Independent Communication in English

Core of basic
disciplinary training
3rd Semester

Career (s):
Applies to all careers

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Module: Independent Communication in English

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1. Message fom the General Director

The CONALEP System invites us to evaluate the repercussions of being an Institution of Educational Excellence; to propose that in each of our schools people think of the so diverse ways that exist to contribute, so that Mexico is better, more fair and equitable with the effort of all.

A student trained in our schools must always distinguish himself by his continuous effort to incorporate himself in the best conditions to the labor market or to have the option of continuing his studies in Higher Education to compete with other young people in a productive world that everyday demands a greater dominance of the technic and technology in the face of the enormous challenges of Industry 4.0 and the needs of mexican society.

These study programs are the result of the intense work of teachers, prestigious academics and institutions of the productive sector, public and private, to achieve a quality training option, at the service of the outstanding students of the Mexican Republic.

Dr. Enrique Ku Herrera

General Director of the CONALEP System

2. Message from the Academic Secretary

Educate implies a great responsibility, the task is complex, it has to do with the interests and needs of the students, with the vocation of the education professional involved in it, its clarity, will and concern to provide knowledge to the students in the best way.

To educate, is also to respond to the needs of the immediate environment of the family, the community, the country and, of course, with the development of humanity.

The fulfillment of the current plans and programs of study, pose the challenge of being in agreement with the current times, as well as with the economic, social and cultural development of the country, among others; they must express in their contents, in a clear manner, the strategies of planning, development and evaluation; likewise, they invariably contain a precise vision about what to achieved with them, in the educational relationship between teachers and students.

This document is the product of the coordinated effort of groups of specialists, teachers and workers in the service of Education, to accomplish with its design the challenge of confirming that the CONALEP System is an Institution of Educational Excellence.

With the efforts of everybody, this educational mission, fundamental for the development of our country, is materialized.

Mtro. David Fernando Beciez González

Academic Secretary of CONALEP

3. Presentation of the Program

The contents of education are topics of permanent debate in the societies of all countries. What should be taught? What is the priority and for what? What should young people learn to successfully face the challenges of the 21st century? All these questions admit different answers but clearly they must be answered through the competences and values expressed in the graduation profile of the student of Higher Secondary Education, in which the new focus of the key learnings -those that allow us to continue learning constantly- what it means to go beyond particular views and address the main challenges in the design of the curriculum to integrate the essential elements of the training of young high school graduates to achieve competences that respond to the historical moment that the students live; and the incorporation of the advances that have taken place in the field of cognitive development, intelligence and learning.

Therefore, the New Educational Model established for Higher Secondary Education (EMS) considers the competences that students must have regardless of the subsystem to which they belong. In this sense, the Common Curricular Framework allows articulating the programs of different EMS options, it also includes a series of terminal performances expressed as generic competences, basic and extended disciplinary competences and basic and extended professional competences.

In this context, the different subsystems of the EMS, adapt their plans and study programs to establish shared competences, without losing the identity of each educational institution and so that the competences developed by the students correspond to the profile of graduation indicated in the Purposes of Education in the 21st century and in the Educational Model for Compulsory Education.

The CONALEP updates the study programs of the Basic Training Core, which changes its name to be the Core of Basic Disciplinary Training, based on the Reference Study Plans of the Basic Component of the Common Curriculum Framework of Higher Secondary Education.

These reference plans strengthen the inter and intra-disciplinary integration through seven organizing elements:
1. **Key learnings** .-Refers to skills that all students of Higher Education Media must develop
2. **Competence.-** It organizes concepts, skills and attitudes of the disciplinary fields and is the benchmark for promoting inter-subject relationships.
3. **Component.-** It generates and/or integrates the contents and it responds to specific organization forms to each field or discipline.
4. **Content.-** It corresponds to key learning point. It is the highest-ranking content in the study program.
5. **Specific content.-** It corresponds to the central contents and by their specificity; they establish the reach and depth of their approach.
6. **Expected learning outcomes.-** They are descriptors of the learning process and performance indicators that students must achieve for each of the specific contents.
7. **Evidence of learning.-** It corresponds to the expected learning outcomes and to the specific contents; they are the evidences of the achievement of the expected learning outcomes.

According to these elements, **"Independent communication in English"** module curriculum is structured as follows:

Key learning points		
Competence	**Component**	**Content**
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	- Communication and interpersonal relationships - Integration of learning communities. - Contextualization of learning communities through students' interests and academic experiences.	Collaborative work in classroom as a basis for the integration of the learning community.
Reading, writing, speaking and listening.	- Reading, writing and oral production as learning sources and abilities practice. - The importance of reading to writing production. - The importance of reading to writing in based argument.	- The importance of language and grammar role in it. - Argumentative text. - The text as resource information and new ideas.
Providing reasonable opinions from the point of making a text	- The justification of the student's opinion with an argument. - The solid construction of one´s original perspective.	- The argumentative writing. - The original argumentative writing.
Technology, information, communication and learning.	- Technology and human development. - Generation and responsible use of information for learning. - Web-based learning. - Creation of contents for learning. - Use of technology to enhance web-based learning.	- The impact of technology on human development. - Responsible use of information. - Learning and innovation - In and from the web. - Programming to learn.

4. Scopes of the Graduate Profile

Scopes of the Graduate Profile	
Scope	**Graduate profile**
Language and ommunication	The student expresses himself/herself clearly in English in oral and written form. They identify the key ideas in a text or in an oral speech, and infers conclusions form them, the students gets and interprets information and argues efficiently. He/She communicates himself/herself in English fluently and naturally.
Socioemotional skills and life project	The student is aware of them and determined; he/she develops healthy interpersonal relationships, self-regulates, can face adversity and act with efficiency and recognizes the need to ask for support. They can build a living project with personal goals. They establish goals and seek to take advantage of their options and resources. They make decisions that give him/her current comfort, opportunities, and he/she knows how to deal with future risks.
Collaboration and teamwork	The student works in teams in a constructive way and applies a participative and responsible leadership, he/she proposes alternatives to act and solve problems. The student assumes a constructive attitude.
Digital skills	The students use the Information and Communication Technologies in an ethic and responsible way to investigate, to solve problems, to generate materials, and to express ideas. They take advantage of these technologies to develop ideas and innovations.

5. Linking Competencies with Learning Outcomes

The following table presents the association of learning outcomes with the generic and disciplinary competences that should be promoted from the module **Independent communication in English**. This relationship was established to cover the EMS Graduation Profile, in such a way that each module has the competences that must be met and respected in its planning.

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
• He/ She describes and compares objects and subjects of similar characteristics.	**1.1** Compare people, objects and places using gradable adjectives	**4.** The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	**4.1** He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	**C4.** Produces texts based on the normative use of the language, considering the intention and communicative situation.
			4.4 He communicates in a second language on daily situations.	
		8. Participate and collaborate effectively on diverse teams.	**8.3** The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.	**C11.** Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
• Students make and arguments about the main reason to visit those places around the world and to know about the culture of the place.	**1.2** Talk and write about personal goals in different contex using the structure *will* and *going to*	**4.** The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	**4.1** He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	**C4.** Produces texts based on the normative use of the language, considering the intention and communicative situation.
			4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	**C11.** Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
			4.4 He communicates in a second language on daily situations.	
		6. Sustains a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner.	**6.4** Structure ideas and arguments in a clear, coherent and synthetic way.	

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	**10.1** The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	
			10.2 Dialogue and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.	
• Students use the modals to communicate abilities and possibilities in different contexts.	**1.3** Describe skills, possibilities and recommendations of people in their environment, using modals verbs	**4.** The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	**4.1** He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	**C1.** Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.
			4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	**C4.** Produces texts based on the normative use of the language, considering the intention and communicative situation.
			4.4 He communicates in a second language on daily situations.	**C10** Identify and interpret the general idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements and cultural context.
• Students make requests in a formal or informal way depending where he/she is at.		**8.** Participate and collaborate effectively on diverse teams	**8.3** The student assumes a constructive attitude consistent with the knowledge he/she has within different work teams.	**C11.** Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
		10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	**10.1** The student recognizes that diversity takes place in a democratic space of equal dignity and rights of all people, and rejects all forms of discrimination.	

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME		GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
• Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people. • The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts. • A student expresses when, where and how often he or she carries out spare time activities.	**2.1**	Describe tastes and preferences of themselves and the people around them, using adverbial phrases	**4.** The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	**4.1** He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	**C4.** Produces texts based on the normative use of the language, considering the intention and communicative situation. **C10** Identify and interpret the general idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements and cultural context. **C11.** Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. **C12.** Uses information and communication technologies to investigate, to solve problems, to produce materials and transmit information.
				4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	
				4.4 He communicates in a second language on daily situations.	
			10. Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	**10.2** Dialogue and learn from people with different points of view and cultural traditions by locating their own circumstances in a broader context.	
• Students can express facts, they can also use a different time tense to identify and express real situations and their logical conclusion.	**2.2**	Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals	**4.** The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	**4.1** He/She expresses ideas and concepts by using linguistic, mathematic and graphic means.	**C1.** Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. **C10** Identify and interpret the general idea and possible development of an oral or written message in a second language, using previous knowledge, non-
				4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives.	
				4.4 He communicates in a second language on daily situations.	

EXPECTED LEARNING OUTCOME	LEARNING OUTCOME	GENERIC COMPETENCIES	ATTRIBUTE	DISCIPLINARY COMPETENCIES
		5. Develop innovations and propose solutions to problems based on established methods.	**5.3**. Identify the systems and rules or core principles that underlie a series of phenomena	verbal elements and cultural context. **C11.** Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
• A Student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line.	**2.3** Exchange information about past and present activities carried out by him and by people around him using the perfect present tense	**4.** The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.	**4.1** He/She expresses ideas and concepts by using linguistic, mathematic and graphic means. **4.2** He/She uses different communicative strategies according to the audience, context and his/her objectives. **4.4** He communicates in a second language on daily situations.	**C1.** Identifies, orders and interprets the ideas, data and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received. **C10** Identify and interpret the general idea and possible development of an oral or written message in a second language, using previous knowledge, non-verbal elements and cultural context. **C11.** Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.
• . A student expresses the same ideas with different words.		**10.** Maintains a respectful attitude toward interculturality and the diversity of beliefs, values, ideas and social practices.	**10.2** The student dialogues and learns from people with different points of view and cultural traditions by placing his/her own circumstances in a broader context	

6. Identification data of the module

The **Independent communication in English** module is taught in the third semester of all careers, corresponds to the Core of Basic Disciplinary Training and is part of the Disciplinary Area of Communication; it has **3 hours a week and- 5 credits**. These hours include working with the Socioemotional Skills.

	1° semestre	H*	C*	2° semestre	H*	C*	3° semestre	H*	C*	4° semestre	H*	C*	5° semestre	H*	C*	6° semestre	H*	C*	Total horas
Núcleo de Formación Disciplinar Básica	Manejo de espacios y cantidades	5/90	9	Representación simbólica y angular del entorno	4/72	7	Representación algebraica y gráfica de relaciones	3/54	5	Análisis derivativo de funciones	5/90	9	Analisis Integral de funciones	5/90	9	Tratamiento de datos y azar	5/90	9	
	Interacción inicial en inglés	3/54	5	Comunicación activa en inglés	3/54	5	Comunicación independiente en inglés	3/54	5	Comunicación productiva en inglés	3/54	5	Comunicación especializada en inglés	3/54	5	Interpretación de normas de convivencia ambiental	3/54	5	
	Análisis de la materia y la energía	4/72	7	Relación entre compuestos orgánicos y el entorno	4/72	7	Identificación de la biodiversidad	3/54	5	Interpretación de fenómenos físicos de la materia	4/72	7	Análisis de fenómenos eléctricos, electromagnéticos y ópticos	4/72	7	Filosofía	3/54	5	
	Comunicación para la interacción social	5/90	9	Comunicación en los ámbitos escolar y profesional	3/54	5	Ética	2/36	4	Desarrollo ciudadano	3/54	5	Contextualización de fenómenos sociales, políticos y económicos	3/54	5				
	Procesamiento de información por medios digitales	5/90	9																
	Proyección personal y profesional	4/72	7																
	Resolución de problemas	5/90	9																
	Autogestión del aprendizaje	4/72	7																
	TOTAL *NFDB	35			14			11			15			15			11		101

☐ Modules related.

7. Purpose of the module

By the end of the third semester of English the student reads, writes, understands and exchanges information about him/herself and others according to the context and time he/she is situated.

8. Dosage of the Program

Learning Unit (Central content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
1. Exchange of information in the present and future **20 hours**	• He/She describes and compares objects and subjects of similar characteristics.	**1.1** Compare people, objects and places using gradable adjectives **4 hours**	Relationship Dimension: Social consciense HSE data sheets.
	• Students make and arguments about the main reason to visit those places around the world and to know about the culture of the place.	**1.2** Talk and write about personal goals in different context using the structure *will* and *going to* **4 hours**	
	• Students use the modals to communicate abilities and possibilities in different contexts.	**1.3** Describe skills, possibilities and recommendations of people in their environment, using modals verbs **12 hours**	
	• Students make requests in a formal or informal way depending where he/she is at.		

Learning Unit (Central content)	Expected learning outcomes	Learning outcome	Socioemotional skills (HSE)*
2. Exchange of information about environmental events **34 hours**	• Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people • The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts. • A student expresses when, where and how often he or she carries out spare time activities	**2.1** Describe tastes and preferences of themselves and the people around them, using adverbial phrases **7 horas**	Relationship Dimension: Social consciense HSE data sheets.
	• Students can express facts, they can also use a different time tense to identify and express real situations and their logical conclusion.	**2.2** Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals **10 horas**	
	• A student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line. • A student expresses the same ideas with different words.	**2.3** Exchange information about past and present activities carried out by him and by people around him using the perfect present tense **17 horas**	

*Note: The socioemotional skills will be developed in the Pedagogical Guide of the module.

9. Learning Units (Central contents)

Learning unit (Central content)	**1.** Exchange of information in the present and future	**20 hours**

Learning outcome	**1.1** Compare people, objects and places using gradable adjectives.	**4 hours**

Expected learning outcomes	Evaluation activities	Weighing	Specific contents

• He/she describes and compares objects and subjects of similar characteristics	**1.1.1** Given two subjects or objects from the same category (TV programs, books, movies, etc.) students elaborate a paragraph where they describe and compare the subjects between each other.
	
	Evidence of learning
	
	• A paragraph
		10 %	**A.** Making comparisons with different contexts. (comparatives)
			• Compare differences between two objects
			• Use of adjectives in a comparative degree
			  – Larger
			  – Smaller
			  – Faster
			  – Higher
			• Use of adjectives in a comparative degree with two or more syllables
			
			B. Making comparisons with different contexts. (superlatives)
			• Compare a subject or object with a group of subjects or objects
			• Use of adjectives in a superlative degree
			  – The fastest
			  – The highest
			  – The tallest
			  – The smallest
			• Use of adjectives in a superlative degree with two or more syllables

Learning outcome	**1.2** Talk and write about personal goals in different context using the structure *will* and *going to*.	**4 horas**

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
• Students make and arguments about the main reason to visit those places around the world and to know about the culture of the place.	**1.2.1** Student elaborates a collage with graphic content and exposes the main reasons they have to visit their places of interest. **Evidence of learning** • A collage.	10%	**A.** Express intentions to be made in the future (use of will) • Affirmative sentences • Negative sentences • Interrogative sentences **B.** Express plans for the future. (Use of going to) • Affirmative sentences • Negative sentences • Interrogative sentences

Learning outcome	**1.3** Describe skills, possibilities and recommendations of people in their environment using modals verbs	**12 horas**

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
• Students use the modals to communicate abilities and possibilities in different contexts • Students make requests in a formal or informal way depending where he/she is at.	1.3.1 Given a context such as restaurants, hospitals, museums and others, the student writes a dialogue where she/he can make the difference among can, could and have to in different contexts. **Evidence of learning** • A written dialogue.	20%	**A.** Identification of abilities and possibilities What abilities do you have? (modals verbs) • Can • Could • May • Might **B.** Indication of an obligation or recommendation. • Reflects an opinion about what is right • Use of modal verb "Should" and "Ought to". • Use of the modal verb "Must" **C.** Making requests. It is better to sound polite and not demanding • Want • Would • Would like

Learning unit (Central content)	**2.** Exchange of information about environmental events	**34 hours**

Learning outcome	2.1 Describe tastes and preferences of themselves and the people around them, using adverbial phrases.	**7 hours**

Expected learning outcomes	**Evaluation activities**	**Weighing**	**Specific contents**

• Students talk about what they like to do in their everyday context, they can also share their ideas to others about what they don't like to do and make questions to find out that information among other people.
• The student distinguishes and uses verbs followed by gerund and verbs followed by infinitive in different contexts.
• A student expresses when, where and how often he or she carries out spare time activities.
	2.1.1 Students elaborate and do a survey with their classmates about what they like to do, the questions should have a limitation of time and place, for example: What do you like to do after school? Afterwards, they report the collected answers to the rest of the class, trying to find similarities and elaborating a graphic organizer.
	
	Evidence of learning
	
	• A written conversation.
		20 %	**A.** Expressing preferences and hobbies
			  • Use of verbs in gerund
			  • Use of verbs in infinitive
			
			B. Describing free time activities What spare time activities do you do on a week?
			  • Use of adverbial phrases
			  • Use of free time activities vocabulary

Learning outcome	**2.2** Express general truths and facts, and cause-effect relationships present and future, related to personal, family and social situations, using conditionals.	**10 horas**

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
• Students can express facts, they can also use a different time tense to identify and express real situations and their logical conclusión.	**2.2.1** Given a situation (text, video, image), students elaborate a set of rules or facts that follow a logical order and lead to a specific result, describing cause and effect. **Evidence of learning** • A Text.	20%	**A.** Making logical conclusions • Zero conditional • First conditional **B.** Describing cause and effect situations. • Asks information about cause-effect • Gives information about cause-effect. **C.** Describe facts that are unlikely to happen in the future. **D.** Use of vocabulary related to: facts or universal truths.

Learning outcome	**2.3** Exchange information about past and present activities carried out by him and by people around him using the perfect present tense.	**17 horas**

Expected learning outcomes	Evaluation activities	Weighing	Specific contents
• A Student identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line. • A student expresses the same ideas with different words	**2.3.1** A survey: Students walk around the class getting information of activities that started in the past but have an impact in the present, and report the information obtained. **Evidence of learning** • A short video	20%	**A.** Expression of personal activities that started in the past and are still being done • Use of present perfect • Use of vocabulary about activities • Use of vocabulary about personal, social and work activities **B.** Expression of the same idea using different words • Use of pharasal verbs • Use of vocabulary related to personal, family and social situations.

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