

**PROGRAM
PRODUCTIVITY AND QUALITY
CURRICULAR DESIGN BASED ON THE COMPETENCY STANDARDS
EDUCATIONAL MODEL**

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San José – Costa Rica
“Development through Education “

SECTOR: INDUSTRIAL

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GRADE: TENTH

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



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“Development through Education “

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.

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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 judiciously 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).

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.

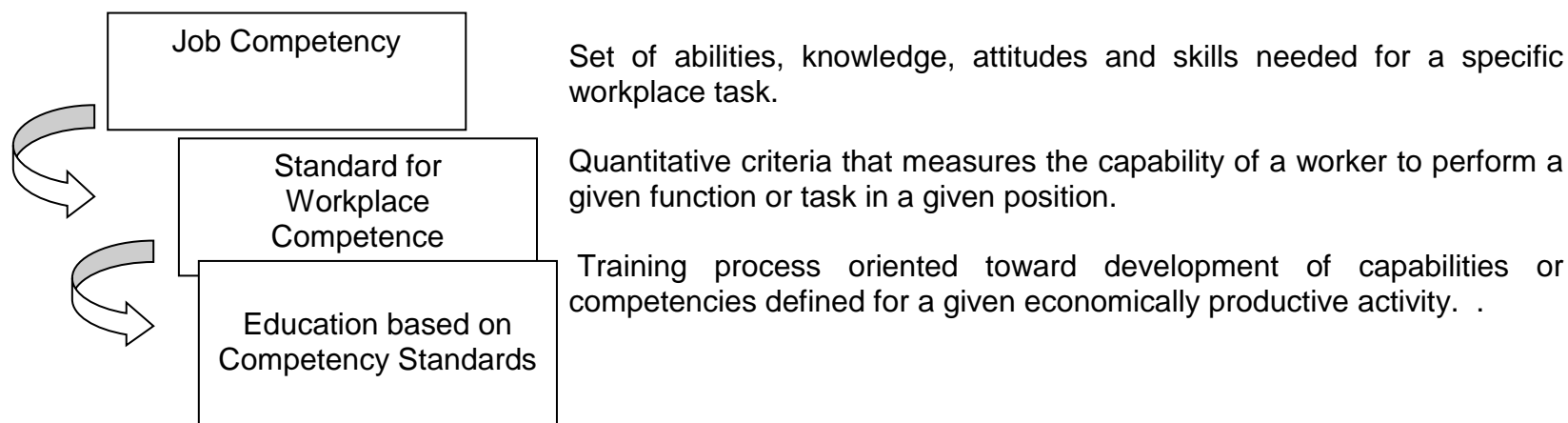
Following are **general recommendations** for the successful implementation of the specialization:

- 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.



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: Educación 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.

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

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.

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's 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.	20 h	Day to day.	20 h
	Daily life activities.	20 h	Introductions in the Business activities.	20 h	Customer service.	20 h
	Working conditions and success at work.	20 h	Complaints and solving problems.	20 h	Stand for Excellence.	20 h
	Describing a company, equipment and tools.	20 h	Regulations, rules and advice.	20 h	Travel.	20 h
	Talking about plans, personal and educational goals.	20 h	Following instructions from manuals and catalogs.	40 h	Astounding Future Career.	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**

**Basics of Accounting.
40 hours**

- Use the marketing system offered by the first House of Quality.

- Use basic accounting for tasks related to the Program.

SUBJECT AREA	STUDY BLOCK	LEARNING OUTCOMES
Process Fundamentals. 160 hours	Processes. 80 hours	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Understanding simple familiar phrases and short statements. • Asking and responding to questions in clearly defined situations. • Reading personal information forms. • Reading a personal letter. • Writing about occupations and writing 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Solving problems by phone and making telephone arrangements. • Describing what makes a good communicator. • Evaluating the effects of stress factors and gets advice on presenting. • Describing the facts that affect the success of a presentation.

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.	<ul style="list-style-type: none"> • 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

**Business
Management.
160 hours**

STUDY BLOCK

**Information and
Communication
Technologies.
80 hours**

LEARNING OUTCOMES

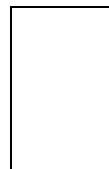
- Use technological tools for the administration of diverse resources
- Use a word processor, presentation application, and electronic spreadsheet for program tasks.
- Use Internet-related applications and related services to search for and access information.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Introductions in the Business activities.</p> <p>20 hours</p>	<p>Cognitive Target: 2 Interprets and communicates information about: Business activities.</p>	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

English for
communication
160 hours

UNITS

Entertainment

20 hours

TARGET

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

LINGUISTIC ACHIEVEMENT

- 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**

**Quality Management Tools.
204 hours**

- Carry out measurements relevant to given processes, in order to guarantee data reliability.
- 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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
TENTH GRADE**

DESCRIPTION

BUSINESS MANAGEMENT

The **Business Management** subject area includes the following study blocks: Business Management (CODE), House of Quality, and Basics of Accounting. 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. In addition, students will develop critical thinking skills, look for solutions, and be creative in their proposals.

Activities related to quality develop quickly in our country, and information is readily available. Ongoing research by the teacher is recommended, however, a real contact with the subject matter, 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 areas**, the following consist of 4 hours per week study blocks:

Business Management (CODE): Provides the foundation necessary for the creation and management of a company.

House of Quality: This block is composed of the following House of Quality elements: quality in management, quality in processes, quality in educational culture, quality in education per se, and quality in sustainability.

Basics of Accounting: Covers the basic elements of accounting that are required for a technical professional in this field.

**DISTRIBUTION OF STUDY BLOCK
BUSINESS MANAGEMENT**

Study Blocks	Name	Time in hours	Time in weeks
I.	Business management (CODE).	80	20
II.	House of Quality.	40	10
III.	Basics of accounting.	40	10
	TOTAL	160	40

BUSINESS MANAGEMENT (CODE)

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

GENERAL INFORMATION

Title: Business management (CODE).

PURPOSE: Contribute to the creation of an entrepreneurial culture, for the benefit of society and the country.

Competency Level: Basic.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARDS

Title	Classification
Correctly identifies the types of businesses in your community and the services they offer.	Specific
Accurately defines what it means to be a business owner, along with its scope, generalities and characteristics.	Specific
Clearly recognizes the steps necessary for effective management of a small business.	Specific
Correctly uses the scientific method for decision making.	Specific
Accurately recognizes what an entrepreneur is and what a business owner does.	Specific
Correctly identifies why the entrepreneurial spirit is important.	Specific
Coherently compares different resources available to an entrepreneur, the components of the Entrepreneurial spirit and the rewards and efforts of entrepreneurs.	Specific
Clearly recognizes the steps toward entrepreneurial goal setting.	Specific
Justify entrepreneurial motivation.	Specific
Correctly uses procedures in order to analyze a situation of risk.	Specific
Correctly identifies what it takes to become an entrepreneur.	Specific
Correctly illustrates the entrepreneurial characteristics and traits necessary for the success of a business venture.	Specific
Clearly comments on the importance of the entrepreneur and entrepreneurial leadership.	Specific
Competently applies the principles of negotiation and listening.	Specific
Clearly recognizes the context of negotiations.	Specific
Clearly recognize how the economy works.	Specific

Title	Classification
Precisely explains the role and importance of commercial entrepreneurial capacity in society.	Specific
Correctly enumerates the economic purposes and characteristics of an entrepreneurial society.	Specific
Precisely explains the contributions of entrepreneurs toward national economic purposes.	Specific
Clearly cites the advantages and disadvantages of self-employment.	Specific
Correctly cites the reasons for starting a business.	Specific
Correctly mentions the generalities of the small business.	Specific
Clearly recognizes the reasons for becoming an entrepreneur.	Specific
Precisely explains the role and importance of the entrepreneurial capacity in society.	Specific
Clearly represent new ideas based on successful ideas.	Specific
Adequately selects entrepreneurial ideas using various techniques.	Specific
Clearly distinguishes business opportunities.	Specific
Adequately assesses business risk.	Specific
Precisely explains market information.	Specific
Correctly uses the steps used to identify the competition, apply a survey and select the sample.	Specific
correctly elaborates a simple sales plan and select the best location for a company.	Specific
Precisely explains business structures.	Specific
Effectively researches where to find funds for your start-up.	Specific
Clearly recognizes the elements of the process of hiring and orientation of new employees.	Specific
Correctly use the techniques of time and sales management.	Specific
Adequately selects the best supplier and the best technology for the small business.	Specific
Forecast business costs correctly.	Specific
Precisely elaborate simple financial statements.	Specific
Clearly recognizes generalities of business plans.	Specific
Correctly elaborates the financial statements that comprise a business plan.	Specific
Draw correct conclusions about the results of a business plan.	Specific
Clearly recognize how business risks should be managed and what type of information entrepreneurs need.	Specific
Correctly identify the methods for getting help and moving forward.	Specific
Correctly mention how to keep a positive entrepreneurial attitude.	Specific
Clearly links business plans with the topics presented in CODE.	Specific
Elaborate a business plan with precision, based on established guidelines.	Specific

ELEMENTS OF COMPETENCE

Reference	Title of the element.
1-1	Contribute to the creation of an entrepreneurial culture, in order to determine its importance in the economic development of Costa Rica.

PERFORMANCE CRITERIA:

- Applies principles of small business management and decision making in basic entrepreneurial situations.
- Designs business goals using specific steps and accepting challenges.
- Develops competencies for entrepreneurial capacity.
- Explains how people make decisions regarding start-up or operation of their own companies.
- Selects business opportunities using various techniques.
- Uses the procedures needed to organize a business.
- Runs a business with an accounting perspective.
- Designs plans to start a business.
- Implements a successful business plan.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE:

- Identifies the types of businesses in your community and the services they offer.
- Defines the meaning, scope, generalities and characteristics of entrepreneurship.
- Identifies why an entrepreneurial spirit is important.
- Justifies entrepreneurial motivation.
- Identifies what it takes for a person to become an entrepreneur.
- Illustrates the characteristics and traits required for a successful business venture.
- Comments on the importance of the entrepreneur and entrepreneurial leadership.
- Enumerates the economic purposes and characteristics of an entrepreneurial society.
- Explains the contributions of entrepreneurs to national economic purposes.
- Cites the advantages and disadvantages of self-employment.
- Cites the reasons for starting a business.
- Mentions generalities of the small business.
- Distinguishes business opportunities.
- Identifies the methods for getting help and moving forward.
- Mentions how to keep a positive entrepreneurial attitude.

PERFORMANCE EVIDENCE:

- Recognizes the steps necessary for effective small business management.
- Recognizes what an entrepreneur is and how he or she operates.
- Compares types of resources, components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs.
- Recognizes the steps for entrepreneurial goal-setting.
- Recognizes the context of negotiations.
- Recognizes how the economy works.
- Explains the role and importance of the entrepreneurial capacity in society.
- Recognizes why one should consider entrepreneurship.
- Represents new ideas based on successful ideas.
- Selects entrepreneurial ideas using various techniques.
- Explains market information.

- Explains different legal business structures.
- Selects the best supplier and the best technology for the small business.
- Recognizes generalities of business plans.
- Recognizes how business risks should be managed and what information regarding risk entrepreneurs need.
- Relates business plans to the CODE topics.

PRODUCT EVIDENCE:

- Uses the scientific method correctly for decision making.
- Uses the procedures to analyze a situation of risk.
- Uses the principles of negotiation and listening
- Evaluates business risk.
- Follows the steps to acquire the competence, apply a survey and select the sample.
- Elaborates a simple sales plan and select the best location.
- Researches where to find funds for your start-up. Recognize what comprises the process of hiring and orientation of new employees.
- Utilizes techniques of time and sales management.
- Forecasts business costs.
- Elaborates simple financial statements
- Elaborates the financial statements that comprise a business plan.
- Draws conclusions about the results of a business plan.
- Elaborates a business plan based on established guidelines.

Sector: Industrial.

Program: Productivity and Quality.

Subject Area: Business management.

Year: Tenth.

Study Block: Business management (CODE).

Time: 80 hours.

Purpose: Contribute to the creation of an entrepreneurial culture, in benefit of society and the country.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
Apply principles of small business management and decision making in basic entrepreneurial situations.	<p>Businesses in your community.</p> <ul style="list-style-type: none"> Importance. Culture. Services. <p>Businesses:</p> <ul style="list-style-type: none"> Types. Classification. <p>Meaning and scope of "entrepreneurship:</p> <ul style="list-style-type: none"> Generalities. 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Identifies the types of businesses in your community and the services they offer. Representst the meaning, scope, generalities and characteristics of entrepreneurship. Explains the steps necessary for effective small business management. Demonstrates the application of the scientific method for decision making. 	Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people.	<ul style="list-style-type: none"> Applies principles of small business management and decision making in basic entrepreneurial situations.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Characteristics of entrepreneurs:</p> <ul style="list-style-type: none"> • Energy. • Desire to succeed. • Task-oriented. • Empathy. • Inventive. • Planning. • Risk taker • Innovation. • Competences. • Independence. • Interrelation. • Goal oriented. • Able to manage a small business. <p>What facilitates good small business management?</p> <p>Steps for good small business management:</p> <ul style="list-style-type: none"> • Identify priorities. 	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Identifies the types of businesses in your community and the services they offer. • Defines the meaning, scope, generalities and characteristics of entrepreneurship. • Recognizes the steps necessary for effective small business management. • Uses the scientific method for decision making. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Time management. • Delegation. • Task grouping. • Organized office. • Knows how to say no. • Maps out clear purposes. • Doesn't try to do too much. • Control of paper flow • Effective planner. • Proactive. <p>Decision-making ability:</p> <ul style="list-style-type: none"> • General perspective. on decision-making. • Use of scientific method. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
2. Design business goals using specific steps and taking on risk.	<p>An entrepreneur:</p> <ul style="list-style-type: none"> • Observes the environment. • Identifies opportunities. • Gathers resources. • Constructs activities. • Is rewarded economically and socially. <p>Functions of the entrepreneur:</p> <ul style="list-style-type: none"> • Identify market niches. • Run the business. • Accept uncertainty. • Develop competencies. <p>The importance of the entrepreneurial spirit:</p> <ul style="list-style-type: none"> • Job creation. • Local resources. • Decentralization and diversification of business. 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Explains what an entrepreneur is and how he or she operates. • Cites why an entrepreneurial spirit is important. • Differentiates between the types of resources, the components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs. • Explains the steps for entrepreneurial goal-setting. • Explains entrepreneurial motivation. • Explains risk taking. 	<ul style="list-style-type: none"> • Honesty is required for effective human relationships in an environment of trust and harmony. It guarantees reliability, security and credibility. 	<ul style="list-style-type: none"> • Designs business goals using specific steps and taking on risk.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Promotion of technology. Capital formation. Fostering an entrepreneurial culture. <p>Resources.</p> <p>Entrepreneurial.</p> <p>Economic:</p> <ul style="list-style-type: none"> Money. Materials and equipment. <p>Human:</p> <ul style="list-style-type: none"> Energy. Competencies. Knowledge. Time. <p>What justifies the entrepreneurial spirit?</p> <p>Components of the entrepreneurial spirit:</p> <p>Economic factors:</p> <ul style="list-style-type: none"> Open market economy. Private companies. Value-added. 	<p>Demonstrates how to use procedure to analyze risk.</p> <p><u>Student:</u></p> <ul style="list-style-type: none"> Recognizes what an entrepreneur is and how he or she operates. Identifies why an entrepreneurial spirit is important. Compares the types of resources, the components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs. Recognizes the steps for entrepreneurial goal-setting. Justifies entrepreneurial motivation. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Add-on goods and services. <p>New markets.</p> <p>Entrepreneurial competencies:</p> <p>Take the initiative.</p> <p>Be very competitive.</p> <ul style="list-style-type: none"> Take advantage of change. Manage uncertainty. Find opportunities. Rewards and efforts of the entrepreneur: <p>Rewards:</p> <ul style="list-style-type: none"> Success and self-realization. Sense of freedom and independence. Job creation and benefits. Economic results. 	<ul style="list-style-type: none"> Explains risk taking. Uses procedures for analyzing a situation of risk. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Personal effort:</p> <ul style="list-style-type: none"> • Work long hours. • Spend lots of energy • Personal sacrifice. • Limited social life. • Less family time. • Big investment. <p>Entrepreneurial motivation:</p> <ul style="list-style-type: none"> • Test of the entrepreneur. • Generalities of motivation and attitude. • Entrepreneurial habits. • Internal motivation. <p>Steps for entrepreneurial goal setting:</p> <ul style="list-style-type: none"> • Authentic goals, devised by you. • Specific goals. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Quantifiable and measurable. • Defined period of time. • Setting deadlines. <p>Assume risks:</p> <ul style="list-style-type: none"> • Define a situation of risk. • Evaluate situations of risk. • Types of people who assume risks. • Authority and responsibility. • Implement changes. <p>How to assess a situation of risk:</p> <ul style="list-style-type: none"> • Evaluate the risk. • Determine goals and purposes. • Clarify alternatives. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Gather information and weigh alternatives. • Minimize risks. • Plan and execute the best alternative. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
3. Develop competencies for increased entrepreneurial capacity.	<p>Potential entrepreneur.</p> <ul style="list-style-type: none"> Competencies for successful entrepreneurship: Knowledge. Abilities (Technical and Administrative). Personal traits. <p>Actual entrepreneurs:</p> <ul style="list-style-type: none"> Entrepreneurial characteristics. Reasons why employees are dissatisfied with their jobs. 	<p>Teacher:</p> <ul style="list-style-type: none"> Describes what it takes for a person to become an entrepreneur. Identifies the entrepreneurial characteristics and traits necessary for the success of a business venture. Mentions the importance of the entrepreneur and entrepreneurial leadership. Demonstrates the use of the principles of negotiation and listening. Explains the context of negotiations. 	<ul style="list-style-type: none"> Honesty is required for effective human relationships in an environment of trust and harmony. It guarantees reliability, security and credibility. 	<ul style="list-style-type: none"> Develops competencies for increased entrepreneurial capacity.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Important entrepreneurial traits:</p> <ul style="list-style-type: none"> • Hardworking. • Self-confident • Forward-looking. • Focused on purposes and economic gain. • Perseverant. • Able to handle failure. • Open to criticism. • Shows initiative. • A good listener. • Able to set own standards. • Able to handle uncertainty. • Willing to make commitments. 	<p>Student:</p> <ul style="list-style-type: none"> • Identifies what it takes for a person to become an entrepreneur. • Illustrates the entrepreneurial characteristics and traits necessary for the success of a business venture. • Comments on the importance of the entrepreneur and entrepreneurial leadership. • Uses the principles of negotiation and listening. • Recognizes the context of negotiations. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Willing to learn. • Trustworthy and honest. • Risk taker. <p>The importance of entrepreneurs.</p> <p>Entrepreneurial leadership:</p> <ul style="list-style-type: none"> • Tips on gender issues. • Leadership styles. • Theory X and Y. • Important traits of the leader. • How to improve the entrepreneurial personality. • Self-analysis. <ul style="list-style-type: none"> • Personal action plan. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Implementation. • Regular self-evaluation. <p>Principles of negotiation:</p> <ul style="list-style-type: none"> • How to handle problems in a negotiation. • The process of negotiation. • Concepts of negotiation. <p>The context of negotiation.</p> <ul style="list-style-type: none"> • The nature of negotiation. • Personal attributes. • Competency of negotiation. <p>Listening Skills:</p> <ul style="list-style-type: none"> • Importance of communication. • Steps for listening. • Define the purpose for listening. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Pay attention to the message. • Make visual contact. • Control body posture. • Confirm reception verbally or non-verbally. • Clear your mind. • Process the message. • Answer the message. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
4. Explain how people decide to start their own business.	<p>Importance of entrepreneurial capacity in society:</p> <ul style="list-style-type: none"> • Functioning of the economy. <p>The role of commercial entrepreneurial capacity in society:</p> <p>Products and services.</p> <ul style="list-style-type: none"> • Employment. • Incomes. • Work day structure, salaries, and profits. • Taxes. • Disposable income. • Consumption. • Personal savings. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Explains how the economy works. • Justifies the role and importance of commercial entrepreneurial capacity in society. • Cites the economic purposes and characteristics of an entrepreneurial society. • Defends the contributions of entrepreneurs to national economic purposes. • Enumerates the advantages and disadvantages of self-employment. 	<ul style="list-style-type: none"> • Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people. 	<ul style="list-style-type: none"> • Explains how people decide to start their own business.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Investment in productive assets. National welfare. <p>Characteristics of an entrepreneurial society:</p> <ul style="list-style-type: none"> Produce useful goods and services. Distribution of goods and services to the population. New ideas that make the economy grow. Emergence of new ideas. Problem solving. Opportunities for creation and innovation. 	<ul style="list-style-type: none"> Points out the reasons for starting a business. Comments on generalities of the small business. Explains why one should consider entrepreneurship. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Economic purposes of the society:</p> <ul style="list-style-type: none"> • Full employment. • Stable growth. • Freedom of choice. • Equal opportunities. • Economic security. • Economic justice. • International economic equilibrium. <p>Contribution of entrepreneurs to national economic purposes:</p> <ul style="list-style-type: none"> • Productive-resource growth. • Improvement of resource quality. • Technological advances. • Efficiency. 	<p>Student:</p> <ul style="list-style-type: none"> • Recognizes how the economy works. • Explains the role and importance of entrepreneurial capacity in society. • Enumerates the economic purposes and characteristics of an entrepreneurial society. • Explains the contributions of entrepreneurs to national economic purposes. • Cites the advantages and disadvantages of self-employment. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Reasons for the importance of entrepreneurial capacity:</p> <ul style="list-style-type: none"> • Job creation. • Local resources. • Decentralization. • Technology. • Fostering entrepreneurial cultures. <p>Relation between personal values/ interests and the work and life style of the self-employed.</p> <p>Self-employment:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Personal satisfaction • Independence. • Income and profit. • Job security. • Status. • Flexibility. 	<ul style="list-style-type: none"> • Cites the reasons for starting a business. • Mentions generalities of the small business. • Recognizes why one should consider entrepreneurship. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Disadvantages</p> <ul style="list-style-type: none"> • Possible loss of capital. • Uncertain income. • Hard work. • Mundane tasks. • Risk. • Time commitment. • Dealing with people. <p>Salaried jobs:</p> <ul style="list-style-type: none"> • Advantages. • Disadvantages. <p>Motivations for starting a business:</p> <ul style="list-style-type: none"> • Economic. • Psychological. • Sociological. • Decisive events. • Practical motivations and rationale. • Personal, emotional reasons. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Small businesses:</p> <ul style="list-style-type: none"> • Elements of a small business. • Statistics on small businesses. • The comparative pyramid. • Importance of a small business. <p>Weaknesses of the small business:</p> <ul style="list-style-type: none"> • Economic limitations. • Personnel problems. • Higher direct costs. • Too many eggs in one basket. • Lack of credibility. <p>Strengths of the small business:</p> <ul style="list-style-type: none"> • Personal touch. • Motivation. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Less bureaucracy. • Less visible. <p>Strategies of the small business.</p> <p>Local nature of small businesses:</p> <ul style="list-style-type: none"> • Local community. • Local market. • Local job creation. • Local customers. • Local banking. • Local suppliers. <p>Key success factors for the creation of a small business:</p> <ul style="list-style-type: none"> • Motivation. • Skills. • Idea and market. • Resources. • Business Plan. • Organization and administration. <p>Deciding to become an entrepreneur:</p> <ul style="list-style-type: none"> • Change in present situation. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Making the change. • The role of examples. • Entrepreneurial competencies. • Entrepreneurial capacity of women. • Work environment. • Facilitative environment. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
5. Select business opportunities using various techniques.	<p>Creativity and innovation.</p> <ul style="list-style-type: none"> • Concept. • Use of brain storm technique. <p>New ideas based on successful ideas:</p> <ul style="list-style-type: none"> • Expand. • Reduce. • Modify. • Reorganize. • Invert. • Replace. • Combine. • Application in practice. <p>Generate ideas:</p> <ul style="list-style-type: none"> • What is an entrepreneurial idea? • Why generate entrepreneurial ideas? • What is the need for an idea? 	<p>Teacher:</p> <ul style="list-style-type: none"> • Illustrates new ideas based on successful ideas. • Generates entrepreneurial ideas using various techniques. • Identifies business opportunities. • Explains risk assessment in business. <p>Student:</p> <ul style="list-style-type: none"> • Represents new ideas based on successful ideas. • Selects entrepreneurial ideas using various techniques. • Distinguishes among business opportunities. • Evaluates business risks. 	<ul style="list-style-type: none"> • Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people. 	<ul style="list-style-type: none"> • Select business opportunities using various techniques.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Responding to the needs of the market. • Changes in fashion and consumer requirements. • Stay ahead of the competition. • Technology. • Product life cycle. • Risk and failure. • Sources of entrepreneurial ideas. <p>Generate an entrepreneurial idea:</p> <ul style="list-style-type: none"> • Ideas. • Creativity. • Sources of entrepreneurial ideas. • Hobbies. • Personal competencies and experience. • Franchises. • Social media. • Business fairs. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Surveys and polls. • Complaints. • Changes. • Brainstorming (four rules of brainstorming). • Identify and evaluate business opportunities: • What is a business opportunities? • Ideas and opportunities. <p>What is business opportunities?</p> <p>Characteristics of a good business opportunities:</p> <ul style="list-style-type: none"> • Real demand. • ROI. • Competition. • Purposes. • Availability of resources and competencies. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Evaluate the business opportunities:</p> <ul style="list-style-type: none"> • Industry and market. • Window of opportunities. • Personal purposes and entrepreneurial competency. • Management teams. • Competition. • Capital, technology. • Entrepreneurial environment. • Business Plan. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
6. Use the procedures needed to organize a business.	<p>Information about the market:</p> <ul style="list-style-type: none"> • What is the market? • What must entrepreneurs know about potential customers? • Where is information found on potential customers? • What is the market? • What is market research? • What is a market strategy? • What is a marketing purpose? • What is a marketing mix? 	<p>Teacher:</p> <ul style="list-style-type: none"> • Justifies market information presented to students. • Demonstrates the steps needed to understand the competition, apply a survey and select a sample. • Demonstrates how to elaborate a basic sales plan and select the best commercial locations. • Justifies business structures. • Introduces Internet sites where business start-up financing can be obtained. 	<ul style="list-style-type: none"> • Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people. 	<ul style="list-style-type: none"> • Uses the procedures needed to organize a business.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> How to evaluate the marketing performance How to analyze product acceptance by consumer What factors influence the consumer market <p>The five marketing questions:</p> <ul style="list-style-type: none"> Who? What? How? Where? Why? <p>Steps for understanding the competition:</p> <ul style="list-style-type: none"> Identify the competing companies. Examine new businesses that have recently failed. 	<p>Student:</p> <ul style="list-style-type: none"> Explains market information. Follows the steps for understanding your competition, apply a survey and select the sample. Elaborates a simple sales plan and select the best location. Explains business structures. Researches where to find funds for your start-up. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Analyze existing businesses. Compare your business model with the competition's. <p>How to carry out a market survey.</p> <ul style="list-style-type: none"> purposes of the survey. Adjust details of the survey. <p>Selecting samples:</p> <ul style="list-style-type: none"> Decide whom to visit. Prepare questionnaires. Plan interviews. Collect and analyze data. Write report of findings. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Sources of information (primary and secondary). Tips on doing a market survey. <p>Simple sales plan:</p> <ul style="list-style-type: none"> Generalities. <p>Elaboration.</p> <p>Location :</p> <ul style="list-style-type: none"> Generalities Importance. <p>Factors in selection of location for a business:</p> <ul style="list-style-type: none"> Cost. Population. Competition. <p>Location, taking type of business into account:</p> <ul style="list-style-type: none"> Retail. Wholesale. Service. Industrial. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Procedures for selecting a specific locale:</p> <ul style="list-style-type: none"> • Specific location criteria. • Legal issues related to commercial properties: • How many owners does a business have, relative to the type of commercial property? • What are the costs and legal procedures for creating the four types of commercial property? • Why consult an attorney when creating a business? • What responsibilities does each type of property create? 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • How do property issues and legal structure affect the continuity of the business? • How does legal structure influence a business? • Advantages and disadvantages of property types. • Arguments in favor of associations and cooperatives. <p>Funds needed to start a business:</p> <ul style="list-style-type: none"> • Start-up capital. • Capital costs. • Pre-operational payments and operational payments. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Finding money to start a business:</p> <ul style="list-style-type: none"> • Can we find all the capital we need? • Where can we find it? Credit? Financing? • Maximizing your chances of getting a loan • The 5 Cs of credit • How is capital used? • Gender-based restrictions to finance access. <p>Sources of funding:</p> <ul style="list-style-type: none"> • Capital investment. • Personal savings. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Loans from family and friends. Partners. <p>Bank loans:</p> <ul style="list-style-type: none"> Type and purpose. Amount. Term. Collateral. Guaranties. Flexibility. Category. Evaluation criteria. <p>Different ways to start a business:</p> <ul style="list-style-type: none"> Buy one <ul style="list-style-type: none"> Advantages. Disadvantages. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Create one Advantages. Disadvantages. • Concession: Advantages. Disadvantages. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
7. Operate a business from an accounting perspective.	<p>Hiring and orientating new employees:</p> <ul style="list-style-type: none"> • Hiring process. • Orientation process. • Considerations regarding your employees. • Personal traits required for managing people. • Management skills • What you should and shouldn't do • Delegation of responsibilities. • Administration of resources. <p>Time management techniques:</p> <ul style="list-style-type: none"> • Concrete purposes. • Self-motivation. • Telephone skills. • Note-taking. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Explains what comprises the process of hiring and orientation of new employees. • Applies techniques of time and sales management. • Demonstrates how to select the best supplier and the best technology for the small business. • Forecasts business costs. • Elaborates simple financial statements. 	<ul style="list-style-type: none"> • Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people. 	<ul style="list-style-type: none"> • Operates a business with an accounting perspective.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Essential activities. • Time blocks. • Ask questions. • Orient yourself toward action. • Be reflective. • Plan the work. • Learn from experience and possibilities. <p>Use of time.</p> <p>Sales management:</p> <ul style="list-style-type: none"> • Characteristics of successful sales people. • Characteristics of possible customers. • Selling requires communication. • Product life cycle: • Introduction. • Growth. • Maturity. • Decline. 	<p>Student:</p> <ul style="list-style-type: none"> • Recognizes what comprises the process of hiring and orientation of new employees. • Utilizes techniques of time and sales management. • Selects the best supplier and the best technology for the small business. • Forecasts business costs. • Elaborates simple financial statements. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Selection of suppliers. Steps for negotiating with suppliers:</p> <ul style="list-style-type: none"> • Determine your commercial needs. • Identify possible suppliers. • Contact with suppliers and budget. • Selection of best suppliers. • Ordering goods and services. • Verify goods and services received. • Verify invoices. • Paying suppliers. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>Technology and small businesses:</p> <ul style="list-style-type: none"> • Characteristics of technology that is appropriate for the small business. • Questions about technology. <p>Business costs:</p> <ul style="list-style-type: none"> • Direct. • Indirect. • Personal. • Material. • Capital. • Cost forecasting. <p>Money management:</p> <ul style="list-style-type: none"> • Why keep records? • How to set up accounting systems. • What do others want to know about the financial condition of your company? • What type of documents and records should a small business keep? • Who should keep 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<p>the records?</p> <ul style="list-style-type: none"> • Is it a good idea to mix personal money with business money? • Cash journal. • Financial forecasting • Cash flow. • Profit and Loss Statement. • Balance Statement. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
8. Design start-up plans for a business.	<p>Questions about business plans.</p> <ul style="list-style-type: none"> • What is a business plan? • When should it be written? • What are the types of business plans? • Who and how should it be written? • How does it look? • What does it contain? • How is it organized? • Structure of a business plan. • Financial statements needed for a business plan. • Provisions for sales and costs during first year. • Projected first-year cash flow. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Explains generalities of business plans. • Demonstrates the elaboration of the financial statements that comprise a business plan. • Interprets the results of a business plan. • Explains how business risks should be managed and what information regarding risk entrepreneurs need. • Describes how to get help and how to move forward. • Comments on how to keep a positive entrepreneurial attitude. 	<ul style="list-style-type: none"> • Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people. 	<ul style="list-style-type: none"> • Designs start-up plans for a business.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> Profit and Loss Statement projected for the first year. Interpretation of business plans: Does the business generate sufficient cash? How much must be sold to cover costs and obtain profit? (Break-even point) What happens if sales go down and costs go up? <p>Reduce the problems related to starting a business:</p> <ul style="list-style-type: none"> Calcification. Personal. Customers and market. Managers Registries. External help. Finance. 	<p>Student:</p> <ul style="list-style-type: none"> Recognizes generalities of business plans. Elaborates the financial statements that comprise a business plan. Draws conclusions about the results of a business plan. Recognizes how business risks should be managed and what information regarding risk entrepreneurs need. Identifies the methods for getting help and moving forward. Mentions how to keep a positive entrepreneurial attitude. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> • Legal structures. Information needed by entrepreneurs: • Commercialization. • Technical. • Technology. • Financial. • Legal. <p>How to get help.</p> <p>Where to get information:</p> <ul style="list-style-type: none"> • Personal contacts. • Observation • Interviews. • Direct mail. • Reading. • Internet. <p>How to move forward</p> <ul style="list-style-type: none"> • Training. • Networking • Business development services. • Incentive plans • Entrepreneurial attitude. 			

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES AND ATTITUDES	PERFORMANCE CRITERIA
9. Implement a successful business plan.	<p>Structure of a business plan.</p> <ul style="list-style-type: none"> • Executive Summary. • Entrepreneurial idea and market. • Marketing Plan: <ul style="list-style-type: none"> Product. Price. Place. Promotion. • Legal structure. • Start-up capital. <p>Sources of start-up capital:</p> <ul style="list-style-type: none"> • Organization and personal. • Business costs and operations. • Cash flow plan. • Profit margin. • Financial statements. 	<p>Teacher:</p> <ul style="list-style-type: none"> • Contrasts business plans with the topics presented by CODE. • Demonstrates the elaboration of a business plan. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Relates business plans with the topics presented by CODE. • Implements a business plan based on established guidelines. 	<ul style="list-style-type: none"> • Honesty is required for the development of human relationships in an environment of trust and harmony, as it guarantees reliability, security and credibility in people. 	<ul style="list-style-type: none"> • Implements a successful business plan.

PRACTICES AND ASSESSMENT RUBRICS

PRACTICE REPORT

Study block: Business management (CODE)

PRACTICE No. 1

Purpose:

Scenario: Classroom.

Time:

MATERIALS	MACHINES	EQUIPMENT	TOOL

Procedures

The teacher:

- Identifies the types of businesses in your community and the services they offer.
- Represents the meaning, scope, generalities and characteristics of entrepreneurship.
- Explains the steps necessary for effective small business management.
- Demonstrates the application of the scientific method for decision making.
- Explains what an entrepreneur is and how he or she operates.
- Cites why an entrepreneurial spirit is important.
- Compares the types of resources, the components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs.
- Explains the steps for entrepreneurial goal-setting.
- Explains entrepreneurial motivation.
- Demonstrates how to use procedures to analyze risk.
- Describes what it takes for a person to become an entrepreneur.
- Identifies the entrepreneurial characteristics and traits necessary for the success of a business venture.
- Mentions the importance of the entrepreneur and entrepreneurial leadership.
- Demonstrates the use of the principles of negotiation and listening.
- Explains the context of negotiations.
- Explains how the economy works.
- Justifies the role and importance of commercial entrepreneurial capacity in society.
- Cites the economic purposes and characteristics of an entrepreneurial society.
- Defends the contributions of entrepreneurs to national economic purposes.
- Enumerates the advantages and disadvantages of self-employment.
- Points out the reasons for starting a business.
- Comments on generalities of the small business.
- Explains why one should consider entrepreneurship.
- Illustrates new ideas based on successful ideas.
- Generates entrepreneurial ideas using various techniques.
- Identifies business opportunities.

The teacher:

- Explains the risk assessment in business.
- Justifies market information.
- Demonstrates the steps to acquire the competence, applying a survey and selecting the sample.
- Demonstrates how to elaborate a simple sales plan and select the best location.
- Justifies business structures.
- Discusses Internet sites for start-up financing.
- Explains the process of hiring and orientation of new employees.
- Applies techniques of time and sales management.
- Demonstrates how to select the best supplier and the best technology for the small business.
- Forecasts business costs.
- Elaborates simple financial statements.
- Explains generalities of business plans.
- Demonstrates the elaboration of the financial statements that comprise a business plan.
- Interprets the results of a business plan.
- Explains how business risks should be managed and the information requested by entrepreneurs.
- Describes the methods for getting help and moving forward.
- Contrasts business plans with the topics presented by CODE.
- Demonstrates the elaboration of a business plan.

SUGGESTED ASSESSMENT RUBRIC	DATE:
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Technical High School :	
Name of the student:	
Name of the teacher:	

Instructions:
Following are the criteria that 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 identifies the types of businesses in your community and the services they offer.			
Correctly defines the meaning, scope, generalities and characteristics of entrepreneurship.			
Clearly recognizes the steps necessary for effective small business management.			
Correctly uses the scientific method for decision making			
Clearly recognizes what an entrepreneur is and how he or she operates.			
Correctly identifies why an entrepreneurial spirit is important.			
Clearly compares the types of resources, the components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs.			
Clearly recognizes the steps for entrepreneurial goal-setting.			
Competently applies the procedures to analyze a situation of risk.			

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly identifies what it takes for a person to become an entrepreneur.			
Correctly illustrates the entrepreneurial characteristics and traits necessary for the success of a business venture.			
Clearly comments on the importance of the entrepreneur and entrepreneurial leadership.			
Competently applies the principles of negotiation and listening.			
Clearly recognizes how the economy works.			
Precisely explains the role and importance of commercial entrepreneurial capacity in society.			
Correctly enumerates the economic purposes and characteristics of an entrepreneurial society.			
Precisely explains the contributions of entrepreneurs to national economic purposes.			
Clearly cites the advantages and disadvantages of self-employment.			
Precisely explains market information.			
Use the steps to acquire the competence, apply a survey and select the sample.			
Correctly elaborates a simple sales plan and select the best location.			
Precisely explains information about business structures.			
Effectively researches where to find funds for your start-up.			
Clearly recognizes the process of hiring and orientation of new employees.			

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly uses techniques of time and sales management.			
Clearly recognizes how business risks should be managed and what type of information entrepreneurs need in order to do this.			
Correctly identifies the methods for getting help and moving forward.			
Correctly mentions how to keep a positive entrepreneurial attitude.			
Clearly relates business plans with CODE topics.			
Precisely elaborates a business plan based on established guidelines.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Apply principles of small business management and decision making in basic entrepreneurial situations.	Apply principles of small business management and decision making in basic entrepreneurial situations.	Identifies the types of businesses in your community and the services they offer.	Knowledge	Correctly identifies the types of businesses in your community and the services they offer.
		Defines the meaning, scope, generalities and characteristics of entrepreneurship.	Knowledge	Defines correctly the meaning, scope, generalities and characteristics of entrepreneurship.
		Recognizes the steps necessary for effective small business management.	Performance	Recognizes clearly the steps necessary for effective small business management.
		Uses the scientific method correctly for decision making.	Product	Uses the scientific method correctly for decision making.
Design business goals using specific steps and accepting challenges.	Design business goals using specific steps and accepting challenges.	Recognizes what an entrepreneur is and how he or she operates.	Performance	Clearly recognizes what an entrepreneur is and how he or she operates.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Identifies why an entrepreneurial spirit is important.	Knowledge	Correctly identifies why an entrepreneurial spirit is important.
		Compares the types of resources, the components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs.	Performance	Compares the types of resources, the components of the entrepreneurial spirit and the rewards and efforts of entrepreneurs.
		Recognizes the steps for entrepreneurial goal-setting.	Knowledge	Clearly recognizes the steps for entrepreneurial goal-setting.
		Justifies entrepreneurial motivation.	Knowledge	Justifies correctly entrepreneurial motivation.
		Uses the procedures to analyze a situation of risk.	Product	Competently applies the procedures to analyze a situation of risk.
		Identifies what it takes for a person to become an entrepreneur.	Knowledge	Correctly identifies what it takes for a person to become an entrepreneur.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Develop entrepreneurial competencies.	Develop entrepreneurial competencies.	Illustrates entrepreneurial characteristics and traits necessary for the success of a business venture.	Performance	Correctly illustrates the entrepreneurial characteristics and traits necessary for the success of a business venture.
		Comments on the importance of the entrepreneur and entrepreneurial leadership.	Performance	Clearly Comments on the importance of the entrepreneur and entrepreneurial leadership.
		Uses the principles of negotiation and listening.	Product	Competently applies the principles of negotiation and listening.
		Recognizes how the economy works.	Performance	Clearly recognizes how the economy works.
		Explains the role and importance of commercial entrepreneurial capacity in society.	Performance	Precisely explains the role and importance of commercial entrepreneurial capacity in society.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Explain how people decide to start their own business.	Explain how people decide to start their own business.	Enumerates the economic purposes and characteristics of an entrepreneurial society.	Knowledge	Correctly enumerates the economic purposes and characteristics of an entrepreneurial society.
		Explains the contributions of entrepreneurs to national economic purposes.	Knowledge	Precisely explains the contributions of entrepreneurs to national economic purposes.
		Cites the advantages and disadvantages of self-employment.	Performance	Cites clearly the advantages and disadvantages of self-employment.
		Explains market information.	Performance	Precisely explains market information.
		Uses the steps to acquire the competence, apply a survey and select the sample.	Product	Uses the steps to acquire the competence, apply a survey and select the sample.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Elaborates a simple sales plan and select the best location.	Product	Correctly elaborates a simple sales plan and select the best location.
		Explains business structures.	Performance	Precisely explains business structures.
		Researches where to find funds for your start-up.	Product	Effectively researches where to find funds for your start-up.
Select business opportunities using various techniques	Select business opportunities using various techniques.	Recognizes what comprises the process of hiring and orientation of new employees.	Performance	Clearly recognizes what comprises the process of hiring and orientation of new employees.
		Uses techniques of time and sales management.	Product	Correctly uses techniques of time and sales management.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Selects the best supplier and the best technology for the small business.	Performance	Selects the best supplier and the best technology for the small business.
		Forecasts business costs.	Product	Correctly forecasts business costs.
Use the procedures needed to organize a company.	Use the procedures needed to organize a business.	Elaborates simple financial statements.	Product	Elaborates simple financial statements with precision.
		Recognizes generalities of business plans.	Performance	Clearly recognizes generalities of business plans.
		Elaborates the financial statements that comprise a business plan.	Product	Elaborates correctly the financial statements that comprise a business plan.
		Draws conclusions about the results of a business plan.	Product	Correctly draws conclusions about the results of a business plan.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
		Recognizes how business risks should be managed and what type of information entrepreneurs need in order to do this.	Performance	Recognizes how business risks should be managed and what type of information entrepreneurs need in order to do this.
Operate a business from an accounting perspective.	Run a business with an accounting perspective.	Identifies the methods for getting help and moving forward.	Knowledge	Correctly identifies the methods for getting help and moving forward.
		Mentions how to keep a positive entrepreneurial attitude.	Knowledge	Correctly mentions how to keep a positive entrepreneurial attitude.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Implement a Successful business plan.	Implement a Successful business plan.	Relates business plans with CODE topics.	Performance	Clearly relates business plans with CODE topics.
		Elaborates a business plan based on established guidelines.	Product	Precisely elaborates a business plan based on established guidelines.

HOUSE OF QUALITY

OBJECTIVES

1. Recognize House of Quality elements in the processes of continued business improvement.
2. Determine the structures of House of Quality, such as the steps in the application of marketing for the Program.
3. Apply House of Quality elements in the improvement of businesses.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **House of Quality.**

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

COMPETENCY LEVEL: Basic.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARDS

Title	Classification
Correctly notes the elements and importance featured in the first House of Quality.	Specific
Correctly differentiates the marketing mix used in House of Quality.	Specific
Accurately determines the steps of marketing, as applied in the first House of Quality.	Specific
Correctly resolves cases applying the philosophy of the first House of Quality.	Specific

ELEMENTS OF COMPETENCE

Reference	Title of the Element
1- 2	Recognize marketing, as presented in the first House of Quality.

PERFORMANCE CRITERIA

- Uses market management tactics presented in the first House of Quality.

FIELD OF APPLICATION

Category	Class
Services	Technical Education teaching services

KNOWLEDGE EVIDENCE

Notes the elements and importance that comprise the first House of Quality.

PERFORMANCE EVIDENCE

Differentiates the marketing mix used in House of Quality.

PRODUCT EVIDENCE

Determines the marketing steps applied in the first House of Quality.
Resolves cases applying the philosophy of the first House of Quality.

Sector: **INDUSTRIAL.**

Program: Productivity and Quality.

Subject: **Business management.**

Year: Tenth.

Study Block: **House of Quality.**

Time: 40 hours

Purpose: Apply the elements of marketing, as presented in the first House of Quality.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
1. Use the marketing system offered by the first House of Quality.	<p>The first House of Quality:</p> <ul style="list-style-type: none"> History and precedents. <p>The importance of the customer:</p> <ul style="list-style-type: none"> Meet. Listen. Understand and interpret. <p>Quality Function Deployment:</p> <ul style="list-style-type: none"> Identify and qualify the customers. Identification of 	<p><u>The teacher:</u></p> <ul style="list-style-type: none"> Cites the elements and importance featured in the first House of Quality. Explains the marketing mix used in House of Quality. Utilizes the steps of marketing, applied in the first House of Quality. Develops cases applying the philosophy of the first House of Quality. <p><u>Students:</u></p> <ul style="list-style-type: none"> Notes the 	<ul style="list-style-type: none"> Able to maintain dialogue in conflictive situations 	<ul style="list-style-type: none"> Uses the marketing system offered by the first House of Quality.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
	<p>customer expectations.</p> <ul style="list-style-type: none"> • Conversion of information to specific verbal descriptions. • Elaboration and administration of the survey to customers. • Description of the demanded quality. • Description of quality parameters. • Cases. 	<p>elements and importance featured in the first House of Quality.</p> <ul style="list-style-type: none"> • Differentiates the marketing mix used in House of Quality. • Determines the steps of marketing, applied in the first House of Quality. • Solves cases applying the philosophy of the first House of Quality. 		

PRACTICES AND ASSESSMENT RUBRIC

PRACTICE REPORT

STUDY BLOCK: House of Quality.

PRACTICE No. 1

PURPOSE:

SCENARIO:

TIME:

MATERIALS	MACHINES	EQUIPMENT	TOOLS

PROCEDURES

- Cites the elements and importance of the first House of Quality.
- Explains the marketing mix used in House of Quality.
- Uses the steps of marketing, applied in the first House of Quality.
- Develops cases applying the philosophy of the first House of Quality.

SUGGESTED ASSESSMENT RUBRIC	DATE:
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NAME of STUDENT:

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly notes the elements and importance featured in the first House of Quality.			
Differentiates correctly the marketing mix used in House of Quality.			
Accurately determines the steps of marketing, applied in the first House of Quality.			
Correctly solves cases applying the philosophy of the first House of Quality.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use the marketing system offered by the first House of Quality.	Use market management tactics presented in the first House of Quality.	Notes the elements and importance featured in the first House of Quality.	Knowledge	Correctly notes the elements and importance featured in the first House of Quality.
		Differentiates the marketing mix used in House of Quality.	Performance	Differentiates correctly the marketing mix used in House of Quality.
		Determines the steps of marketing, applied in the first House of Quality.	Product	Accurately determines the steps of marketing, applied in the first House of Quality.
		Solves cases applying the philosophy of the first House of Quality.	Product	Correctly solves cases applying the philosophy of the first House of Quality.

BASICS OF ACCOUNTING

OBJECTIVES

1. Determine the basic elements of applied accounting, as a tool for the sustained improvement of companies.
2. Develop operational processes for company accounting practices.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Basics of accounting.**

PURPOSE: Use basic accounting principles in processes of continuous improvement in companies.

COMPETENCY LEVEL: Basic.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARDS

Title	Classification
Cites correctly the components and basic elements of accounting.	Specific
Correctly interprets the procedure for recording commercial transaction in the daily journal.	Specific
Gives examples of correct resolution of transactions with accounts from both journal and ledger.	Specific
Correctly elaborates the trial balance, income statement and balance sheet of a company.	Specific

ELEMENTS OF COMPETENCE

Reference	Title of the Element
1-3	Recognize the basics of accounting, according to international standards.

PERFORMANCE CRITERIA

- Uses basic elements of accounting for tasks related to the Program.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

Cites the components and basic elements of accounting.

PERFORMANCE EVIDENCE

Interprets the procedure for recording commercial transactions in the daily journal.
Give examples of correct resolution of transactions with accounts from both journal and ledger.

PRODUCT EVIDENCE

Elaborates the trial balance, income statement and balance sheet of a company.

Sector: **INDUSTRIAL.**

Program: Productivity and Quality.

Subject: **Business management.**

Year: Tenth.

Study Block: **Basics of accounting.**

Time: 40 hours.

PURPOSE: Use basic accounting principles in processes of continuous improvement in companies.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
1. Use basic accounting for tasks related to the Program.	<p>Classification of components by category:</p> <p>Asset:</p> <ul style="list-style-type: none"> • Current. • Property, plant and equipment. <p>Liability:</p> <ul style="list-style-type: none"> • Short term. • Long term. • Deferred. • Accumulated. <p>Equity. Capital.</p> <p>Journal entry:</p> <ul style="list-style-type: none"> • Concept. 	<p><u>The teacher:</u></p> <ul style="list-style-type: none"> • Enumerates the components and basic elements of accounting. • Describes the procedures for recording of commercial transaction in the daily journal. • Gives examples of correct resolution of transactions with accounts from both journal and ledger. • Elaborates the trial balance, income statement and balance sheet. 	<ul style="list-style-type: none"> • Able to maintain dialogue in conflictive situations. 	<ul style="list-style-type: none"> • Uses basic accounting for tasks related to the Program.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
	<p>Parts:</p> <ul style="list-style-type: none"> • Page. • Date. • Description. <p>Column: partial.</p> <ul style="list-style-type: none"> • Debtor. • Creditor. <p>Registry of transactions with accounts in the daily journal:</p> <ul style="list-style-type: none"> • Simple entries. • Compound entries. • Chronological order. • Posting. <p>Balances:</p> <ul style="list-style-type: none"> • Trial. • Income Statement. • Balance sheet. 	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Cites the components and basic elements of accounting. • Interprets the procedure for recording commercial transaction in the daily journal. • Gives examples of correct resolution of transactions with accounts from both journal and ledger. • Elaborates the trial balance, income statement and balance sheet of a company. 		

PRACTICES AND ASSESSMENT RUBRIC

PRACTICE REPORT

STUDY BLOCK: Basics of accounting.	PRACTICE No. 1
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PURPOSE:

SCENARIO:	TIME:
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MATERIALS	MACHINES	EQUIPMENT	TOOLS

PROCEDURES

- Enumerates the components and basic elements of accounting.
- Describes the procedures for recording of commercial transaction in the daily journal.
- Gives examples of correct resolution of transactions with accounts from both journal and ledger.
- Elaborates the trial balance, income statement and balance sheet.

SUGGESTED ASSESSMENT RUBRIC	DATE:
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NAME of STUDENT:

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Cites correctly the components and basic elements of accounting.			
Interprets correctly the procedures for recording of commercial transaction in the daily journal.			
Gives examples of correct resolution of transactions with accounts from both journal and ledger.			
Correctly elaborates the trial balance, income statement and balance sheet of a company.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Identify the basic elements of accounting.	Identify the basic elements of accounting.	Cites the components and basic elements of accounting.	Knowledge	Cites correctly the components and basic elements of accounting.
		Interprets the procedure for recording commercial transaction in the daily journal.	Performance	Interprets correctly the procedure for recording commercial transaction in the daily journal.
		Gives examples of correct resolution of transactions with accounts from both journal and ledger.	Performance	Gives examples of correct resolution of transactions with accounts from both journal and ledger.
		Correctly elaborates the trial balance, income statement and balance sheet of a company.	Product	Correctly elaborates the trial balance, income statement and balance sheet of a company.

DESCRIPTION

PROCESS FUNDAMENTALS

The **Process Fundamentals** subject includes the following study blocks: Processes and Productivity. Each has been designed to help students construct learning experiences from general aspects to specific, as they view the 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. In addition, students will develop critical thinking skills, look for solutions, and be creative in their proposals.

Activities related to quality develop quickly in our country, and information is readily available. Ongoing research by the teacher is recommended, however, a real contact with the subject matter, 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 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:

Process Fundamentals, with 4 class hours per week, is comprised of two study blocks of study:

Processes: view the process of industrial production as a composite of elements such as raw material, qualified workers and technology that varies in complexity. The result of the process will be the product, central focus of the production process. This product will possess a series of characteristics, of which one is especially important from the perspective of production management and control.

Productivity: relate the quantity of products obtained from a productive system to the resources used to obtain those products; productivity of the system is measured as a function of the speed with which the desired result is obtained. In reality, productivity must be defined as an efficiency indicator that relates the quantity of product used and the quantity of production obtained.

DISTRIBUTION OF STUDY BLOCKS
PROCESS FUNDAMENTALS

Study Blocks	Name	Time in hours	Time in weeks
I.	Processes.	80	20
II.	Productivity.	80	20
	TOTAL	160	40

PROCESSES

OBJECTIVES

1. Determine the fundamentals and processes that exist in companies, for continued improvement and productivity.
2. Apply elements of process development, toward continued company improvement.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Processes.**

PURPOSE: Give examples of the processes related to productivity and competence.

COMPETENCE LEVEL: Basic.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARDS

Title	Classification
Effectively summarizes the concepts related to process.	Specific
Differentiates effectively the basic principles of process.	Specific
Cites correctly the definition of flow chart and its elements.	Specific
Clearly recognizes the use and management of flow charts.	Specific
Accurately constructs flow charts with real information from productive sector companies.	Specific
Adequately identifies indexes and variables for the measurement and organization of processes.	Specific
Correctly compares examples of use of indexes and variables for the measurement and organization of processes.	Specific
Competently creates indexes and variables for the measurement and organization of processes related to real companies.	Specific

ELEMENTS OF COMPETENCE

Reference	Title of the Element
2-1	Recognize the elements of the process, in order to apply the continued improvement.

PERFORMANCE CRITERIA

- Describes the concepts, fundamentals and importance of the process.
- Diagrams basic processes used in the domestic productive sector.
- Uses indexes for measurement and organization of improvement processes.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

Summarizes the concepts related to process.
Cites the definition of flow chart and its elements.
Identifies indexes and variables for the measurement and organization of processes.

PERFORMANCE EVIDENCE

Differentiates the basic principles of process.
Recognizes the use and management of flow charts.
Compares examples of use of indexes and variables for the measurement and organization of processes.

PRODUCT EVIDENCE

Constructs flow charts with real information from productive sector companies.
Develops indexes and variables for the measurement and organization of processes related to real companies.

Sector: **INDUSTRIAL.**

Program: Productivity and Quality.

Subject Area: **Process Fundamentals.**

Year: Tenth.

Study Block: **Processes.**

Time: 80 hours.

PURPOSE: Give examples of the processes related to productivity and the competition.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
1. Describe the concepts, fundamentals and importance of the process.	<p>Definitions:</p> <ul style="list-style-type: none"> • Process. • Types of process. • Cycle times. • Utilization of the process. <p>Organization of process of manufacture and services:</p> <ul style="list-style-type: none"> • Distribution by project. • Work center. • Manufacturing cell. • Assembly line. • Continuous process. 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • Enunciates the concepts related to process. • Determines the basic principles of process. <p><u>Students:</u></p> <ul style="list-style-type: none"> • Registers the concepts related to process. • Differentiates the basic principles of process. 	<ul style="list-style-type: none"> • Amplitude of criteria in the discussion of ideas different from one's own. 	<ul style="list-style-type: none"> • Describes the concepts, fundamentals and importance of the process.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
2. Diagram basic processes used in the domestic productive sector.	Flow charts: <ul style="list-style-type: none"> • Symbols. • Flows. 	<u>The teacher:</u> <ul style="list-style-type: none"> • Defines the definition of flow chart and its elements. • Explains the use and management of flow charts. • Demonstrates the application of flow charts with real information from productive sector companies. 		<ul style="list-style-type: none"> • Diagrams basic processes used in the domestic productive sector.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Students:</u></p> <ul style="list-style-type: none"> • Cites the definition of flow chart and its elements. • Recognizes the use and management of flow charts. • Constructs flow charts with real information from productive sector companies. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
3. Use indexes for measurement and organization of improvement processes.	<p>Measuring performance :</p> <ul style="list-style-type: none"> • Times. • Run through. • Preparation. • Operation. • Processing. <p>Process speed.</p> <p>Bottle necks.</p> <p>Process capacity.</p>	<p><u>The teacher:</u></p> <ul style="list-style-type: none"> • Cites indexes and variables for the measurement and organization of processes. • Describes examples of use of indexes and variables for the measurement and organization of processes. • Demonstrates the use of indexes and variables for the measurement and organization of processes related to real companies. 		<ul style="list-style-type: none"> • Uses indexes for measurement and organization of improvement processes.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Students:</u></p> <ul style="list-style-type: none"> Identifies indexes and variables for the measurement and organization of processes. Compares examples of use of indexes and variables for the measurement and organization of processes. Develops indexes and variables for the measurement and organization of processes related to real companies. 		

PRACTICES AND ASSESSMENT RUBRIC

PRACTICE REPORT

STUDY BLOCK: Processes.	PRACTICE No. 1
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PURPOSE:

SCENARIO:	TIME:
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MATERIALS	MACHINES	EQUIPMENT	TOOLS

PROCEDURES

- Enunciates the concepts related to process.
- Determines the basic principles of process.
- Defines the definition of flow chart and its elements.
- Explains the use and management of flow charts.
- Demonstrates the application of flow charts with real information from productive sector companies.
- Cites indexes and variables for the measurement and organization of processes.
- Describes examples of use of indexes and variables for the measurement and organization of processes.
- Demonstrates the use of indexes and variables for the measurement and organization of processes related to real companies.

SUGGESTED ASSESSMENT RUBRIC	DATE:
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NAME of STUDENT:

Instructions:
Following are the criteria that 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
Effectively summarizes the concepts related to process.			
Differentiates effectively the basic principles of process.			
Cites correctly the definition of flow chart and its elements.			
Clearly recognizes the use and management of flow charts.			
Constructs flow charts correctly with real information from productive sector companies.			
Adequately identifies indexes and variables for the measurement and organization of processes.			
Correctly compares examples of the use of indexes and variables for the measurement and organization of processes.			
Competently creates the use of indexes and variables for the measurement and organization of processes related to real companies.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Describe the concepts, fundamentals and importance of the process.	Describe the concepts, fundamentals and importance of the process.	Summarizes the concepts related to process.	Knowledge	Effectively summarizes the concepts related to process.
		Differentiates the basic principles of process.	Performance	Differentiates effectively the basic principles of process.
Create a chart of basic processes used in the country's productive sectors	Diagram basic processes used in the domestic productive sector.	Cites the definition of flow chart and its elements.	Knowledge	Cites correctly the definition of flow chart and its elements.
		Recognizes the use and management of flow charts.	Performance	Clearly recognizes the use and management of flow charts.
		Constructs flow charts with real information from productive sector companies.	Product	Accurately constructs flows charts with real information from productive sector companies.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Use indexes for measurement and organization of improvement processes.	Use indexes for measurement and organization of improvement processes.	Identifies indexes and variables for the measurement and organization of processes.	Knowledge	Adequately identifies indexes and variables for the measurement and organization of processes.
		Compares examples of use of indexes and variables for the measurement and organization of processes.	Performance	Correctly compares examples of use of indexes and variables for the measurement and organization of processes.
		Develops indexes and variables for the measurement and organization of processes related to real companies.	Product	Competently develops indexes and variables for the measurement and organization of processes related to real companies.

PRODUCTIVITY

OBJECTIVES

1. Determine productivity within a company, and ways to improve productivity.
2. Apply elements of productivity development, towards continuous improvement in a company.

TECHNICAL STANDARD FOR EDUCATIONAL INSTITUTION

Title: **Productivity.**

PURPOSE: Give examples of the processes related to productivity and competition.

COMPETENCE LEVEL: Basic.

JOB COMPETENCY UNITS THAT COMPRISE THE STANDARDS

Title	Classification
Correctly summarizes the concepts related to productivity.	Specific
Correctly identifies the basic principles of productivity.	Specific
Effectively uses the concepts of process capacity, as a fundamental factor of productivity.	Specific
Effectively cites the concepts related to productivity and the competition.	Specific
Correctly differentiates the concepts of productivity.	Specific
Competently creates the concepts related to productivity.	Specific
Correctly enunciates cases applied to productivity exercises.	Specific
Correctly identifies productivity exercises.	Specific
Effectively describes the productivity processes, with the context of the reality of Costa Rica.	Specific

ELEMENTS OF COMPETENCE

Reference	Title of the Element
2-2	Recognize the elements of the productivity, in order to apply the continued improvement.

PERFORMANCE CRITERIA

- Describes the concepts and fundamentals of productivity, designed in processes of continuous improvement in companies.
- Explains the importance of process productivity to final product quality.
- Elaborates practical exercises, designed to improve productive processes.

FIELD OF APPLICATION

Category	Class
Services	Technical Education Teaching Services

KNOWLEDGE EVIDENCE

Summarizes the concepts related to productivity.
Cites the concepts related to productivity and the competition.
Enunciates cases applied to productivity exercises.

PERFORMANCE EVIDENCE

Identifies the basic principles of productivity.
Differentiates the concepts of productivity.
Identifies productivity exercises.

PRODUCT EVIDENCE

Uses the concepts of process capacity, as a fundamental factor of productivity.

Develops the concepts related to productivity.

Effectively describes productivity processes within the context of the reality of Costa Rica.

Sector: **INDUSTRIAL.**

Program: Productivity and Quality.

Subject: **Fundamentals of the process.**

Year: Tenth.

Study Block: **Productivity.**

Time: 80 hours.

PURPOSE: Give examples of the processes related to productivity and the competition.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
1. Describe the concepts and fundamentals of productivity, designed in processes of continuous improvement in companies.	Definitions: <ul style="list-style-type: none"> • Production. • Goods. • Services. 	<u>The teacher:</u> <ul style="list-style-type: none"> • Enunciates the concepts related to productivity. • Differentiates the basic principles of productivity. • Employs the concepts of process capacity, as a fundamental factor of productivity. 	<ul style="list-style-type: none"> • Amplitude of criteria in the discussion of ideas that do not coincide with one's own. 	<ul style="list-style-type: none"> • Describes the concepts and fundamentals of productivity, designed in processes of continuous improvement in companies.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
		<p><u>Students:</u></p> <ul style="list-style-type: none"> • Summarizes the concepts related to productivity. • Identifies the basic principles of productivity. • Uses the concepts of process capacity, as a fundamental factor of productivity. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
2. Explain the importance of process productivity to final product quality.	<ul style="list-style-type: none"> Define competency. <p>Productivity:</p> <ul style="list-style-type: none"> Total. Partial. Basic strategy. Purposes. Movements. Productive system 	<p><u>The teacher:</u></p> <ul style="list-style-type: none"> Points out the concepts related to productivity and the competition. Discusses about the concepts of productivity. Demonstrates the concepts related to productivity. 		<ul style="list-style-type: none"> Explains the importance of process productivity to final product quality.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
		<u>Students:</u> <ul style="list-style-type: none"> • Cites the concepts related to productivity and the competition. • Differentiates the concepts of productivity. • Develops the concepts related to productivity. 		

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
3. Elaborate practical exercises, for the improvement of productive processes.	Practical exercises: <ul style="list-style-type: none"> • Process. • Process Capacity. 	<u>The teacher:</u> <ul style="list-style-type: none"> • Distinguishes cases applied to productivity exercises. • Gives examples of productivity exercises. • Demonstrates the processes and productivity, in the context of the country's reality. 		<ul style="list-style-type: none"> • Elaborate practical exercises, for the improvement of productive processes.

LEARNING OUTCOMES	CONTENTS	LEARNING / TEACHING STRATEGIES	VALUES and ATTITUDES	PERFORMANCE CRITERIA
		<u>Students:</u> <ul style="list-style-type: none"> • Enunciates cases applied to productivity exercises. • Identifies productivity exercises. • Effectively describes productivity processes within the context of the reality of Costa Rica. 		

PRACTICES AND ASSESSMENT RUBRIC

PRACTICE REPORT

STUDY BLOCK: Productivity.

PRACTICE No. 1

PURPOSE:

SCENARIO:

TIME:

MATERIALS	MACHINES	EQUIPMENT	TOOLS

PROCEDURES

- Enunciates the concepts related to productivity.
- Differentiates the basic principles of productivity.
- Employs the concepts of process capacity, as a fundamental factor of productivity.
- Points out the concepts related to productivity and the competition.
- Discusses about the concepts of productivity.
- Demonstrates the concepts related to productivity.
- Distinguishes cases applied to productivity exercises.
- Gives examples of productivity exercises.
- Demonstrates the processes and productivity, in the context of the country's reality.

SUGGESTED ASSESSMENT RUBRIC	DATE:
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NAME of STUDENT:

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

PERFORMANCE	YES	NOT YET	DOES NOT APPLY
Correctly summarizes the concepts related to productivity.			
Correctly identifies the basic principles of productivity.			
Effectively uses the concepts of process capacity, as a fundamental factor of productivity.			
Effectively cites the concepts related to productivity and the competition.			
Correctly differentiates the concepts of productivity.			
Competently creates the concepts related to productivity.			
Correctly enunciates cases applied to productivity exercises.			
Correctly identifies productivity exercises.			
Effectively describes the concepts of processes and productivity, as related to the economic reality of the country.			

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Describe the concepts and fundamentals of productivity, designed to help companies work better.	Describe the concepts and fundamentals of productivity, designed to improve company results.	Summarizes the concepts related to productivity.	Knowledge	Summarizes correctly the concepts related to productivity.
		Identifies the basic principles of productivity.	Performance	Correctly identifies the basic principles of productivity.
		Utilizes the concepts of process capacity, as a fundamental factor of productivity.	Product	Utilizes effectively the concepts of process capacity, as a fundamental factor of productivity.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Explain the importance of process productivity to final product quality.	Explain the importance of process productivity to final product quality.	Cites the concepts related to productivity and the competition.	Knowledge	Cites effectively the concepts related to productivity and the competition.
		Differentiates the concepts of productivity.	Performance	Differentiates correctly the concepts of productivity.
		Develops the concepts related to productivity.	Product	Competently develops the concepts related to productivity.

CRITERIA FOR ASSESSMENT OF COMPETENCIES

LEARNING OUTCOMES	PERFORMANCE CRITERIA	EVIDENCE	TYPE	SUFFICIENCY OF EVIDENCE
Elaborate practical exercises, for the improvement of productive processes.	Elaborate practical exercises, for the improvement of productive processes.	Enunciates cases applied to productivity exercises.	Knowledge	Enunciates correctly cases applied to productivity exercises.
		Identifies productivity exercises.	Performance	Correctly identifies productivity exercises.
		Effectively summarizes productivity processes, in the Costa Rican context	Product	Effectively summarizes productivity processes, in the Costa Rican context

DESCRIPCIÓN

CONTROL DE CALIDAD.

La sub-área **Control de Calidad**, incluye las unidades de estudio: Fundamentos de estadística, principios para el control de la calidad. 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. Además, el y la estudiante puede desarrollar el pensamiento crítico, buscar soluciones y ser creativos en sus planteamientos.

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 **Control de Calidad**, con 12 horas por semana, está integrada por dos unidades de estudio:

Fundamentos de estadística: Busca disciplinar y utilizar recursos matemáticos para organizar y resumir una gran cantidad de datos obtenidos de la realidad de las empresas, e inferir conclusiones respecto de ellos. Por ejemplo, la estadística interviene cuando se quiere conocer real de una empresa, a través de parámetros. En este caso la estadística describe la muestra en términos de datos organizados y resumidos, y luego infiere conclusiones respecto.

Principios para el control de la calidad :Es el camino hacia la calidad total de las empresas, además de requerir el establecimiento de una filosofía de calidad, crear una nueva cultura, mantener un liderazgo, desarrollar al personal y trabajar un equipo, desarrollar a los proveedores, tener un enfoque al cliente y planificar la calidad. Demanda vencer una serie de dificultades en el trabajo que se realiza día a día.

**DISTRIBUCIÓN DE LAS UNIDADES DE ESTUDIO
CONTROL DE CALIDAD.**

Unidades	Nombre	Tiempo estimado en horas	Tiempo estimado en semanas
I.	Fundamentos de estadística.	360	30
II.	Principios para el control de la calidad.	120	10
	TOTAL	480	40

FUNDAMENTOS DE ESTADÍSTICA

OBJETIVOS

1. Desarrollar la estadística, como herramienta para la mejora continua, dentro de las empresas.
2. Determinar las estructuras de la estadística no paramétrica como herramienta para la mejora continua, en procesos productivos.
3. Aplicar el concepto de probabilidad, como herramienta para la mejora continua, en las empresas.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

Título: **Fundamentos de estadística.**

Propósito: Aplicar la estadística, como herramienta para la mejora continua en las empresas.

NIVEL DE COMPETENCIA: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Nombra correctamente los elementos básicos de matemática para obtener datos de estadística.	Específica
Practica eficazmente como obtener datos matemáticos básicos.	Específica
Desarrolla sin error cálculos matemáticos básicos.	Específica
Anota claramente conceptos relacionados con la probabilidad.	Específica
Expresa correctamente de las reglas utilizadas en el alcance de la probabilidad.	Específica
Desarrollo eficazmente las reglas en el alcance de la probabilidad.	Específica
Anota sin error los parámetros no paramétricos en los procesos de mejoramiento empresarial.	Específica
Diferencia acertadamente las técnicas no paramétricos en los procesos de mejoramiento empresarial.	Específica
Efectúa eficazmente las pruebas no paramétricos en los procesos de mejoramiento empresarial.	Específica
Cita acertadamente el control estadístico de la calidad en los procesos de mejora empresarial.	Específica
Diferencia eficazmente el control estadístico de la calidad en los procesos de mejora empresarial.	Específica
Determina correctamente el control estadístico de la calidad en los procesos de mejora empresarial.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
3-1	Aplicar los fundamentos de estadística, como herramienta para la mejora continua.

CRITERIOS DE DESEMPEÑO

- 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.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Nombra los elementos básicos de matemática para obtener datos de estadística
 Cita los elementos básicos de la estadística.
 Anota conceptos relacionados con la probabilidad.
 Anota los parámetros no paramétricos en los procesos de mejoramiento empresarial.
 Cita el control estadístico de la calidad en los procesos de mejora empresarial.

EVIDENCIAS DE DESEMPEÑO

Practica como obtener datos matemáticos básicos.

Identifica sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua.

Expresa de las reglas utilizadas en el alcance de la probabilidad.

Diferencia las técnicas no paramétricos en los procesos de mejoramiento empresarial.

Diferencia el control estadístico de la calidad en los procesos de mejora empresarial.

EVIDENCIAS DE PRODUCTO

Desarrolla cálculos matemáticos básicos.

Aplica la estadística y el análisis de datos como herramienta de la mejora continua.

Desarrolla las reglas en el alcance de la probabilidad.

Efectúa las pruebas no paramétricos en los procesos de mejoramiento empresarial.

Determina el control estadístico de la calidad en los procesos de mejora empresarial.

Modalidad: **INDUSTRIAL.**

Especialidad: Productividad y Calidad.

Sub-área: **Control estadístico de la calidad.**

Año: Décimo.

Unidad de Estudio: **Fundamentos de estadística.**

Tiempo Estimado: 360 horas.

Propósito: Aplicar la estadística, como herramienta para la mejora continua en las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Aplicar los elementos básicos de matemática, en la obtención de datos en las empresas.	<p>Elementos básicos de matemática:</p> <ul style="list-style-type: none"> • Promedio. • Porcentajes. • Promedio ponderado. • Redondeo de datos. • Reglas de tres. • Cambiar de porcentaje a fracción decimal. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Enumera los elementos básicos de matemática para obtener datos de estadística. • Explicar como obtener datos matemáticos básicos. • Demuestra cálculos matemáticos básicos. 	<ul style="list-style-type: none"> • Amplitud de pensamiento con respecto a los problemas globales. 	<ul style="list-style-type: none"> • Aplica los elementos básicos de matemática, en la obtención de datos en las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Nombra los elementos básicos de matemática para obtener datos de estadística. • Practica como obtener datos matemáticos básicos. • Desarrolla cálculos matemáticos básicos. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
2. Desarrollar la estadística descriptiva y el análisis de datos como herramienta del mejoramiento continuo, en los procesos productivos.	<p>Definiciones:</p> <ul style="list-style-type: none"> • Media. • Mediana. • Variancia. • Desviación estándar. • Distribución de curva normal. • Concepto de muestra. • Diseño de la muestra de trabajo. • Aplicación práctica de la muestra del trabajo. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Define los elementos básicos de la estadística. • Discute sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua. • Demuestra la estadística y el análisis de datos como herramienta de la mejora continua. 	<ul style="list-style-type: none"> • Amplitud de pensamiento con respecto a los problemas globales. 	<ul style="list-style-type: none"> • Desarrolla la estadística descriptiva y el análisis de datos como herramienta del mejoramiento continuo, en los procesos productivos.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Cita los elementos básicos de la estadística. • Identifica sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua. • Aplica la estadística y el análisis de datos como herramienta de la mejora continua. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
3. Emplear el concepto de probabilidad en el mejoramiento de los procesos productivos de las empresas.	<p>Probabilidad en el:</p> <ul style="list-style-type: none"> • Comercio. • Regulaciones. • Ambientales. • Análisis de vías de dispersión. <p>Reglas:</p> <ul style="list-style-type: none"> • Adición o regla de la suma. • Multiplicación. • Distribución binomial. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Cita conceptos relacionados con la probabilidad. • Informa de las reglas utilizadas en el alcance de la probabilidad. • Aplica las reglas en el alcance de la probabilidad. 		<ul style="list-style-type: none"> • Emplea el concepto de probabilidad en el mejoramiento de los procesos productivos de las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Anota conceptos relacionados con la probabilidad. • Expresa de las reglas utilizadas en el alcance de la probabilidad. • Desarrollo las reglas en el alcance de la probabilidad. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
4. Utilizar la estadística no paramétrica en los procesos de mejoramiento empresarial.	<ul style="list-style-type: none"> La prueba Chi-2. La prueba de Kolmogorov-Smirnov (también prueba K-S). Tabla de contingencia. Prueba de independencia. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> Cita los parámetros no paramétricos en los procesos de mejoramiento empresarial. Explica las técnicas no paramétricos en los procesos de mejoramiento empresarial. Demuestra las pruebas no paramétricos en los procesos de mejoramiento empresarial. 		<ul style="list-style-type: none"> Utiliza la estadística no paramétrica en los procesos de mejoramiento empresarial.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Anota los parámetros no paramétricos en los procesos de mejoramiento empresarial. • Diferencia las técnicas no paramétricos en los procesos de mejoramiento empresarial. • Efectúa las pruebas no paramétricos en los procesos de mejoramiento empresarial. 		

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
5. Aplicar el control estadístico de la calidad en los procesos de mejora continua de las empresas.	<ul style="list-style-type: none"> El control estadístico de la calidad y la mejora de procesos. Causas de variación. Diagramas de diagnóstico o herramientas de estadístico la calidad. Ejercicios prácticos de control estadístico de la calidad. 	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> Enumera el control de la calidad en los procesos de mejora empresarial. Ejemplifica el control estadístico de la calidad en los procesos de mejora empresarial. Efectúa el control estadístico de la calidad en los procesos de mejora empresarial. 		<ul style="list-style-type: none"> Aplica el control estadístico de la calidad en los procesos de mejora continua de las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> • Cita el control estadístico de la calidad en los procesos de mejora empresarial. • Diferencia el control estadístico de la calidad en los procesos de mejora empresarial. • Determina el control estadístico de la calidad en los procesos de mejora empresarial. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Fundamentos de estadística.	PRÁCTICA No. 1
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PROPÓSITO:

ESCENARIO:	DURACIÓN:
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MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

- Define los elementos básicos de la estadística.
- Discute sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua.
- Demuestra la estadística y el análisis de datos como herramienta de la mejora continua.
- Cita conceptos relacionados con la probabilidad.
- Informa de las reglas utilizadas en el alcance de la probabilidad.
- Aplica las reglas en el alcance de la probabilidad.
- Cita los parámetros no paramétricos en los procesos de mejoramiento empresarial.
- Explica las técnicas no paramétricos en los procesos de mejoramiento empresarial.
- Demuestra las pruebas no paramétricos en los procesos de mejoramiento empresarial.
- Enumera el control estadístico de la calidad en los procesos de mejora empresarial.
- Ejemplifica el control estadístico de la calidad en los procesos de mejora empresarial.
- Efectúa el control estadístico de la calidad en los procesos de mejora empresarial.

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

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

DESARROLLO	SI	AÚN NO	NO APLICA
Nombra correctamente los elementos básicos de matemática para obtener datos de estadística.			
Practica eficazmente como obtener datos matemáticos básicos.			
Desarrolla sin error cálculos matemáticos básicos.			
Cita correctamente los elementos básicos de la estadística.			
Identifica eficazmente sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua.			
Aplica sin error la estadística y el análisis de datos como herramienta de la mejora continua.			
Anota claramente conceptos relacionados con la probabilidad.			
Expresa correctamente de las reglas utilizadas en el alcance de la probabilidad.			
Desarrollo eficazmente las reglas en el alcance de la probabilidad.			
Anota sin error los parámetros no paramétricos en los procesos de mejoramiento empresarial.			
Diferencia acertadamente las técnicas no paramétricos en los procesos de mejoramiento empresarial.			
Efectúa eficazmente las pruebas no paramétricos en los procesos de mejoramiento empresarial.			
Cita acertadamente el control estadístico de la calidad en los procesos de mejora empresarial.			
Diferencia eficazmente el control estadístico de la calidad en los procesos de mejora			

DESARROLLO	SI	AÚN NO	NO APLICA
empresarial.			
Determina correctamente el control estadístico de la calidad en los procesos de mejora empresarial.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Aplicar los elementos básicos de matemática, en la obtención de datos en las empresas.	Aplica los elementos básicos de matemática, en la obtención de datos en las empresas.	Nombra los elementos básicos de matemática para obtener datos de estadística.	Conocimiento	Nombra correctamente los elementos básicos de matemática para obtener datos de estadística.
		Practica como obtener datos matemáticos básicos.	Desempeño	Practica eficazmente como obtener datos matemáticos básicos.
		Desarrolla cálculos matemáticos básicos.	Producto	Desarrolla sin error cálculos matemáticos básicos.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Desarrollar la estadística descriptiva y el análisis de datos como herramienta del mejoramiento continuo, en los procesos productivos.	Desarrolla la estadística descriptiva y el análisis de datos como herramienta del mejoramiento continuo, en los procesos productivos.	Cita los elementos básicos de la estadística.	Conocimiento	Cita correctamente los elementos básicos de la estadística.
		Identifica sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua.	Desempeño	Identifica eficazmente sobre los elementos básicos de la estadística y el análisis de datos como herramienta de la mejora continua.
		Aplica la estadística y el análisis de datos como herramienta de la mejora continua.	Producto	Aplica sin error la estadística y el análisis de datos como herramienta de la mejora continua.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Emplear el concepto de probabilidad en el mejoramiento de los procesos productivos de las empresas.	Emplea el concepto de probabilidad en el mejoramiento de los procesos productivos de las empresas.	Anota conceptos relacionados con la probabilidad.	Conocimiento	Anota claramente conceptos relacionados con la probabilidad.
		Expresa de las reglas utilizadas en el alcance de la probabilidad.	Desempeño	Expresa correctamente de las reglas utilizadas en el alcance de la probabilidad.
		Desarrollo las reglas en el alcance de la probabilidad.	Producto	Desarrollo eficazmente las reglas en el alcance de la probabilidad.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Utilizar la estadística no paramétrica en los procesos de mejoramiento empresarial.	Utiliza la estadística no paramétrica en los procesos de mejoramiento empresarial.	Anota los parámetros no paramétricos en los procesos de mejoramiento empresarial.	Conocimiento	Anota sin error los parámetros no paramétricos en los procesos de mejoramiento empresarial.
		Diferencia las técnicas no paramétricos en los procesos de mejoramiento empresarial.	Desempeño	Diferencia acertadamente las técnicas no paramétricos en los procesos de mejoramiento empresarial.
		Efectúa las pruebas no paramétricos en los procesos de mejoramiento empresarial.	Producto	Efectúa eficazmente las pruebas no paramétricos en los procesos de mejoramiento empresarial.

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Aplicar el control estadístico de la calidad en los procesos de mejora continua de las empresas.	Aplica el control estadístico de la calidad en los procesos de mejora continua de las empresas.	Cita el control estadístico de la calidad en los procesos de mejora empresarial.	Conocimiento	Cita acertadamente el control estadístico de la calidad en los procesos de mejora empresarial.
		Diferencia el control estadístico de la calidad en los procesos de mejora empresarial.	Desempeño	Diferencia eficazmente el control estadístico de la calidad en los procesos de mejora empresarial.
		Determina el control estadístico de la calidad en los procesos de mejora empresarial.	Producto	Determina correctamente el control estadístico de la calidad en los procesos de mejora empresarial.

PRINCIPIOS PARA EL CONTROL DE LA CALIDAD

OBJETIVOS

1. Desarrollar los principios de la calidad para la mejora continua de los procesos productivos de las empresas.
2. Crear ambientes simulados en la aplicación de los principios de la calidad en las empresas, para mejorar los procesos productivos.

NORMA TÉCNICA DE INSTITUCIÓN EDUCATIVA

Título: Principios para el control de la calidad.

Propósito: Determinar las mejoras en las empresas, utilizando las herramientas de la calidad.

NIVEL DE COMPETENCIA: Básica.

UNIDADES DE COMPETENCIA LABORAL QUE CONFORMAN LA NORMA

Título	Clasificación
Define acertadamente los conceptos relacionados con la calidad y las herramientas del control de las mismas.	Específica
Relaciona sin error las herramientas de control de la calidad para la mejora en la competitividad de las empresas.	Específica
Desarrolla eficazmente ejercicios prácticos las herramientas de control de la calidad.	Específica

ELEMENTOS DE COMPETENCIA

Referencia	Título del Elemento
3-2	Aplicar principios para la calidad en la empresa moderna, según la norma internacional.

CRITERIOS DE DESEMPEÑO

- Utiliza los principios filosóficos de control de la calidad, para la mejora de la competitividad en las empresas.

CAMPO DE APLICACIÓN

Categoría	Clase
Servicios	Prestación de servicios de Educación Técnica

EVIDENCIAS DE CONOCIMIENTO

Define los conceptos relacionados con la calidad y las herramientas del control de las mismas.

EVIDENCIAS DE DESEMPEÑO

Relaciona las herramientas de control de la calidad para la mejora en la competitividad de las empresas.

EVIDENCIAS DE PRODUCTO

Desarrolla ejercicios prácticos las herramientas de control de la calidad.

Modalidad: **INDUSTRIAL.**

Especialidad: Productividad y Calidad.

Sub-área: **Control estadístico de la calidad.**

Año: Décimo.

Unidad de Estudio: **Principios para el control de la calidad.**

Tiempo Estimado: 120 horas.

Propósito: Determinar las mejoras en las empresas, utilizando las herramientas de la calidad.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
1. Utilizar los principios filosóficos de control de la calidad, para la mejora de la competitividad en las empresas.	<p>Calidad:</p> <ul style="list-style-type: none"> • Historia de la calidad. • Cliente interno, cliente externo. <p>Principios:</p> <ul style="list-style-type: none"> • Kaizen por ideas. • Kaizen por análisis. • Justo a tiempo. • 5 ¿Por qué? • PoKa Yoke. • Programa 5 s. <p>Ejercicios aplicados.</p>	<p><u>El o la docente:</u></p> <ul style="list-style-type: none"> • Cita los conceptos relacionados con la calidad y algunos principios filosóficos de la calidad. • Diferencia los principios de control de la calidad para la mejora en la competitividad de las empresas. • Aplica en ejercicios prácticos los principios de control de la calidad. 	<ul style="list-style-type: none"> • Adopción de posturas propias en un ambiente tolerante. 	<ul style="list-style-type: none"> • Utiliza las herramientas de control de la calidad, para la mejora de la competitividad en las empresas.

RESULTADOS DE APRENDIZAJE	CONTENIDOS	ESTRATEGIAS DE ENSEÑANZA - APRENDIZAJE	VALORES Y ACTITUDES	CRITERIOS DE DESEMPEÑO
		<p><u>El o la estudiante:</u></p> <ul style="list-style-type: none"> Define los conceptos relacionados con la calidad y las herramientas del control de las mismas. Relaciona las herramientas de control de la calidad para la mejora en la competitividad de las empresas. Desarrolla ejercicios prácticos las herramientas de control de la calidad. 		

PRÁCTICAS Y LISTA DE COTEJO

DESARROLLO DE LA PRÁCTICA

UNIDAD DE ESTUDIO: Principios para el control de la calidad.

PRÁCTICA No. 1

PROPÓSITO:

ESCENARIO:

DURACIÓN:

MATERIALES	MAQUINARIA	EQUIPO	HERRAMIENTAS

PROCEDIMIENTOS

- Cita los conceptos relacionados con la calidad y las herramientas del control de las mismas.
- Diferencia las herramientas de control de la calidad para la mejora en la competitividad de las empresas.
- Aplica en ejercicios prácticos las herramientas de control de la calidad.

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

<p>Instrucciones:</p> <p>A continuación se presentan los criterios que van a ser verificados en el desempeño de cada estudiante mediante la observación del mismo.</p> <p>De la siguiente lista marque con una “X” la columna correspondiente, de acuerdo al desempeño de cada estudiante.</p>
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DESARROLLO	SI	AÚN NO	NO APLICA
Define acertadamente los conceptos relacionados con la calidad y las herramientas del control de las mismas.			
Relaciona sin error las herramientas de control de la calidad para la mejora en la competitividad de las empresas.			
Desarrolla eficazmente ejercicios prácticos las herramientas de control de la calidad.			

CRITERIOS PARA LA EVALUACIÓN DE LAS COMPETENCIAS

RESULTADOS DE APRENDIZAJE	CRITERIOS DE DESEMPEÑO	EVIDENCIAS	TIPO	SUFICIENCIAS DE EVIDENCIA
Utilizar los principios filosóficos de control de la calidad, para la mejora de la competitividad en las empresas.	Utiliza los principios filosóficos de control de la calidad, para la mejora de la competitividad en las empresas.	Define los conceptos relacionados con la calidad y las herramientas del control de las mismas.	Conocimiento	Define acertadamente los conceptos relacionados con la calidad y las herramientas del control de las mismas.
		Relaciona las herramientas de control de la calidad para la mejora en la competitividad de las empresas.	Desempeño	Relaciona sin error las herramientas de control de la calidad para la mejora en la competitividad de las empresas.
		Desarrolla ejercicios prácticos las herramientas de control de la calidad.	Producto	Desarrolla eficazmente ejercicios prácticos las herramientas de control de la calidad.

SUB – ÁREA: ENGLISH FOR COMMUNICATION

TENTH LEVEL



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

DISTRIBUTION OF UNITS ENGLISH FOR COMMUNICATION

Tenth Grade

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Subject area: English for Communication	Level: Tenth
Unit 7: Raising Economic Success	Hours per unit: 40 hours
Cognitive target: Using appropriate language for comparing goods, discussing advertisements, describing products and your preferences.	

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

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

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Attachments

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 an 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 to 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 find 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:

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

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, 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, they 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 for 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.

Taken from New Ways in Teaching Reading.

Activity 2

Name: Newspaper Posters

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

Material: Articles from 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, classified ads.

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 provide. Ask the students to label the categories.

Taken from New Ways in Teaching Reading.

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 paste 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 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 it 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 a writing form 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 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 someone 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 enough). 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 presents 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 activities 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
<ul style="list-style-type: none"> • Reading • Vocabulary • Formal Speech • Journal/Diary Keeping • Creative Writing • Poetry • Verbal Debate • Impromptu Speaking • Humor/Jokes • Storytelling 	<ul style="list-style-type: none"> • Abstract Symbols/Formulas • Outlining • Graphic Organizers • Number Sequences • Calculation • Deciphering Codes • Forcing Relationships • Syllogisms • Problem Solving • Pattern 	<ul style="list-style-type: none"> • Guided Imagery • Active Imagination • Color Schemes • Patterns/ Designs • Painting • Drawing • Mind-Mapping • Pretending • Sculpture • Pictures 	<ul style="list-style-type: none"> • Folk/Creative Dance • Role Playing • Physical Gestures • Drama • Martial Arts • Body Language • Physical Exercise • Mime • Inventing • Sports Games 	<ul style="list-style-type: none"> • Rhythmic Patterns • Vocal Sounds/Tones • Music Composition/Creation • Percussion Vibrations • Humming • Environmental Sounds • Instrumental Sounds • Singing • Tonal Patterns • Music Performance 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
DEPARTMENT 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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