quality. Concept of cost. Definition of quality costs: • Prevention. • Evaluation. • Internal failure. • External failure. Productive process and its relationship with quality costs.	The teacher: • Defines the aspects related to quality costs. • Explains the cost-quality relationship process as an element of continued company improvement.	• Able to maintain dialogue in conflictive situations.	• Identifies quality costs implied by the application of improvements.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<u>The student</u> • Cites the aspects related to quality costs • Describes the cost-quality relationship process as an element of continued company improvement.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Develop a methodology related to quality costs, in the real context of companies.	Methodological process to gain information: • Deductive. • Inductive. • Analytic. • Synthetic. • Analogical. Ideal information, as determined by the company.	The teacher: • Cites methodological criteria to gain information. • Identifies opportunities for improvement, using available information. • Demonstrates how to compare information obtained with established optimum standards.	• Able to maintain dialogue in conflictive situations.	Develops a methodology related to quality costs, in the real context of companies.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Defines methodological criteria to gain information. • Interprets opportunities for improvement, using available information. • Compares information obtained with established optimum standards.		

PRACTICE REPORT

| UNIT: Quality Costs | PRACTICE No. 1 |

PURPOSE:

| SCENARIO: | TIME: |

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Defines the aspects related to quality costs
- Explains the cost-quality relationship process as an element of continued company improvement.
- Cites methodological criteria to gain information.
- Identifies opportunities for improvement, using available information.
- Demonstrates how to compare information obtained with established optimum standards.

SUGGESTED ASSESSMENT RUBRIC	DATE:

NAME OF THE STUDENT

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly, cites the aspects related to quality costs.			
Correctly, describes the cost-quality relationship process as an element of continued company improvement.			
Defines methodological criteria to gain information.			
Clearly, interprets opportunities for improvement, using available information.			
Effectively, compares information obtained with established optimum standards.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Identify quality costs implied by the application of improvements.	Identify quality costs implied by the application of improvements.	Cites the aspects related to quality costs.	Knowledge	Correctly, cites the aspects related to quality costs.
		Describes the cost-quality relationship process as an element of continued company improvement.	Performance	Correctly, describes the cost-quality relationship process as an element of continued company improvement.
Develop a methodology related to quality costs, in the real context of companies.	Explain a methodology related to quality costs, in the real context of companies.	Defines methodological criteria to gain information.	Knowledge	Defines methodological criteria to gain information.
		Interprets opportunities for improvement, using available information.	Performance	Clearly, interprets opportunities for improvement, using available information.
		Compares information obtained with established optimum standards.	Product	Effectively, compares information obtained with established optimum standards.

QUALITY CONTROL

DESCRIPTION

Quality Control

The Quality Control subject area includes the following study blocks: Quality Control and Waste Study. Each has been designed to help students construct learning experiences from general aspects to specific, as they view their country from a macroeconomic perspective that allows them to interpret changes and relate these changes to daily work. The teaching and learning process is structured to allow subject knowledge to be conveyed through general information that is at the same time highly technical in nature.

Activities related to quality develop quickly in our country, and information is readily available. Ongoing research by the teacher is recommended, however, and no content should be omitted.

The facilitative function of each teacher is to focus on the structuring of a process that takes into account student needs as well as available resources. The inclusion of values in the program content is key to lesson planning feedback, and quality as a concept must be presented as an integral element of society. A balance must be sought between theory and practice, so field practice is required, within the existing guidelines for the teacher.

Therefore:

The **Quality Control** subject area, at 8 hours per week, is composed of two study blocks.

Quality Control: In this study block, the concept of quality will be studied as it is employed in industry and service; we see that we have left behind the time when quality was simple a final point of control where bad product was separated out from good product. Now we move toward a model of Quality Control, where "quality isn't controlled, it's manufactured".

We have finally come to a concept of design quality that does not just imply correcting or reducing defects, but rather preventing them from occurring, as postulated in the Total Quality approach.

The road toward total quality requires several steps: establishing a philosophy of quality, creating a culture of quality, and being a leader of your team and your suppliers, helping them adopt a customer-oriented focus and plan for quality.

A quality focus demands that we overcome obstacles in our daily work. It requires us to resolve variances in production processes as they occur, reduce defects and raise our standards in everything we do.

In this unit we will also develop the concept of internship, so students may put in practice the competencies acquired and make their first professional contacts in domestic organizations.

Waste Study: This study block will cover the concepts of waste and inefficiency in the use of equipment, material, work, or capital; it includes the concepts of material waste as well as wasted effort through unnecessary work, which also generates costs and does not add value to the product. Generating cost, not value, is the foundation of the concept of waste. Inevitable waste is judged to be waste that would cost more to correct than the savings it produces. Waste is avoidable when its cost is higher than the cost of prevention. This waste calculus depends on the company and on the particular process, and is closely tied to technology.

DISTRIBUTION OF STUDY BLOCK
QUALITY CONTROL

Units	Name	Time in hours	Time in weeks
I	**Quality Control.**	224	28
II	**Waste study.**	96	12
	TOTAL	320	40

OBJECTIVES

1. Determine the basic tools needed for quality control in a company.

2. Apply quality control tools as part of improvement processes, in order to reduce waste.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Quality Control.**

Purpose: Apply quality control tools, in order to improve the productive process.

COMPETENCY LEVEL: BASIC.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARD

Title	Classification
Correctly, cites the functionality of quality control tools.	Specific
Correctly, recognizes quality control tools.	Specific
Effectively, uses quality control tools in improvement processes.	Specific
Clearly, interprets examples based on real information using quality control tools.	Specific
Correctly, describes the steps needed to gather information in real companies.	Specific
Carries out, with precision, information gathering and analysis procedures in real companies, using quality control tools.	Specific

ELEMENTS OF COMPETENCE

REFERENCE	ELEMENT TITLE
3-1	Apply quality control tools, according to international standards.

PERFORMANCE CRITERIA

- Applies quality control tools as part of improvement processes in companies.
- Uses quality control tools in the productive processes of local companies.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

- Cites the functionality of quality control tools

PERFORMANCE EVIDENCE

- Recognizes quality control tools.
- Interprets examples based on real information using quality control tools.
- Describes the steps needed to gather information in real companies.

PRODUCT EVIDENCE:

- Uses quality control tools in improvement processes.
- Carries out information gathering and analysis procedures in real companies, using quality control tools.

Sector: Industrial.

Program: Productivity and Quality.

Subject Area: Quality control.

Grade: Eleventh.

Unit: Quality Control.

Time: 224 hours

Purpose: Apply quality control tools, in order to improve the productive process.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Apply quality control tools as part of improvement processes in companies.	Quality control tools: • Pareto diagrams • Control graphs • Data tables • Histograms • Stratification • Verification list • Others	The teacher: • Enunciates the functionality of quality control tools. • Differentiates among quality control tools. • Demonstrates the utilization of quality control tools in improvement processes.	Confidence in him/her self and in classmates.	• Applies quality control tools as part of improvement processes in companies.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Cites the functionality of quality control tools. • Recognizes quality control tools. • Uses quality control tools in improvement processes.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Use quality control tools in the productive processes of local companies.	Practical exercises using control tools in local companies (internship)	The teacher: • Explains examples based on real information using quality control tools. • Describes the steps needed to gather information in real companies. • Demonstrates information gathering and analysis procedures in real companies, using quality control tools.	• Confidence in him/her self and in classmates.	• Uses quality control tools in the productive processes of local companies.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		<u>The student</u> • Interprets examples based on real information using quality control tools. • Describes the steps needed to gather information in real companies. • Carries out information gathering and analysis procedures in real companies, using quality control tools.		

PRACTICE REPORT

STUDY BLOCK: Quality Control.   PRACTICE No. 1

PURPOSE:

SCENARIO: TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Enunciates the functionality of quality control tools.
- Differentiates between quality control tools.
- Demonstrates la utilization of quality control tools in improvement processes.
- Explains examples based on real information using quality control tools.
- Describes the steps needed to gather information in real companies.
- Demonstrates information gathering and analysis procedures in real companies, using quality control tools.

SUGGESTED ASSESSMENT RUBRIC	DATE:

NAME OF THE STUDENT

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly, cites the functionality of quality control tools.			
Correctly, recognizes quality control tools.			
Effectively, uses quality control tools in improvement processes.			
Clearly, interprets examples based on real information using quality control tools.			
Correctly, describes the steps needed to gather information in real companies.			
Carries out information gathering and analysis procedures in real companies, using quality control tools.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Apply quality control tools as part of improvement processes in companies.	Apply quality control tools as part of improvement processes in companies.	Cites the functionality of quality control tools.	Knowledge	Correctly, cites the functionality of quality control tools.
		Recognizes quality control tools.	Performance	Correctly, recognizes quality control tools.
		Uses quality control tools in improvement processes.	Product	Effectively, uses quality control tools in improvement processes.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use quality control tools in the productive processes of local companies.	Use quality control tools in the productive processes of local companies.	Interprets examples based on real information using quality control tools.	Performance	Clearly, interprets examples based on real information using quality control tools.
		Describes the steps needed to gather information in real companies.	Performance	Correctly, describes the steps needed to gather information in real companies.
		Carries out information gathering and analysis procedures in real companies, using quality control tools.	Product	Carries out, with precision, information gathering and analysis procedures in real companies, using quality control tools.

WASTE STUDY

OBJECTIVES

1. Develop waste control processes, prioritizing rational use of raw materials.

2. Determine structures of waste control matrices in companies, in order to improve their productivity and competitive capacity.

3. Apply waste control concepts, in order to simulate the reality of local companies.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Waste study.**

Purpose: Recognize the elements of a waste control matrix.

COMPETENCY LEVEL: BASIC

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARD

Title	Classification
Correctly, enumerates the sources and concepts related to the elimination of waste in companies.	Specific
Correctly, expresses the types of waste found in companies.	Specific
Effectively, elaborates 4M analyses and the use of Lean tools in the solution of waste problems in companies.	Specific
Correctly, defines the waste control stages implemented in local companies.	Specific
Correctly, expresses various aspects of waste control matrix results, as found in local companies.	Specific
Correctly, uses data and results from waste control matrices, as found in local companies.	Specific

ELEMENTS OF COMPETENCE

REFERENCE	ELEMENT TITLE
3-2	Carry out waste control studies, following normal business standards.

PERFORMANCE CRITERIA

- Carries out waste-source analyses in companies, as part of a process of continued improvement.
- Implements matrices and tools for waste control in companies.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

- Enumerates the sources and concepts related to the elimination of waste in companies.
- Defines the waste control stages implemented in local companies.

PERFORMANCE EVIDENCE

- Describes the types of waste found in companies.
- Describes various aspects of waste control matrix results, as found in local companies.

PRODUCT EVIDENCE:

- Explains 4M analyses and the use of Lean tools in the solution of waste problems in companies.
- Utilizes data and results from waste control matrices, as found in local companies.

Sector: Industrial.

Program: Productivity and Quality.

Subject Area: Quality control.

Grade: Eleventh.

Study Block: Waste study.

Time: 96 hours.

Purpose: Recognize the elements of a waste control matrix.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
1. Carry out waste-source analyses in companies, as part of a process of continued improvement.	Concepts of profit, price, costs, and their interrelation. • Definition of waste. • 7 types of waste. How to find problems in a company • 4M Analysis. • Lean Tools.	The teacher: • Points out the sources and concepts related to the elimination of waste in companies. • Describes the types of waste found in companies. • Applies 4M analyses and the use of Lean tools in the solution of waste problems in companies.	• Convinced of personal opinions, without disregard for the opinion of others.	• Carries out waste-source analyses in companies, as part of a process of continued improvement.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Enumerates the sources and concepts related to the elimination of waste in companies. • Describes the types of waste found in companies. • Explains 4M analyses and the use of Lean tools in the solution of waste problems in companies.		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Implement matrices and tools for waste control in companies.	Stages of waste control. • Design and implementation of a waste control matrix in local companies. • Analysis of the results of waste control matrices, as used in local companies.	The teacher: • Describes the waste control stages implemented in local companies. • Explains various aspects of waste control matrix results, as found in local companies. • Demonstrates the use of data and results from waste control matrices, as found in local companies.		• Implements matrices and tools for waste control in companies.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
		The student • Defines the waste control stages implemented in local companies. • Describes various aspects of waste control matrix results, as found in local companies. • Uses data and results from waste control matrices, as found in local companies.		

PRACTICES

PRACTICE REPORT

STUDY BLOCK: Waste study.   PRACTICE No. 1

PURPOSE:

SCENARIO: TIME:

MATERIALS	MACHINERY	EQUIPMENT	TOOLS

PROCEDURES

The teacher:

- Points out the sources and concepts related to the elimination of waste in companies.
- Describes the types of waste found in companies.
- Applies 4M analyses and the use of Lean tools in the solution of waste problems in companies.
- Describes the waste control stages implemented in local companies.
- Explains various aspects of waste control matrix results, as found in local companies.
- Demonstrates data and results from waste control matrices, as found in local companies.

SUGGESTED ASSESSMENT RUBRIC	DATE:

NAME OF THE STUDENT

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly, enumerates the sources and concepts related to the elimination of waste in companies.			
Correctly, expresses the types of waste found in companies.			
Effectively, elaborates 4M analyses and the use of Lean tools in the solution of waste problems in companies.			
Correctly, defines the waste control stages implemented in local companies.			
Correctly, expresses various aspects of waste control matrix results, as found in local companies.			
Correctly, uses data and results from waste control matrices, as found in local companies.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Carry out waste-source analyses in companies, as part of a process of continued improvement.	Carry out waste-source analyses in companies, as part of a process of continued improvement.	Enumerates the sources and concepts related to the elimination of waste in companies.	Knowledge	Correctly, enumerates the sources and concepts related to the elimination of waste in companies.
		Describes the types of waste found in companies.	Performance	Correctly, expresses the types of waste found in companies.
		Explains 4M analyses and the use of Lean tools in the solution of waste problems in companies.	Product	Effectively, elaborates 4M analyses and the use of Lean tools in the solution of waste problems in companies.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Implement matrices and tools for waste control in companies.	Implement matrices and tools for waste control in companies.	Defines the waste control stages implemented in local companies.	Knowledge	Correctly, defines the waste control stages implemented in local companies.
		Describes various aspects of waste control matrix results, as found in local companies.	Performance	Correctly, expresses various aspects of waste control matrix results, as found in local companies.
		Utilizes data and results from waste control matrices, as found in local companies.	Product	Correctly, uses data and results from waste control matrices, as found in local companies.

EMPRESAS DE CALIDAD

DESCRIPCIÓN

EMPRESAS DE CALIDAD

La sub-área Empresas de calidad, incluye las unidades de estudio: Equipos de trabajo, Atención al cliente. Cada una ha sido diseñada de modo que todo estudiante pueda construir su aprendizaje desde aspectos generales a los específicos, de tal forma que se presenta el país desde una perspectiva macroeconómica que le permita interpretar los cambios y relacionarlos con el trabajo cotidiano. El proceso de enseñanza y aprendizaje está estructurado de manera que el conocimiento adquirido sea transmitido brindando información general pero de alto contenido técnico.

Las actividades de calidad se desarrolla rápidamente en nuestro país y la información está al alcance, pero se recomienda la investigación permanente por parte de cada docente y el contacto con los sub sectores, por lo tanto ningún contenido debe obviarse.

La labor mediadora de cada docente debe circunscribirse en el planteamiento de un proceso acorde con las necesidades de los jóvenes y a los recursos con que se cuenta. El rescate de los valores son parte fundamental para la realimentación del desarrollo de las lecciones, por lo que la calidad es y debe ser parte integral con la sociedad. Debe buscarse el equilibrio constante entre la teoría y la práctica; por lo tanto debe hacerse uso de las prácticas de campo de acuerdo con los lineamientos descritos para la labor docente.

Por tanto:

La sub-área de **Empresas de calidad,** con 4 horas por semana, está integrada por dos unidades de estudio.

Equipos de trabajo. Estas definiciones nos permiten acercarnos al concepto de equipo de trabajo, que es el grupo de trabajadores dirigidos por un gerente. Este equipo trabaja en pos de los objetivos de la organización.

El buen funcionamiento de un equipo de trabajo depende de varios factores. Todos los empleados que forman parte del equipo deben trabajar para alcanzar el objetivo común. La solidaridad, por lo tanto, es imprescindible dentro del grupo. Esto supone que no hay lugar para el lucimiento personal o para la competencia interna que atente contra el objetivo de la organización.

El gerente o líder del equipo de trabajo, sin embargo, debe saber reconocer los méritos individuales de cada trabajador. De esta forma incentivará una sana competencia por destacarse, ya que todos los trabajadores querrán acceder a los premios que se entregan al buen rendimiento. La empresa, por lo tanto, se beneficiará de esos esfuerzos individuales y el objetivo común podrá cumplirse con mayor facilidad.

Atención al cliente. Es el conjunto de actividades interrelacionadas que ofrece un suministrador con el fin de que el cliente obtenga el producto en el momento y lugar adecuado y se asegure un uso correcto del mismo.

El servicio al cliente es una potente herramienta de marketing.

Para determinar cuáles servicios que el cliente demanda se debe realizar encuestas periódicas que permitan identificar los posibles servicios a ofrecer, además se tiene que establecer la importancia que le da el consumidor a cada uno de ellos.

Debemos tratar de compararnos con nuestros competidores más cercanos, así determinaremos verdaderas oportunidades para adelantarnos y ser mejores.

DISTRIBUCIÓN DE LAS UNIDADES DE ESTUDIO
EMPRESAS DE CALIDAD

Unidades	Nombre	Tiempo estimado en horas	Tiempo estimado en semanas
I	**Equipos de trabajo.**	40	10
II	**Atención al cliente.**	120	30
	TOTAL	320	40

OBJETIVOS

1. Aplicar elementos de trabajo en equipo, para la mejora continua de las empresas.

2. Crear ambientes simulados de trabajo en equipo, para la mejora continua de las empresas.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

Título: **Equipos de trabajo.**

Propósito: Aplicar las técnicas básicas de trabajo en equipo, con el fin de mejorar los procesos internos de las empresas.

NIVEL DE COMPETENCIA: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Cita acertadamente la importancia de los equipos de trabajo en los procesos de calidad.	Específica
Diferencia correctamente los esquemas e interrogantes en la resolución de problemas en las empresas.	Específica
Desarrolla sin error los protocolos en la resolución de problemas en las empresas.	Específica
Enumera eficazmente las características principales del trabajo en equipo.	Específica
Identifica con claridad las características de los equipos de trabajo, con el trabajo efectivo.	Específica
Determina eficazmente las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
4-1	Reconocer equipos de trabajo en la mejora continua de las empresas.

CRITERIOS DE DESEMPEÑO

- Determina la importancia de los equipos de trabajo en los procesos de la calidad, con relación al mejoramiento continuo.
- Demuestra el funcionamiento correcto de los equipos de trabajo efectivo en empresas y sus acciones positivas en el proceso.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

- Cita la importancia de los equipos de trabajo en los procesos de calidad.
- Enumera las características principales del trabajo en equipo.

EVIDENCIAS DE DESEMPEÑO

- Diferencia los esquemas e interrogantes en la resolución de problemas en las empresas.
- Identifica las características de los equipos de trabajo, con el trabajo efectivo.

EVIDENCIAS DE PRODUCTO

- Desarrolla los protocolos en la resolución de problemas en las empresas.
- Determina las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.

Modalidad: Industrial.

Especialidad: Productividad y Calidad.

Sub-área: Empresas de calidad.

Año: Undécimo.

Unidad de Estudio: Equipos de trabajo.

Tiempo Estimado: 40 horas.

Propósito: Aplicar las técnicas básicas de trabajo en equipo, con el fin de mejorar los procesos internos de las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Determinar la importancia de los equipos de trabajo en los procesos de la calidad, con relación al mejoramiento continuo.	• Circulo PDCA. • Círculos de la calidad. • Esquema de resolución de problemas. • ¿Qué es proceso? • ¿Qué es producción? • ¿Qué es sistema de producción?, • Tipos de proceso, • ¿Qué es productividad? • ¿Qué es manufactura?	El o la docente: • Nombra la importancia de los equipos de trabajo en los procesos de calidad. • Ejemplifica los esquemas e interrogantes en la resolución de problemas en las empresas. • Ilustra los protocolos en la resolución de problemas en las empresas.	• Compromiso con el mejoramiento de su comunidad.	• Determina la importancia de los equipos de trabajo en los procesos de la calidad, con relación al mejoramiento continuo.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		El o la estudiante: • Cita la importancia de los equipos de trabajo en los procesos de calidad. • Diferencia los esquemas e interrogantes en la resolución de problemas en las empresas. • Desarrolla los protocolos en la resolución de problemas en las empresas.		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Demostrar el funcionamiento correcto de los equipos de trabajo efectivo en empresas y sus acciones positivas en el proceso.	Características del trabajo en equipo. Formación de los equipos de trabajo: • Cohesión. • Asignación de roles y normas. • Comunicación. • Definición de objetivos. • Interdependencia. • Requisitos para el trabajo en equipo. Soft Skills.	El o la docente: • Enuncia las características principales del trabajo en equipo. • Relaciona las características de los equipos de trabajo, con el trabajo efectivo. • Emplea las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.		• Demuestra el funcionamiento correcto de los equipos de trabajo efectivo en empresas y sus acciones positivas en el proceso.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		El o la estudiante: • Enumera las características principales del trabajo en equipo. • Identifica las características de los equipos de trabajo, con el trabajo efectivo. • Determina las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.		

PRÁCTICAS

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Equipos de Trabajo.	PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO:	DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El o la docente:

- Nombra la importancia de los equipos de trabajo en los procesos de calidad.
- Ejemplifica los esquemas e interrogantes en la resolución de problemas en las empresas.
- Ilustra los protocolos en la resolución de problemas en las empresas.
- Enuncia las características principales del trabajo en equipo.
- Relaciona las características de los equipos de trabajo, con el trabajo efectivo.
- Emplea las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.

NOMBRE DE EL O LA ESTUDIANTE:

Instrucciones:
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.
De la siguiente lista marque con una "X" la columna correspondiente, de acuerdo al desempeño de cada estudiante.

DESARROLLO	SI	AÚN NO	NO APLICA
Cita acertadamente la importancia de los equipos de trabajo en los procesos de calidad.			
Diferencia correctamente los esquemas e interrogantes en la resolución de problemas en las empresas.			
Desarrolla sin error los protocolos en la resolución de problemas en las empresas.			
Enumera eficazmente las características principales del trabajo en equipo.			
Identifica con claridad las características de los equipos de trabajo, con el trabajo efectivo.			
Determina eficazmente las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Mencionar la importancia de los equipos de trabajo en los procesos de la calidad.	Menciona la importancia de los equipos de trabajo en los procesos de la calidad.	Cita la importancia de los equipos de trabajo en los procesos de calidad.	Conocimiento	Cita acertadamente la importancia de los equipos de trabajo en los procesos de calidad.
		Diferencia los esquemas e interrogantes en la resolución de problemas en las empresas.	Desempeño	Diferencia correctamente los esquemas e interrogantes en la resolución de problemas en las empresas.
		Desarrolla los protocolos en la resolución de problemas en las empresas.	Producto	Desarrolla sin error los protocolos en la resolución de problemas en las empresas.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Demostrar el funcionamiento correcto de los equipos de trabajo efectivo.	Demuestra el funcionamiento correcto de los equipos de trabajo efectivo.	Enumera las características principales del trabajo en equipo.	Conocimiento	Enumera eficazmente las características principales del trabajo en equipo.
		Identifica las características de los equipos de trabajo, con el trabajo efectivo.	Desempeño	Identifica con claridad las características de los equipos de trabajo, con el trabajo efectivo.
		Determina las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.	Producto	Determina eficazmente las características del trabajo en equipo, en la puesta en marcha de trabajo efectivo.

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ATENCIÓN AL CLIENTE

OBJETIVOS

1. Desarrollar procesos de recuperación de los clientes en las empresas, para la mejora de la competitividad.

2. Determinar los protocolos de atención y recuperación de clientes en las empresas, con la finalidad de mejorar la rentabilidad.

3. Aplicar técnicas en la atención y recuperación de clientes en las empresas, para la satisfacción total de los clientes.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

Título: **Atención al cliente.**

Propósito: Aplicar técnicas en el servicio al cliente y la recuperación de los mismo, en problemas cotidianos.

NIVEL DE COMPETENCIA: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Anota con claridad los elementos básicos y características del servicio al cliente.	Específica
Interpreta sin error los principios básicos del servicio al cliente.	Específica
Desarrolla acertadamente los conceptos, características y principios en la atención al cliente, en las empresas.	Específica
Describe sin error los conceptos básicos de recuperación al cliente.	Específica
Diferencia correctamente la importancia y los tips de recuperación al cliente.	Específica
Emplea acertadamente las técnicas para la recuperación al cliente.	Específica
Cita correctamente los protocolos en las relaciones públicas de las empresas, para el servicio al cliente.	Específica
Explica eficazmente los pasos del protocolo en relaciones públicas de las empresas en la atención al público.	Específica
Practica acertadamente protocolos de atención al público, para empresas.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
4-2	Reconocer situaciones de atención al cliente, según los protocolos de atención.

CRITERIOS DE DESEMPEÑO

- Desarrolla los elementos básicos del servicio a los clientes utilizados por las empresas.
- Describe aspectos relacionados con el manejo de casos y la recuperación de clientes.
- Utiliza protocolos en las relaciones públicas de las empresas, para el servicio al cliente.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

- Anota los elementos básicos y características del servicio al cliente.
- Describe los conceptos básicos de recuperación al cliente.
- Cita los protocolos en las relaciones públicas de las empresas, para el servicio al cliente.

EVIDENCIAS DE DESEMPEÑO

- Interpreta los principios básicos del servicio al cliente.
- Diferencia la importancia y los tips de recuperación al cliente.
- Explica los pasos del protocolo en relaciones públicas de las empresas en la atención al público.

EVIDENCIAS DE PRODUCTO

- Desarrolla los conceptos, características y principios en la atención al cliente, en las empresas.
- Aplica aspectos relacionados con el manejo de casos y la recuperación de clientes para empresas.
- Practica protocolos de atención al público, para empresas.

Modalidad: Industrial.

Especialidad: Productividad y Calidad.

Sub-área: Empresas de calidad.

Año: Undécimo.

Unidad de Estudio: Atención al cliente.

Tiempo Estimado: 120 horas.

Propósito: Aplicar técnicas en el servicio al cliente y la recuperación de los mismo, en problemas cotidianos.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Desarrollar los elementos básicos del servicio a los clientes utilizados por las empresas.	Servicio al cliente. • Tipos de cliente. Las características que poseen los servicios: • Intangibilidad. • Heterogeneidad. • Inseparabilidad. • Perecibilidad. Principios básicos del servicio. • Actitud de servicio. • Satisfacción del usuario.	El o la docente: • Cita los elementos básicos y características del servicio al cliente. • Expresa los principios básicos del servicio al cliente. • Aplica los conceptos, características y principios en la atención al cliente, en las empresas.	• Capacidad para aprovechar racionalmente las materias primas.	• Desarrolla los elementos básicos del servicio a los clientes utilizados por las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		El o la estudiante: • Anota los elementos básicos y características del servicio al cliente. • Interpreta los principios básicos del servicio al cliente. • Desarrolla los conceptos, características y principios en la atención al cliente, en las empresas.		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Aplicar aspectos relacionados con el manejo de casos y la recuperación de clientes para empresas.	El Concepto de la recuperación al cliente: • La importancia de la recuperación al cliente. • Tips para el manejo de la recuperación al cliente.	El o la docente: • Define los conceptos básicos de recuperación al cliente. • Ejemplifica la importancia y los tips de recuperación al cliente. • Demuestra las técnicas para la recuperación al cliente.	• Capacidad para aprovechar racionalmente las materias primas.	• Aplica aspectos relacionados con el manejo de casos y la recuperación de clientes para empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<u>El o la estudiante:</u> • Describe los conceptos básicos de recuperación al cliente. • Diferencia la importancia y los tips de recuperación al cliente. • Emplea las técnicas para la recuperación al cliente.		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Utilizar protocolos en las relaciones públicas de las empresas, para el servicio al cliente.	Medir el valor que un cliente tiene para su empresa: • No dude en invertir. • Romper el silencio. • Anticipar los problemas. • Diseñar respuestas. • Entrenar. "Todos deben ser sensibles al tema". • Recuperar aunque no haya sido su responsabilidad. (ahora usted es dueño del problema). • Recuperar aunque no haya sido responsabilidad de la empresa.	El o la docente: • Relata los protocolos en las relaciones públicas de las empresas, para el servicio al cliente. • Diferencia los pasos del protocolo en relaciones públicas de las empresas en la atención al público. • Efectúa protocolos de atención al público, para empresas. El o la estudiante:	• Capacidad para aprovechar racionalmente las materias primas.	• Utiliza protocolos en las relaciones públicas de las empresas, para el servicio al cliente.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
	• Responder rápido. • Hacer seguimiento. • Reactivación.	• Cita los protocolos en las relaciones públicas de las empresas, para el servicio al cliente. • Explica los pasos del protocolo en relaciones públicas de las empresas en la atención al público. • Practica protocolos de atención al público, para empresas.		

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Atención al cliente. | PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO: | DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

El o la docente:

- Cita los elementos básicos y características del servicio al cliente.
- Expresa los principios básicos del servicio al cliente.
- Aplica los conceptos, características y principios en la atención al cliente, en las empresas.
- Define los conceptos básicos de recuperación al cliente.
- Ejemplifica la importancia y los tips de recuperación al cliente.
- Demuestra las técnicas para la recuperación al cliente.
- Relata los protocolos en las relaciones públicas de las empresas, para el servicio al cliente.
- Diferencia los pasos del protocolo en relaciones públicas de las empresas en la atención al público.
- Efectúa protocolos de atención al público, para empresas.

NOMBRE DE EL O LA ESTUDIANTE:

Instrucciones:
A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.
De la siguiente lista marque con una "X" la columna correspondiente, de acuerdo al desempeño de cada estudiante.

DESARROLLO	SI	AÚN NO	NO APLICA
Anota con claridad los elementos básicos y características del servicio al cliente.			
Interpreta sin error los principios básicos del servicio al cliente.			
Desarrolla acertadamente los conceptos, características y principios en la atención al cliente, en las empresas.			
Describe sin error los conceptos básicos de recuperación al cliente.			
Diferencia correctamente la importancia y los tips de recuperación al cliente.			
Emplea acertadamente las técnicas para la recuperación al cliente.			
Cita correctamente los protocolos en las relaciones públicas de las empresas, para el servicio al cliente.			
Explica eficazmente los pasos del protocolo en relaciones públicas de las empresas en la atención al público.			
Practica acertadamente protocolos de atención al público, para empresas.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Desarrollar los elementos básicos del servicio a los clientes utilizadas por las empresas.	Desarrolla los elementos básicos del servicio a los clientes utilizadas por las empresas.	Anota los elementos básicos y características del servicio al cliente.	Conocimiento	Anota con claridad los elementos básicos y características del servicio al cliente.
		Interpreta los principios básicos del servicio al cliente.	Desempeño	Interpreta sin error los principios básicos del servicio al cliente.
		Desarrolla los conceptos, características y principios en la atención al cliente, en las empresas.	Producto	Desarrolla acertadamente los conceptos, características y principios en la atención al cliente, en las empresas.
Aplicar aspectos relacionados con el manejo de casos y la recuperación de clientes para empresas.	Aplica aspectos relacionados con el manejo de casos y la recuperación de clientes para empresas.	Describe los conceptos básicos de recuperación al cliente.	Conocimiento	Describe sin error los conceptos básicos de recuperación al cliente.
		Diferencia la importancia y los tips de recuperación al cliente.	Desempeño	Diferencia correctamente la importancia y los tips de recuperación al cliente.
		Emplea las técnicas para la recuperación al cliente.	Producto	Emplea acertadamente las técnicas para la recuperación al cliente.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Utilizar protocolos en las relaciones públicas de las empresas, para el servicio al cliente.	Utiliza protocolos en las relaciones públicas de las empresas, para el servicio al cliente.	Cita los protocolos en las relaciones públicas de las empresas, para el servicio al cliente.	Conocimiento	Cita correctamente los protocolos en las relaciones públicas de las empresas, para el servicio al cliente.
		Explica los pasos del protocolo en relaciones públicas de las empresas en la atención al público.	Desempeño	Explica eficazmente los pasos del protocolo en relaciones públicas de las empresas en la atención al público.
		Practica protocolos de atención al público, para empresas.	Producto	Practica acertadamente protocolos de atención al público, para empresas.

SUB – AREA: ENGLISH FOR COMMUNICATION

ELEVENTH LEVEL

English have given me confidence, no matter what profession I choose

DISTRIBUTION OF UNITS
ENGLISH FOR COMMUNICATION

Eleventh Level

Unit	Name of the unit	Estimated time in hours	Amount of weeks per unit
1	Safe Work	20 hrs	5 weeks
2	Introductions in the business activities	20 hrs	5 weeks
3	Regulations, rules and advice.	20 hrs	5 weeks
4	Complaints and solving problems.	20 hrs	5 weeks
5	Following instructions from manuals and catalogs.	40 hrs	10 weeks
6	Making telephone arrangements.	20 hrs	5 weeks
7	Entertaining	20 hrs	5 weeks
	Total	160 hrs	40 weeks

Sub-área: English for Communication	Level: Eleventh
Unit 1: **Safe work**	Hours per unit: 20 hours

Cognitive target: Exchanging information about: safe and unsafe driving, accidents and job benefits**.**

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Giving reasons for being late at work, school or meeting. • Identifying different signs and prevention procedures. **SPEAKING** • Describing consequences of accidents and prevention procedures at work. •	**Functions** • Avoiding dangerous situations at work. • Acquiring and giving information. • Interpreting and communicating information. • Conveying ideas in writing.	**The students:** • Study different signs used for prevention. • Interpret the meaning of universal warnings. • Give prevention procedures. • Explain how to avoid accidents at work. • Role-play using difficult situations at work and what to do, to prevent them or face them.	• Discipline at work. • Order and cleanness at work. • Friendship.	**The students:** • Give reasons for being late at work, school or a meeting by performing the situation in the class. • Identifying different signs and prevention procedures. • Describe prevention measures to avoid traffic accidents or accidents at work. • Identify special clothes and equipment used at work.

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
Identifying special clothes and equipment used at work. **READING** • Scanning for specific information related to safety at work. • Reading stories about accidents at work and prevention measures. **WRITING** • Describe the advantages of working in a company.	**Language** • Past continuous • Past continuous with when clauses. • Wh-questions with the past continuous. • Past continuous with while clauses.	**The students:** • Present some procedures to follow in case of an accident at work. • Read about worker´s compensation in case of accident. • Write an accident description. • Fill out an employee accident report.	• Discipline to perform different tasks. • Love for working. • Respect for others.	**The students:** • Scan for specific information related to safety at work. • Read stories about accidents at work and prevention measures. • Describe the advantages of working in a company.

Sub-área: English for Communication	Level: Eleventh
Unit 2: **Introductions in the business activities.**	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: Business activities.	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Comparing the increasing profitability of department stores in our country. **SPEAKING** • Discussing conditions for starting new business in public and private sector companies.	**Functions** • Dealing with numbers. -millions -billions -trillions • Choosing a location for a new factory.	**The students:** • Listen to descriptions and dialogues about people´s future businesses. • Perform given instructions. • Role-play situations such as interviews, dialogues in a company where the participants represent the boss, the secretary, the board of directors discussing the conditions to start a business situation.	• Attitudes toward money. • Tolerance at others.	**The students:** • Compare the increasing profitability of department stores in our country. • Discuss conditions for starting a new business in public and private sector companies.

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LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
• Making predictions about products or services of the future. **READING** • Reading about the development of industries. **WRITING** • Providing advice for people who are starting a new business by writing a letter.	**Language** • Economic terms - interest rate. - Exchange rate - Inflation - Labor force - Tax incentives - Foreign investment - Balance of trade • Time clauses • Future tenses • Present continuous for future	**The students:** • Interview people to collect the necessary information. • Develop reading comprehension skills by doing different exercises. • Develop writing skills by composing different types of letters	• Respect for other people's way of expressing themselves. • Good manners when dealing with other people' requests.	**The students:** • Make predictions about products or services of the future. • Read about the development of industries. • Provide advice for people who are starting new business.

Sub-área: English for Communication	Level: Eleventh
Unit 3: **Regulations, rules and advice.**	Hours per unit: 20 hours
Cognitive target: Interprets and communicates information about: workplace rules and following them.	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Discussing situations when foreign business people make a "cultural mistake." **SPEAKING** • Talking to a manager about not following rules by performing a conversation. • Comparing companies´ regulations and giving advice.	**Functions** • Understanding rules. • Distinguishing cultural patterns. • Acquiring and evaluating information. • Reading with understanding. • Speaking clearly. • Listening actively.	**The students:** • Listen carefully to different scripts read by the teacher about working rules. • Discuss about a workplace safety rules and why they are important. • Talk about rules, regulation and give advice.	• Follow rules in public places.	**The students:** . • Discuss situations when foreign business people make a "cultural mistake." • Talk to a manager about not following rules by performing a conversation. • Compare companies´ regulations and giving advice.

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
READING • Learning about dress code in my country to put it into practice at school or work. **WRITING** • Writing employee dress-code rules to be applied in a company.	**Language** • May and can to indicate that something is allowed. • May not and can not to indicate prohibition. • Must and have to for necessity. • Must not for prohibition. • Don´t have to for lack of necessity.	**The students:** • Practice intonation in statements when reading a text. • Writing paragraphs about school rules.	• Read signs in a park and follow instructions	**The students:** • Learn about dress code in my country to put it into practice at school or work. • Write employee dress-code rules to be applied in a company.

Sub-área: English for Communication	Level: Eleventh
Unit 4: **Complaints and solving problems**	Hours per unit: 20 hours
Cognitive target: Exchanging information about: making complaints, apologizing and solving problems	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Learning how to deal with a complaint by voice mail and automated telephone information. **SPEAKING** • Apologizing when it is required. • Solving problems at the office	**Functions** • Choosing the correct action to respond to an emergency. • Maintaining and troubleshoots technology. • Understanding systems. • Interpreting and communicating information. • Applying technology to a task. • Selecting technology.	**The students:** • 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.	• Solve problems at the school, house or work.	**The students:** . • Learn how to deal with a complaint by voice mail and automated telephone information. • Apologize when it is required. • Solve problems at the office

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
READING • Dealing with problems, clients complains and giving apologize. • Comprehending the usage of items in a first-aid kit. **WRITING** • Writing about solutions to a problem at work or school.	**Language** • Present real conditionals. • In case…. • Future real conditionals. • First aid. • Office machines. • Machines at school. • Notices. • Other machines or devices.	**The students:** • Describe how to use machines and devices step by step. • Operating different type of machines.	• Friendliness with others. • Respect for others.	**The students:** • Deal with problems, clients complains and apologizing. • Comprehend the usage of items in a first-aid kit. • Write about solutions to a problem at work or school.

Sub-área: English for Communication	Level: Eleventh
Unit 5: **Following instructions from manuals and catalogs.**	Hours per unit: 40 hours
Cognitive target: Interprets and communicates information about: technical vocabulary related to manuals and catalogues instructions.	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Understanding or using appropriate language for informational purposes. **SPEAKING** • Comparing equipment used in a job taken from different catalogues.	**Functions** • Identifying equipment from technical catalogues. • Identifying components from technical catalogues. • Advantages and disadvantages in the field. • Comparing different equipment at work. • Directing how to perform a task based on catalogues´ instructions.	**The students:** • Participate in oral and written exercises using vocabulary according to the field of study. • Interpret directions from a pamphlet to carry out a specific task. • Give oral reports about equipments, components and how to use them.	• Friendship	**The students:** • Understand or use appropriate language for informational purposes. • Compare equipment used in a job taken from different catalogues.

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LINGUISTIC ACHIEVEMENTS	CONTENT(FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
READING • Identifying different equipment and components in catalogues used in a specific field of study. **WRITING** • Interpreting written instructions from a technical manual in a specific field of study.	**Language** • Machines at school. • Vocabulary about a specific field of study. • Different kinds of machines at work. • Written and oral Instructions in the field.	**The students:** • Scan for specific information in a reading passage. • Define different uses of equipment and devices used at work. • Identify brands, characteristics, prices and advantages of equipment and devices. • Talk about advantages and disadvantages of equipment. • Role-play situations about equipment sales and devices. • Ask and answer questions about equipment and components used at work.	• Discipline at work. • Order and cleanness at work.	**The students:** • Identify different equipments and components in catalogues used in a specific field of study. • Interpret written instructions from a technical manual in a specific field of study.

Sub-área: English for Communication	Level: Eleventh
Unit 6: **Making telephone arrangements**	Hours per unit: 20 hours
Cognitive target: Exchanging information about: telephone calls and arrangements**.**	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Exchanging information in telephone conversations. **SPEAKING** • Expressing fluently to leave and take a message. • Making an appointment by telephone.	**Functions** • Answering the phone when you are at work, at home, at a hotel room. • Answering your mobile phone. • Making appointments. • Arranging a business meeting. • Exchanging information by telephone. • Responding to telephone messages.	**The students:** • Listen to conversations and pay attention to solve some of the problems people have when answering the phone. • Role play a caller and receptionist by taking turns performing different situations.	• Love for working. • Discipline to perform actions.	**The students:** • Exchange information in telephone conversations. • Express fluently to leave and take a message. • Make an appointment by telephone.

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
READING • Comparing the different ways of communication people use in one culture such as expressions or gestures that people from another culture might not understand. **WRITING** • Writing a paragraph about how culture affects business life.	**Language** • Phrasal verb (verb + preposition) • Phone verbs: -to get through -to put through -to cut off -to hang up -to hold on -to connect -to be concerned -to disconnect -to wait -to put down the receiver. • Modals for request. -Can we meet on Tuesday? -Could I speak to …? -May I have your name, please? -Can you hold, please?	**The students:** •Distinguish the variety of telephone phrases when: -Asking to speak to someone. -asking someone to wait. -asking for the person´s name. -saying that you ´ll phone again later. • Read about trends in cell phones use and discuss their own use by bringing magazine advertisements about cell phones to class. • Read an e-mail, and then write your own response to a telephone message.	• Respect for others.	**The students:** • Compare the different ways of communication people use in one culture such as expressions or gestures that people from another culture might not understand. • Write a paragraph about how culture affects business life.

Sub-área: English for Communication	Level: Eleventh
Unit 7: **Entertaining!**	Hours per unit: 20 hours
Cognitive target: Demonstrate ability to work cooperatively with others.	

LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
LISTENING • Entertaining guests and promote leisure activities. • Listening to information about TV schedule **SPEAKING** • Discussing about corporate entertaining.	**Functions** • Taking a guest to dinner. • Making invitations • Describing food. • Greetings and small talk. • Organizing types of events	**The students:** • Complete a personal timeline. • Take conversation notes. • Talk about activities with surprise and empathy.	• Punctuality. • Dependability. • Recognize cultural differences.	**The students:** • Entertain guests and promote leisure activities. • Listen to information about TV schedule • Discuss about corporate entertaining.

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LINGUISTIC ACHIEVEMENTS	CONTENT(FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
READING • Reading a journal about a trip on magazine descriptions. **WRITING** • Organizing a conference at another country including a variety of aspects.	**Language** • Past perfect tense to express an action which occurred before another past action. • Past Perfect continuous. • Use so or such with adjectives. • Use adverbial clauses of time with when, as soon as, before, after and until in order to establish a time sequence. • Words for talking about eating and drinking. • Dating	**The students:** • Read and discuss the entertainment section of the newspaper to make selections. • Developing different types of reading skills • Developing different types of writing skills on the following topics: - how to make the conference abroad successful - The staff should be friendly and helpful. -	• Sociability • Teamwork. • Leadership.	**The students:** • Reading a journal about a trip on magazine descriptions. • Organize a conference at another country including a variety of aspects.

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LINGUISTIC ACHIEVEMENTS	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	LEARNING OUTCOMES
	• Outings. • Media	- All equipment in the conference room should work. • The quality of the food in the restaurants and the speed of service.		

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Communicative Activities

SPEAKING ACTIVITIES

Activity 1

Name: A day in the life.

Topic: Asking about events.

Materials: A piece of paper for each group.

Objectives: To practice asking questions in the past tense.

Process: The class is divided into groups. One member of each group leaves the room. The remaining group members decide on how the person who is outside spent the previous day. They draw up and exact time schedule from 8am to 8pm and describe where the person was, what he did, who he talked to. The people who were outside are called back in. There, they try to find out, how the group thinks they spent the previous day. Then, he gives the correct responses.

Taken from Cambridge University Press.

Activity 2

Name: Chit Chat

Topic: Personal information

Materials: Design a questionnaire sheet and one information sheet with name of people, age, country, marital status, job, hobbies

Objectives: The objective of the game is practice questions to find all people described in the questionnaire.

Process: The game may be played with any number. If there are more than 16 students in the class, the activity must be practiced in two groups. Copy one role card and one questionnaire for each student in the class. Distribute one role card to each student and allow a little time for them to become familiar with the information, then give each student the questionnaire. Each student must move around the room asking each other questions until they have found all the people described on the questionnaire.

Example:

QUESTIONNAIRE	ROLE CARD
A technician with two children. A grandmother who lives in … A 24 year old nurse An electrician who plays the guitar	John Peter Age:26 Lives in London Married Two children:Tim and Andy Job: technician Hobbies: tennis, football

Taken from Oxford University Press

Activity 3

Name: Looking for a job

Topic: Talking about abilities

Language: Use of can to express ability.

Materials: A set of cards for each student in the class.

Objectives: To practice the use of can + abilities.

Vocabulary: Abilities.

Process: The game may be played with any number of students. Copy enough cards for everyone in the class, make sure that for every employee's card there is a corresponding employer's card. Give out one card to everyone in the class. The objective of the game is for every employee to find a job, and for every employer to find a suitable person for the job. To do this , employers will have to move around the class, interviewing candidates for the jobs. They should only take candidates who fulfill all the requirements listed on the advertisement. The game is finished when everyone has a job. If you have an add number of students in the class, either one students will be left without a job, or, if you think this is too cruel, you should alter one of the advertisements to read.

Example:

You can: swim draw and paint speak French play the piano type sing	WANTED: *KINDER GARDEN TEACHER* *Must be able to:* *Swim, sing* *Speak French, play the piano*
You can: Take shorthand type Play the piano drive Speak French and German swim	WANTED: SECRETARY *Must be able to* Type Take shorthand Speak French and German

Taken from Oxford University Press.

Activity 4

Name: Job Prestige

Topic: Occupations

Materials: Prepare a list with 15 different occupations, give a list to every student.

Objectives: To practice speaking about occupations.

Process: Outline the task. Give a list of occupation to each students and tell them to rank them according to two criteria. First arrange them in the order in which these jobs are regarded and paid for in our society. Secondly, make a list according to the importance of the job. Divide the class in pairs, let students compare their lists and priorities, ask them why do they agree or disagree with their classmate list. Write the differences on the board to discuss with the rest of the class.

Taken from Cambridge University Press.

Activity 5

Name: Secret Topic

Topic: Arguing, Expressing one's opinions

Materials: A piece of paper with a topic on it.

Objectives: To discuss and express one's opinions about a specific topic.

Process: Two students agree on a topic they want to talk about without telling the others what it is. The students start discussing their topic without mentioning it. The others listen. Anyone in the rest of the group who thinks he knows what they are talking about, joins in their conversation. When about a third or half of the class have joined in, the game is stopped.

Taken from Cambridge University Press.

LISTENNING ACTIVITIES

Activity 1

Name: Debate the Issue

Topic: Discussion

Materials: Select a sequence which features a controversial issue.

Objectives: To promote communicative competence.

Process: Write a motion on the board related to the topic of the video. for example: everyone should have the right to possess a gun for self protection. Tell the students that you are going to play a sequence related to that motion. As they watch the video, they are to decide how they feel about the motion, play the sequence, tell the students that they are now going to participate in a debate, Ask for volunteers to argue 'pro' and 'con'. Select an equal number of students between 2 and 4, to form two debating teams. Appoint one student from each team to act as captain. Captains will give their presentations first and summarize their team's argument at the end. If there is time, play the sequence again.

Taken from Prentice Hall Regents.

Activity 2

Name: Assemble the script/video

Topic: Listening comprehension

Materials: Select a sequence in which the dialogue provides several clues to the action, and the picture frequently suggest what is being said. You will need two rooms and an audiocassette recorder. Before class, record the sound track of the sequence onto an audiocassette.

Objectives: To practice listening, speaking and writing.

Process: Divide the students into two teams and possibly into subgroups. Tell the students that you are going to play a short sequence. Explain that one team will have the soundtrack only. They must imagine the pictures. The other team will have the video without the sound, they must write the dialogue script. If necessary, give a very brief hint about the subject-matter of the sequence, the names of characters, etc. Team 1 takes the audiocassette recorder to the other room, they play the soundtrack and write down what they think the situation is, who the characters are, what happens during the sequence. Stay with team 2, play the complete sequence with the sound turned down, then play it shot by shot without sound, pausing to allow the team to write the dialogue. Bring team 1 back into the classroom. Divide the students into pairs with one member from team1 working with one member from team 2. Each pair takes a piece of paper with a line down the middle. They must now write the script (short description on the left of the line, dialogue on the right).

Taken from Prentice Hall Regents.

Activity 3

Name: Analyzing Commercials/video

Topic: Discussion, Listening, Note-taking

Materials: Select one or more commercials which provide enough relevant information and discussion points for this activity. Duplicate the handout, make one copy for each student.

Objectives: To discuss, to listen and take notes about a tv commercial.

Process: In class: Distribute the handout. Go over it with the students to make sure they understand the kind of information required. Tell the students that you are going to play a TV commercial. Their task is to complete the chart with information from the commercial. Play the commercial, several times if necessary. The students work individually to complete the chart, as they finish, ask the students to compare their answers with those of another student. Play the commercial again. The students confirm or modify their answers.

Taken from Prentice Hall Regents.

READING ACTIVITIES

Activity 1

Name: Ten things to Do Before Reading

Topic: Practice previewing

Material: Reading passages from students´ books

Objective: To preview a reading to see what students already know in terms of content and vocabulary.

Process: Ask students to brainstorm for answers to the following questions, then write ideas on the board.

1. Look at the title and the heading of each section. What do you think this passage is going to be about?

2. Look at the pictures. What do you think this passage is going to be about?

3. Read the first and last paragraphs and the first sentence of each paragraph. What do you think this passage is going to be about?

4. Read the title. Now quickly scan the passage and circle all the words that have a connection to the title.

5. Scan the passage and cross out all the words you don´t know. After you read the passage again carefully, look up the words in a dictionary.

6. After looking at the title, pictures, and so on, brainstorm the specific words you expect to see in the passage.

7. After looking at the title and pictures, make up some questions you think this passage might answer.

8. What kind of passage is this?(fiction?-nonfiction?-what kind?) Why would somebody read this? For information? Pleasure?

9. Choose words from the passage and write them on the board. Ask students to scan the passage and circle them.

10. Tell a story about the background of the reading passage, or summarize the passage itself. Ask students to take notes or draw a picture of the story as you speak.

HAVE EVERYONE READ THE PASSAGE.

Activity 2

Name: Newspaper Posters

Topic: Encourage students to read different sections of a newspaper.

Material: Articles form newspapers. Large poster boards, scissors, glue and markers.

Objective: Understanding the content of the sections in a newspaper is essential to give students access to more of the English-speaking world around them.

Process: Clip an assortment of articles and other items from newspapers. Be sure to include enough items from all parts of the papers for all the groups to have plenty to choose from.

Provide a list of all categories to be included in the posters. For example: Front page, metro, business, sports, lifestyles, entertainment, classifieds.

Put the students into groups. Each group uses a poster board and creates a poster that represents the various items found in the different sections, choosing from the articles and items you provided. Ask the students to label the categories.

Activity 3

Name: Monitoring Comprehension

Topic: Monitor students comprehension while reading

Material: Article with long, descriptive paragraphs.

Objective: Allow students to reflect on their understanding of the article at different stages, to predict what may come next and to evaluate how well they are reading while they are engaged in doing it.

Process: Using the article you have selected, prepare questions for each paragraph that the students have to answer:

Ask readers to reflect on what may come next, and draw on previous cultural and personal experience.

Include some questions specifically about monitoring, in addition to the questions about comprehension, for example: *When you ran into a difficult word or meaning, what did you do? Did you reread the word? Read ahead hoping to find the answer? Look it up in a dictionary? Ask someone else?*

Cut the reading passage into paragraph pieces that you can tape in different places around the classroom in random order.

Group the students and send them around the classroom together, with each group starting at a different location.

Encourage students to work together and answer the questions as a group. They should discuss how they understood the text in order to answer the questions about comprehension and monitoring.

Have each group piece together the reading text in the correct order.

A general discussion at the end may focus on the main ideas, how students felt as they read each paragraph, and what strategies they used to figure out the paragraph order.

After each paragraph, insert a clue, rather than a question, to find the next paragraph. Clues could include pieces from the next or last paragraph.

Taken from New Ways in Teaching Reading.

WRITING ACTIVITIES

Activity 1

Name: Letters to complaint

Topic: Learn to complain in writing

Material: Chalkboard or overhead projector (OHP).

Objective: Sensitizes students to the differences in register between written and spoken forms, focusing on different language functions, for example, apologizing, giving invitations, offering congratulations, and offering condolences.

Process: 1. Ask students if they have ever written a letter of complaint. Elicit from students what kind of things people complain about in writing, for example, faults in new consumer products, poor services, incorrect bills. Write these up on the board.

2. Using some of the examples on the board, establish who the students would write to if they were to write a letter of complaint. For example, about a faulty CD player, they would write to the shop manager.

3. In pairs ask students to simulate

(a) a conversation with a friend about a CD player they have just bought, but which doesn´t work properly.

(b) a phone call between a consumer with a complaints and the official person they are complaining to, for example, someone who has just bought a CD player that doesn´t work properly and the manager of the shop they bought if from.

4. Ask students to write a letter of complaint to the manager of the shop.

5. In pairs ask students to discuss the differences between complaining: orally to a friend, orally to an official person and in writing to an official person.

6. Elicit differences from students and write them on the board in three columns: oral/friend, oral/official, written/official. The differences should include actual examples of language used.

7. Highlight the differences that have emerged among the three columns and focus on forms that would be appropriate for the letter. Then, ask students to write another letter of complaint.

Taken from New Ways in Teaching Writing.

Activity 2

Name: Practical Business Writing

Topic: Inform some or request information

Material: Paper, appropriate addresses and references. Three standard business letters.

Objective: Give students a formula or a template for business letters, you foster confidence and facility with the language in a realistic situation while teaching both the process and the product

Process: 1. Present   the following 10 principles to summarize the basics of business letter writing:

- Write concisely, eliminating stock phrases that serve no purpose, and using reasonably short sentences. Avoid jargon in favor of common words and phrases.

- Consider the reader´s background and expected attitude toward the message, tailoring the words to the reader´s situation and level of understanding.

- Write positively, eliminating negative words from the message.

- Strive for clarity, using familiar words and ensuring that grammar, punctuation, and spelling are correct.

- Check that the information in the message is accurate.

- Look for omissions and inconsistencies to ensure completeness.

- Strive for concreteness with specific amounts and figures, rather than abstract concepts.

- Use active, rather than passive, constructions to foster clarity as well as brevity.

- Ensure fairness-avoid evidence of stereotyping and prejudice.

- Finally, practice ethicality, ensuring that no impossible promises are made, no matter how much goodwill they might create.

2. Present a business letter format and guidelines for one of these three basic business letters: Inquiry letter, Order letter, Request for Assistance

3. Ask students to write a letter.

4. Have students evaluate their own or a peer´s paper using the guidelines for the type of letter and also the 10 principles.

Activity 3

Name: Authentic Texts for Writing

Topic: Organize an effective memorandum

Material: Sample office memoranda. An editing checklist

Objective: Produce writing that reflects the conventions of professional communication.

Process: 1. Collect examples of effective office memoranda of the type you want your students to practice writing themselves (About six examples are sufficient). Collect poorly written or weakly organized ones as well for text-revising practice. In addition, find an example of a checklist for writing effective memorandum that you feel will be useful to your students (see Appendix)

2. Distribute copies of the memorandum to pairs or groups of students.

3. Ask students to examine and compare the memoranda and to answer questions such as the following:

- Where can you find information about the sender and receiver of the message?
- What function does the subject heading serve?
- How many paragraphs are there in the example? Are the paragraphs long and short?
- Reading only the first paragraph, can you tell the main subject of concern in each example?
- Do the sentences vary in the length and type?
- Do the writers use different tenses in their writing?
- Can you spot any grammatical or spelling errors?
- Compare the examples, how do the writers end the memo?

4. As the students work through the memoranda and the questions, ask them to develop the checklist that they think captures the essence of an effective memorandum. The check list should consider issues of content, grammar, clarity, conciseness and style.

5. Allow students up to 45 minutes for this activity and then have groups present their information.

6. Now distribute copies of your own editing checklist or writing guide.

7. Review the checklist and compare what each element includes with the information students have produced.

8. Summarize the main points of writing an effective memorandum and prepare students for the writing task.

9. Distribute copies of poorly written memorandum for the groups to analyze, using the checklist to guide them.

!0. Each group should suggest how the memorandum can be improved.

11. After discussion, students should rewrite the weak examples on group or individual basis.

SAMPLE EDITING CHECKLIST

Content

- Use informative and specific headings
- Paragraph by idea.
- Retain first choice words.
- Eliminate unnecessary details.
- Proportion should match emphasis.
- Check accuracy and completeness of factual information.

Grammar

- Do not write fragments for sentences.
- Avoid run-on or fused sentences.
- Do not dangle verbal.
- Use parallel structure.
- Make pronouns agree with their antecedents.
- Make verbs agree with their subjects.
- Do not change tenses or words unnecessarily.
- Punctuate correctly.
- Choose appropriate words and phrases.
- Spell correctly.

Style

- Vary sentences patterns and length.
- Substitute stronger verbs for weak ones.
- Prefer a personal, conversational tone.
- Adjust the tone and formality to suit the purpose and audience.
- Clarity
- Prefer short sentences and simple words.
- Use concrete words and phrases over vague general ones.
- Sequence ideas to indicate emphasis.
- Link properly to show relationship.
- Show clear transitions between ideas.
- Use clear references.
- Place modifiers correctly.
- Conciseness
- Prefer active-voice verbs and action verbs.
- Be emphatic and to the point.
- Highlight the main verbs of sentences.
- Cut clichés, redundancies and little-word padding.
- Eliminate needless repetition.

Taken from New Ways in Teaching Writing.

LISTENING TASKS

1. Outstanding researchers have referred to the development of this skill as the most important when babies start learning their native language. Non native speakers of any language, need to follow the same process when learning that language.

(Source: D. Nunan 1998 ***Second Language Teaching and Learning*** . Boston: Heinle & Heinle.)

WHY SPEAKING DELAY?

- Some people believe that learning a language is building a *map of meaning in the mind*. However, talking is not the best way to build up this cognitive map in the mind. To do this, the best method is to practice meaningful listening.

- *The listening-only period* is a time of observation and learning which provides the basis for the other language skills. It builds up the necessary knowledge for using the language.

- When this knowledge is clear and complete, the *learner can begin to speak*.

FIVE CONDITIONS FOR LANGUAGE LEARNING TO OCCUR:

- **The Message:**
The learners' attention is focused on the message (function), not on grammatical rules because language acquisition is considered to be an unconscious process. The form of the message requires:
1. The application of conscious language rules,
2. Lots of time to analyze the process of the rules and exceptions, consciously or by heart.

- **Understanding:**

The learner must infer the meaning of most of the message through techniques of simplification of grammar and vocabulary and by using organizational and contextual aids to understanding.

- **Quantity:**

It is necessary a great deal of listening activity before learners feel ready to speak.

- **Interest:**

The learners would like to listen to a relevant message related to their interests.

- **Low Anxiety:**

Listening is a receptive skill. The learners see the learning experiences very easy and relaxed. There is no reason for fears to arise.

Adapted from Nord, J. R. *Developing Listening Fluency before Speaking,* 1980: p.17

MULTIPLE INTELLIGENCES THEORY

Verbal/linguistic	Logical/ mathematical	Visual spatial	Bodily/ kinesthetic	Musical/ rhythmic	Interpersonal	Intrapersonal
• Reading • Vocabulary • Formal Speech • Journal/Diary Keeping • Creative Writing • Poetry • Verbal Debate • Impromptu Speaking • Humor/Jokes • Storytelling	• Abstract Symbols/ Formulas • Outlining • Graphic Organizers • Number Sequences • Calculation • Deciphering Codes • Forcing Relationships • Syllogisms • Problem Solving • Pattern	• Guided Imagery • Active Imagination • Color Schemes • Patterns/ Designs • Painting • Drawing • Mind-Mapping • Pretending • Sculpture • Pictures	• Folk/Creative Dance • Role Playing • Physical Gestures • Drama • Martial Arts • Body Language • Physical Exercise • Mime • Inventing • Sports Games	• Rhythmic Patterns • Vocal Sounds/Tones • Music Composition/ Creation • Percussion Vibrations • Humming • Environmental Sounds • Instrumental Sounds • Singing • Tonal Patterns • Music Performance	• Giving Feedback • Intuiting Others' Feelings • Cooperative Learning Strategies • Person-to-Person Communication • Empathy Practices • Division of Labor • Collaboration Skills • Receiving Feedback • Sensing Others' Motives • Group Projects	• Silent Reflection Methods • Met cognition Techniques • Thinking Strategies • Emotional Processing • "Know Thyself" Procedures • Mindfulness Practices • Focusing/ Concentration Skills • Higher-Order Reasoning • Complex Guided Imagery • "Centering" Practices

GLOSSARY

Some terms have been used in this Syllabus, which may be unfamiliar to you. Simple definitions are included for this purpose.

Activity   Situation in which a lot of things are being done, usually in order to achieve a particular purpose.

Assessment   The learner's ability to reflect on the results of his/her learning process.

Attitudes   Expressions of positive or negative feelings towards the learning of a foreign language.

Awareness   Acquaintance, consciousness with knowledge.

Communication Activity or process of giving information to other people or other living things, using signals such as speech, body movements or radio signals.

Communicative
Competence   The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know   when and where to use these sentences and to whom. It includes knowledge of the grammar and vocabulary   of the language. Knowledge of rules of speaking, (knowing how to begin and end conversations, what topics may be talked about in different times of speech events, knowing which address forms should be used with different people.) Knowing how to use language appropriately.

Curriculum   Knowledge, skills, materials, learning activities and terminal behavior required in teaching of any subject.

Cultural
Component   The part of the language which includes the total set of beliefs, attitudes, customs, behavior, social habits, etc. of the members of a particular society.

Evaluation	The whole process of determining the effectiveness of teaching and learning.
Feedback	Monitoring and adapting one's actions on the basis of the perceived effect on the environment. In Language activities, it is a response to the reactions of listeners and readers.
Formal Component	The part of the language which includes the linguistic patterns (structures).
Formative Evaluation	A learning activity through which the students learn from their own mistakes.
Function	A Communicative purpose of a piece of language.
Functional Component	A part of the language which refers to it as an instrument of social interaction rather than a system that is viewed in isolation. Language is often expressive and social. Language is often described as having three main functions: descriptive, expressive and social.
Global Development	The insertion of individual and national working forces into the world development.
Group work	Work in which the class is broken into small groups of few students. They may work simultaneously on the same topic, but with different material on each table.
Input	Oral or visual stimuli from the formal or informal learning setting.
Integration of Skills	The teaching of the language skills in conjunction with each other, as when a lesson involves activities that relate listening and speaking.
Interaction	Communication between two people.
Learner	A person who is learning a subject or a skill.

Learning Strategy — A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of language.

Learning Styles — The particular way in which the learner tries learning new things. There are four different learning styles.

Mediation — Action of changing events, experiences or sets of circumstances.

Methodology — The study of the whole process of language teaching with the aim of improving its efficiency.

Monitoring — Learners try to correct any errors that they have just said. The teacher may help them to do it by imitating her/him.

Pair-work — Work in which two students perform a task or different tasks simultaneously.

Principle — General rule you follow to achieve something.

Procedure — Action or series of actions to be completed in order to carry out a process.

Process — A series of actions that are carried out in order to achieve a particular result.

Profile — Amount of language learned at the end of the process.

Role –Play — Drama-like classroom activities in which the students take the roles of different participants in the situations. They may act out which might typically happen in that situation.

Skill — Knowledge and ability that enables you to do something well. Linguistic skills enable you to fulfill the communication needs.

Student/Learner   In a communicative approach, a student/learner is the person on whom the learning process is centered. The student learns by doing. She/he becomes an independent and interdependent learner.

Sub-Skills   A division of the skills, such as discriminating sounds in connected speech, understanding relations within a sentence identifying the purpose and scope of a presentation.

Syllabus   An educational program which states:
a.) The educational purpose of the program (the ends).
b.) The content, teaching procedures and learning experiences which will be necessary to achieve this purpose.
c.) Some means for assessing whether or not the educational ends have been achieved.

Tasks   Steps or actions, which are carried out during an activity.
Warm-up   To stimulate the interest and the   participation of the learner in an   activity.

EVIDENCE PORTFOLIO

MINISTRY OF PUBLIC EDUCATION
DEPARTAMENT OF TECHNICAL SPECIALTIES
TECHNICAL HIGH SCHOOL

Portfolio of Evidence

Student:
Place and Date:

EVIDENCE PORTFOLIO

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

ACADEMIC HISTORY
• Primary School:
• High School:
• Courses Completed:

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