**Instructor:** María Dolores González Cruz

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**Full Schedule: Monday through Friday, from 8:00 a.m. to 5:00 p.m.**

**Class hours:** Classes according to schedules set by School Control and according to English level.

**Course Texts/Materials:**

* English-English Dictionary
* Portfolio for homework assignments
* Diary for annotation or observations in classes
* <http://news.harvard.edu/gazette>

**General Objectives**

Students grasp and conquer the fundamental knowledge of a globalized society with a myriad of cultural backgrounds and languages by listening, writing, speaking and reading general information in English from all over the world and specifically from every English speaking country.

**Specific Objectives**

Students develop their own innate reading, writing, speaking, listening English skills through research from a myriad of topics ranging from sports, writing styles, literature, films, video, history, entertainment, etc., and by presenting their findings in a variety of modes such as: Power Point Presentations, Reading assignments, video and film review, and role play.

**Integrated learning**

All of the following activities are design with students in mind, with their interest and emotions in mind. These are thought as a result of the students’ necessities to explore new information from different perspectives and approaches. All students have different learning styles, from hands-on style to auditory style; they also have a variety of intelligences which are needed in order to create, imagine and promote learning through a non-threatening approach to whatever new information is presented to them. New information must motivate and drive students’ inner sense and intelligence to decode, organize, process and utilize it, so it could be used to solve any situation students face and produce successful outcomes.

Activities allow students to exercise every learning style they possess in a diversity of approaches. By exercising their decision making ability students learn to have confidence and to analyze the problem at hand with their best developed learning style; this, as a result complies with the students’ necessities to corroborate their competency and delivers a sense of achievement. Students then create a dominance area and organize it to use it for whatever information they face in any given situation. Finally students develop their inner confidence at the highest level.

**Rules and Regulations**

**Previous to all assignments, students must abide to all rules and regulations by understanding and acknowledging the content, time of delivery, form of delivery and presentation mode of each activity.**

**Failure to understand and acknowledge the rules and regulations by individual member of the groups or by the entire group can and will result in the dismissal of the entire group for the period being monitored, assessed and evaluated: as a result they will not be able to obtain any grades and all the members of the team will fail the period.**

**All students must abide by the following rules and regulations at all times when in the classroom:**

👁 **BE ON TIME!**

👁 **MANAGE YOURSELF AND OTHERS WITH RESPECT AT ALL TIMES.**

👁 **SPEAK ENGLISH AT ALL TIMES!**

👁 **THE DOOR IS LOCKED AFTER THE TEACHER COMES IN THE CLASSROOM!**

👁 **HOMEWORK DELIVERY IS EXPECTED ALWAYS ON TIME. FAILURE TO DO SO WILL RESULT ON DISMISSAL OR DEDUCTING OF POINTS IN GRADING ASSESSMENT.**

👁 **FOLLOW THE GUIDELINES WRITTEN ON THE RUBRIC, IT WILL MAKE YOUR HOMEWORK AND WRITING WORK EASIER.**

👁 **ARRANGE CHAIRS IN A HALF-MOON SHAPE.**

👁 **AFTER ENGLISH CLASS IS OVER, ALL CHAIRS MUST BE RE-ARRANGED BACK TO ITS PLACE.**

**As part of the presentations all students must answer the following questions individually after every presentation done by the teacher or the students and the answers and conclusions will be presented in groups to the class:**

* What did I know before the presentation?
* What did I learn with the presentation?
* Is this information relevant to the area of expertise my major covers?
* In what specific situation can I use this information?
* What else, if anything, do I need to learn to develop English as a valuable tool in my field of work?
* What can I do to improve the presentation, from the English language perspective, not design or information wise?

**The questions presented previously and their respective answers will be reported in a notebook called ‘Diary’ with the following guidelines:**

**➊ All reports done in class on the ‘Diary’ or as homework assignments on the ‘Portfolio’ need to have:**

* Cover page: Name of school, class, subject being discussed, name of presenter or presenters.
* Index: leave a blank sheet after the cover page so you can design the index as you do homework and design the activities being requested.
* Date: Upper right side of the sheet inked during every activity.
* Title and theme or subject covered: right, centered, or left on the top of the sheet, bold for every class being presented.
* Name of presenter or presenters (full names and last names) for every class being presented.
* Relevant information (summary of the presentation correctly written) of every class being presented.
* All specific information regarding the content of the presentation, from classification, types, examples, etc., of every class being presented.
* Learning questions and answers for every class being presented.

**What did I know before the presentation?**

**What did I learn with the presentation?**

**Is this information relevant to the area of expertise my major covers?**

**In what specific situation can I use this information?**

**What else, if anything, do I need to learn to develop English as a valuable tool in my field of work?**

**What can I do to improve the presentation, from the English language perspective, not design or information wise?**

**GETTING READY FOR THE ACTIVITIES**

**According to the number of students present in the class, all students must group or tier in pairs or in a triad. Groups cannot be larger than two members.**

🗫 Choose one or two team members among your friends and classmates whom are willing and committed to work throughout the entire semester and agree to support and accept responsibility for failures and successes.

🗫 All members of the team must abide by the following rules and regulations and always accept responsibility for the team’s accomplishments and failures.

**RULES AND REGULATIONS FOR TEAM AND TEAM MEMBERS**

🎖Grading and scoring will be assigned individually based upon performance of the entire team and providing all goals and objectives are being covered.

🎖Every team member must collect all the information necessary to be able to contact team members at all times; cell phone number, e-mail address, home address, major, classes being taken during current semester, building and classroom information where classes are being taken, and of course, time and schedule assigned during current semester.

🎖Every presentation done by the team must have information from each individual whom is a part of the team.

🎖Presentation of research findings must be presented only by the entire team and during designated time and date.

🎖 All products resulted from every activity must be produced individually so every team member presents his/her own evidence.

**ATTENDANCE AND PARTICIPATION**

⌛ You must be prepared in advance to present in front of a class or to deliver homework on time.

⌛ All students must participate actively in all activities done in class as groups, pairs or as a whole class.

⌛ Every student must follow ITS attendance guidelines.

**HOMEWORK**

All homework must be delivered on time and you are expected to review vocabulary independently in a daily basis.

**VOCABULARY JOURNAL**

🕮 Definitions of the academic words are not provided for you. Therefore you must learn to use an English-English dictionary effectively to extract a variety of useful information about the word.

🕮 All the information regarding the academic words should be written down in a vocabulary journal and review from time to time in order to help you commit the words to long-term memory.

🕮 Select a specific section of the diary so you register all words presented by classmates. Write the title of the section and leave two blank pages so you can create an index at the end of the semester.

🕮 A complete entry on the diary might contain the following information, all of which can be found in a dictionary.

· Word meaning, explanation, or synonym with an optional translation (Rewording something in less technical terminology)

· Multiple meanings of the same word

· Illustration of the meaning to help visualize the word

· Phonetic pronunciation

· Any spelling irregularities (e.g., plural forms)

· Other word forms (noun, verb, adjective, and adverb)

· Prefixes and suffixes included in the word

· Prefixes and suffixes which can be added to form new words

· Collocations (words that are commonly used together)

· Formal or informal style

· Negative or positive connotations

· Topic associations

· An original sentence

**Sample Vocabulary Journal Entry**

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| **Acknowledge** | |
| \_ Meaning  \_ Sentence  \_ Pronunciation  \_ Related word Forms  \_ Associations  \_ Collocations  \_Part of Speech | 1. **Declare to be true or admit the existence or reality or truth of something.** 2. **Express recognition of the presence or existence of, or acquaintance with**   He never acknowledges his colleagues when they run into him in the hallway.  \ik-ˈnä-lij, ak-\  Acknowledgement, acknowledged, acknowledgeable  Admit, know, notice, receipt, recognize, recognise (Brit)  Acknowledge responsibility, quickly/readily acknowledges, acknowledge receipt/a letter/a debt/my greeting/a gift    Verb: Acknowledge  Noun: Acknowledgement  Adjective: Acknowledged/acknowledgeable |

**Note:** *The vocabulary items introduced to the class in both types of presentation will be included in the period evaluations. Therefore, it is essential that you take notes and review these items regularly.*

**Activities**

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| **SCHEDULE** | |
| WEEK 1 & 2 | **UNIT 1**  Diagnostic Exam. Students review specific English 5 through analysis and feedback of diagnostic exam. Student write exam on portfolio answered and corrected.  1.1 Review English 5(10 hours).  Parts of speech applied to level 5 content.  **➀Noun**: The Logic of Words and Phrases: \*Vocabulary and Logic –“Where does each belong?”  Differences on Abstract and Concrete Nouns. Derivations of abstract nouns from adjectives, verbs, and nouns. "Thing" is the most abstract word we have--it can refer to anything and everything. But "animal" is more concrete--it excludes rocks and plants. "Mammal" is even more concrete. Ducks are animals, but they are not mammals. If we move down to "cat," dogs and horses are now excluded, and "House Cat" excludes lions and tigers. At the bottom of the list, "Mysha" is the name of one specific cat. A word that refers to one, and only one thing, is as specific as we can get. Abstract words are important, but concrete words are even more so. In communicating, we are attempting to get the ideas in our heads into the heads of our readers or listeners. If you say, "I like animals," a reader or listener may think of cats and dogs, even though what you really meant was tigers and pandas.  Word Families (Small and Big): Prefixes, Suffixes and Roots. Just like people, words are born, live, and die. (They just live a lot longer.) Over the centuries, in other words, our ancestors developed new words, changed them in different ways to express different things, and then, for one reason or another, stopped using some words. Our interest here is in how words have changed. Understanding that can help you improve your vocabulary -- and your writing.  Suffixes For Making Nouns: State of being, Condition or Quality. <http://home.pct.edu/~evavra/kiss/wb/G06/Sep/D05/L1_8_Suffixes_Nouns_Condition_Sadlier.html>  Suffixes That Denote People:  <http://home.pct.edu/~evavra/kiss/wb/G06/Sep/D05/L1_8_Suffixes_People_Sadlier.html>  Suffixes For Making Nouns: Office, Place, Collection  <http://home.pct.edu/~evavra/kiss/wb/G06/Sep/D05/L1_8_Suffixes_Nouns_Officen_Sadlier.html>  Gerunds And Infinitives. Infinitives and Gerunds as Objects of Prepositions. Verbals: The Subjects of Verbals.  **➁Pronoun:** The Antecedents of pronouns, Pronouns as Subjects, The Person in Personal Pronouns. Pronouns or Adjectives.  **➂Verb:** Verb tenses. The Tense Of Verbs: What is it? Single Word Verbs, Helping Verbs. Modals. Some helping verbs show the beginning, continuation, or ending of an action. Passive Voice VS Active Voice.  <http://home.pct.edu/~evavra/kiss/wb/G05/IM_PassiveVoice_HO.htm>  Retained Complements After Passive Voice: <http://home.pct.edu/~evavra/kiss/wb/G05/IM_Passive_RC.htm>  "To be to" - Ellipsed Passive plus an Infinitive? <http://home.pct.edu/~evavra/kiss/wb/G05/IM_Passive_to_be_to.htm>  **➃Adverb:** Nouns as adverbs <http://home.pct.edu/~evavra/kiss/wb/G11/IM_NounAbs.htm>  **➄Adjectives:** Post-Positioned Adjectives <http://home.pct.edu/~evavra/kiss/wb/G11/IM_PPA.htm>  **➅Conjunctions:** Clauses and Types of Clauses. <http://home.pct.edu/~evavra/kiss/wb/G07/IM_Types_of_Clauses.htm>  Clauses and Logic: Combining Main Clauses <http://home.pct.edu/~evavra/kiss/wb/G07/IM_Clauses_Logic.htm>  **➆Interjections:**  Advance Interjections: <http://home.pct.edu/~evavra/kiss/wb/G11/IM_Inj_Advanced.htm>  Interjection And/Or Direct Object: <http://home.pct.edu/~evavra/kiss/wb/G11/IM_Inj_or_DO.htm>  **➇Prepositions:** Embedded Prepositional Phrases: <http://home.pct.edu/~evavra/kiss/wb/G03/IM_PP_Embedded.htm>  The Complexity of Prepositional Phrases: How Prepositional Phrases Work in a Sentence. <http://home.pct.edu/~evavra/kiss/wb/G02/IM_PP_and_Sentences.htm>  The Logic of Prepositional Phrases: What Prepositional Phrases Can Add to a Text <http://home.pct.edu/~evavra/kiss/wb/G03/Feb/IM_G3_Logic.htm> |

1. **Diagnostic Exam (Feb 21th – 25th, 2011) It is postponed to Monday 21st, 2011**

**Unit I**

**General Review**

**Say it without words!**

**👁🗣🕬**

**🚺🎔🎬**

**👪⛷🏔🌣👪👪**

**Words represent all we want to express in a civilized world.**

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**Do you have an idea of how to express yourself without words?**

Unit one is considered the review of English level 5 so now we have a clear idea from where we come and where we want to go.

**Objective**

Students grasp and conquer words for what they sound and interpret the sounds with different meanings to state clear ideas and expressions. Students master the use of all parts of speech in active and passive voice. Students create many expressions to communicate in different contexts and situations.

**Instructions**

* Students tier up in groups of two individuals. If the list ends with an odd number then there is a member of the class who is going to work alone.
* Number of groups must be a maximum of 8; according to the eight basic parts of speech Acknowledge in English. If there is less number of teams then the teacher will assign two parts of speech to one team.
* Each group is assigned a part of speech to research. All teams must abide by the following guidelines:
* Teams work at all times together.
* All research homework done must be aided by its appropriate citations and bibliography.
* Teams must research and discriminate information to compound all in a Power Point Presentation.
* All Power Point Presentations must contain one sentence per slide and pictures representing all words. In the case of “Say it without words!” all information must be represented by pictures and only grammar rules will be written on the slides.
* In this particular case all students must present sentences without words and if there should be a word then this must be represented by its sound.
* Students present his/her assigned part of speech in front of the class and must present a written report of all the results from the research.
* All students take notes during class and at the end of the class must answer all learning questions displayed previously.
* Reports must have all guidelines presented at the beginning of this program for the diary and the portfolio.
* The Rubric at the end of the program explains the criteria suggested to developing and delivering your homework assignments on the diary and portfolio. Please make sure you follow all the instructions.
* Any questions you have you can either send them to grasp conquer page or ask your teacher personally.

**Academic Vocabulary**

**Objectives**

Students comprehend and use 570 words on the academic word list.

Use an English-English dictionary to aid in word pronunciation, to determine the part of speech of a word, to choose from multiple meanings in the dictionary according to context and to recognize and analyze related word forms, roots and affixes.

Become aware of techniques for remembering new vocabulary.

To recognize and use the different forms of a word (noun, verb, adjective, adverb)

To use context clues to deduce the meaning of new vocabulary items without the aid of a dictionary in order to facilitate comprehension

**Instructions:**

* Students combine independent study and classroom activities to learn and practice the academic vocabulary in each chapter of the English 6 program, which is focused on a specific academic field: punctuation.
* Students prepare for class sessions by looking up unknown words in the academic word list and recording them in a detailed vocabulary journal.
* Each student is given 30 academic word list
* Individually students research three academic texts, such as: essays, scientific reports, etc.
* Students then create a Power Point Presentation where they exemplify the use, and applications of 5 academic words for every essay the found.
* Each student presents 15 academic words with a Power Point Presentation during a short presentation in front of a class.
* Each student presents two short presentations in front of the class, so a total of 30 academic words are exemplified on academic texts.
* Each presentation is evaluated with a rubric given by the teacher.
* The following activities are included with student presentations so all words are fully comprehend:
* Preview questions related to each subject or theme presented.
* Academic reading from various internet sources
* Vocabulary in context
* Reading Comprehension: Text analysis and inferences
* Dictionary skills
* Word forms: Chart completion and word forms in sentences
* Collocation identification and practice
* Word parts analysis and application
* Personal and academic writing: summaries, paraphrases, definitions, reports
* Academic speaking activities: role plays, surveys, interviews, presentations, discussions

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| WEEK 3 | **UNIT 1**  Students analyze all level 6 contents along with teacher. Tier up in pairs and design strategies to start developing activities. Students register and upload photograph at [www.grspconquerenglish.weebly.com](http://www.grspconquerenglish.weebly.com)  **Newspapers: Sections; types of articles/Academic Word List**   * 1. From paragraph to essay:Organizing an Essay:   1.2.1 **Introductory**  Paragraph.  1.2.2 **Body**  Paragraphs.  1.2.3 **Concluding**  Paragraph. |

1. **Newspapers: Sections; types of articles.**

* Students tiered up in groups of two members maximum nominate group leader
* Each team selects a newspaper from around the world in English

[**http://www.newspapers.com/**](http://www.newspapers.com/)

* **The New York Times**
* **The Sun**
* **The Age**
* **El Excelsior**
* **El Informador**
* **Vallarta Opina**
* **Mail & Guardian**
* **Le Figaro,**
* **Jerusalem Post, etc.**
* The newspaper must be a characteristic of present time
* Once group of students decide on what newspaper they will be working; each member of the team must select a specific aspect of the newspaper article chosen to research and an activity to develop and present it individually first to the team; then as a team, students present their findings to the class. The following are examples of newspaper sections:
* **Categories:**

**Daily**

**Weekly**

**National**

**International**

**On Line**

**Customized**

* **Areas or Sections:**

**Arts**

**Business**

**Entertainment**

**Environment**

**Fashion**

**Medicine**

**Politics**

**Science**

**Sports**

**Technical**

**Trade**

**Traffic**

**Weather**

* **Journalism:**

**Areas or Sections**

**Genres**

**Social Impact**

**Roles**

* The activities are distributed as follow:
* Type of text
* News category
* Use of writing style, for example; narrative, descriptive, introductory, persuasive, conclusive, informational, instructional, expository, etc.
* Biography of author and work history, and any other related topics.
* Pinpoint punctuation rules within the text and provide three examples of different text with same punctuation rule.
* A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by the team aided by the teacher.
* The Power Point Presentation to the class must describe in detail all the requirements of each section selected by team members. All the information must show all sites and bibliography information from sources cited.

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| WEEK 3  WEEK 4 | **UNIT 2** | |
| * **Reported** (Indirect) Speech * **Quoted** (Direct) Speech * Parts of an Essay **I**   **Newspapers: Sections; types of articles.**  **Academic Word List** | 2.1 Essay Outlining.  2.1 Reported Speech: Definition  2.2 Quoted Speech: Definition  2.3 Reported Speech vs. Quoted Speech.  2.4 Punctuation Rules.  2.5 Verb Tenses Changes.  2.6 Time and Location Changes.  2.7 Pronouns and possessives. |

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| WEEK 4  WEEK 5 | **UNIT 3** | |
| * Making **Inferences.**   Parts of an Essay II**: Chronological Order:** Process Essays  **Newspapers: Sections; types of articles.**  **Academic Word List** | * 1. Transition signals for **chronological order**.   2. Making **inferences** from information in the passage. (reading)   3. Making **inferences** about the author’s purpose. (reading)   4. Understanding how **new information** fits into the passage. (reading)   5. Making **inferences from information** in a talk or conversation. (listening)   6. Making inferences about a **speaker’s purpose and attitude.** (listening)   Body Paragraph: **1, 2, and 3.** |

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| **WEEK 6**  **WEEK 7** | **UNIT 4** | |
| * **Identifying and using main ideas and details.**   **Parts of an Essay III: Cause and Effect Essays.**  **Newspapers: Sections; types of articles.**  **Academic Word List** | * 1. Organizing for **Cause and Effect** Order.   4.2.1. **Block Organization**.  4.2.2. **Chain Organization**.   * 1. **Cause/Effect** Signal Words and Phrases.   4.2.1. **Cause Signal Words**.  4.2.2. **Effect Signal Words.**   * 1. **Basic understanding** questions. (Reading)   2. **Summary and fill in the table** questions. (reading)   3. **Basic comprehension** questions. (listening)   4. **Connecting content** questions. |

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| **WEEK 6**  **WEEK 7** | **UNIT 5** | |
| * **Skimming and Scanning.** * **Parts of an Essay IV: Comparison / Contrast Essays.**   **The History of Movies**  **Academic Word List** | 1. 5.1 Organization of 2. **Comparison/Contrast** 3. Essays. 4. 5.1.1. **Point-by-Point** 5. Organization.   5.1.2. **Block organization**.  5.2 **Comparison and Contrast**  Signal Words.  5.2.1. **Comparison Signal**  **Words.**  5.2.2. **Contrast Signal Words**.  5.3 **Basic information** questions.  (Reading)  5.4 **Reading / listening / Speaking**  Questions. |

1. **The History of Movies**

* Tiered in groups of 3 members, students research history of movie and film making.
* First, groups of students choose from a myriad of genres the specific genre they wish to study and develop. The following list exemplifies some of the genres found in film making:

Suggested site: Edutopia

Action

Adventure

Comedy

Crime

Documentary

Drama

Family

Fantasy

Horror

Musical

Mystery

Romance

Science Fiction

Sport

Suspense

Thriller

War

Western

* **After each team selects a desired genre all teams vote on a favorite genre.**
* **All votes are seen and checked by the entire class.**
* **The film genre selected democratically is announced.**
* **Each team selects a specific scene from the movie selected.**
* **Obviously the scene selected must be for the exact number of members of the team.**
* **Teams can tiered up together to represent a scene with larger number of characters.**
* **Each member researches part from scene selected.**
* **Each member writes or prints specific script from scene selected.**
* **The selected script must be written or glue to the portfolio.**
* **The script must be memorized by each member of the team.**
* **The representation of the scene takes place during the 9th to the 13th of August, 2010 and will be considered the exam.**
* **The exam will consist on the scripts written on the portfolio and how well they are presented on the play.**
* **All notes taken during presentations and homework assigned during class will be considered very important evidence during these two weeks for evaluation purposes.**
* Teams must delegate each specific task related to the genre at hand.
* Tasks are given by the teacher and are contained in the following list;
* History of movie genre
* Main representative movie or film in detailed description and interpretation
* Director, producer, actors and characters
* Geographical description of filming area, city, or country
* Extrapolation of genre in reference with today’s productions with the original film and differences found
* Presentation of the film if time allows it or a fragment of the film for illustration purposes
* Each member of a team selects two of the task described previously to further research and develop.
* All findings resulted from research are brought to the class and analyze as a group.
* The team organizes information.
* Teams plan and design a form to present all finding to the class.
* Short passage of film, extract of film o entire film is presented at the end of the classes assigned for the teacher for the purpose of presenting research.

A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by each team aided by the teacher.

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| **WEEK 8**  **WEEK 9** | **UNIT 6** | |
| * Using Context Clues. * Parts of an Essay V: **Paraphrase and Summary.**   **The History of Movies**  **Academic Word List** | * 1. **Paraphrasing.**   **6.1.1. Plagiarism.**  **6.1.2. Using Paraphrases as Support.**   * 1. **Adding new information to a passage. (Reading)**   2. **Understanding the author’s purpose (Reading)**   3. **Understanding a speaker’s purpose and attitude. (listening)** |

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| **WEEK 10**  **WEEK 11** | **UNIT 7** | |
| * **Parts of an Essay VI: Argumentative Essays.** * **Characteristics of the spoken language: Spoken Language vs. Written Language** * **Sentence Structure I: Types of Sentences.**   **The History of Movies**  **Academic Word List** | 7.1 **Organization** of Argumentative Essays. 7.2 **The Introductory Paragraph**. Thesis Statement. 7.3 **Spoken Language vs. Written Language.** 7.4 Redundancy; **Three categories of Redundancy.** 7.4.1. Periphrasis 7.4.2. Tautology 7.4.3. Circumlocution. 7.5 Types of sentences: 7.5.1 **Clauses.**  7.5.2 **Kinds of Sentences.** 7.5.3 **Sentence Types and Writing Style.** |

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| **WEEK 12**  **WEEK 13** | **UNIT 8** | |
| * **Review Level VI (10 hours)** * **Sentence Structure II: Types of Sentences: Clauses**   **The History of Movies**  **Academic Word List** | 8.1 **Review** All Units Level VI (10 hours)  8.2 Types of Sentences: **Clauses.**  8.2.1 Independent Clause.  8.2.1 Dependent Clauses. |

**Note:** All events or situations not being prevented within the guidelines of this program will be analyze by the teacher and given a solution on due time.

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| **Rubric** | | | | |
|  | **100 (Competent)** | **80-90 (Fairly Competente)** | **70-80 (Somewhat Competent)** | **69 (Incompetent)** |
| **Punctuality And Presentation** | * Student delivers diary and portfolio on due time taking in consideration all instructions given by the teacher. * Student hands in homework assignment in order and neatly presented. * Student avoids scratching and crossing out words unnecessarily. * Student uses white-out reasonably and in a moderate manner. * Student writes dates appropriately according to presentations and assignments. * Student presents cover page on every report being delivered. * Student uses indent marks, check marks, and symbols and bullets discreetly on homework assignment. | * Student delivers diary and portfolio on due time taking in consideration all instructions given by the teacher. * Student hands in homework assignment in order and neatly presented. * Student avoids scratching and crossing out words unnecessarily. * Student uses white-out reasonably and in a moderate manner. * Student writes dates appropriately according to presentations and assignments. * Student omits cover page on every report being delivered. * Student uses indent marks, check marks, and symbols and bullets indiscreetly on homework assignment. | * Student delivers diary and portfolio on due time taking in consideration all instructions given by the teacher. * Student hands in homework assignment in order and neatly presented. * Student avoids scratching and crossing out words unnecessarily. * Student uses white-out all over paper and destroys presentation and cleanness. * Student omits writing dates appropriately according to presentations and assignments. * Student omits cover page on every report being delivered. * Student uses indent marks, check marks, and symbols and bullets indiscreetly on homework assignment. | * Student delivers diary and portfolio after due time disregarding completely all instructions given by the teacher. * Student hands in homework assignment in disorder and untidily presented. * Student scratches and crosses out words indiscreetly. * Student uses white-out all over paper and destroys presentation and cleanness. * Student omits writing dates appropriately according to presentations and assignments. * Student omits cover page on every report being delivered. * Student uses indent marks, check marks, symbols and bullets indiscreetly on homework assignments. |
| **Grammar** | * Student respectsEl alumno respeta las reglas del uso de letras mayúsculas así como los signos de puntuación. * El alumno utiliza y escribe los tiempos de los verbos adecuadamente. * Hace uso del caso nominativo de los verbos en cada oración. * Usa adecuadamente la sintaxis con todas las partes del habla. * Hace uso del vocabulario adecuadamente dentro del contexto del tema. | * El alumno respeta las reglas del uso de letras mayúsculas así como los signos de puntuación. * El alumno utiliza y escribe los tiempos de los verbos adecuadamente. * El alumno hace uso del caso nominativo de los verbos en cada oración. * El alumno prescinde del adecuado uso de la sintaxis con todas las partes del habla. * El alumno prescinde e invalida el vocabulario adecuado dentro del contexto del tema. | * El alumno respeta las reglas del uso de letras mayúsculas así como los signos de puntuación. * El alumno utiliza y escribe los tiempos de los verbos adecuadamente. * El alumno ignora el uso del caso nominativo de los verbos en cada oración. * El alumno prescinde del adecuado uso de la sintaxis con todas las partes del habla. * El alumno prescinde e invalida el vocabulario adecuado dentro del contexto del tema. | * El alumno ignora y omite las reglas del uso de letras mayúsculas así como los signos de puntuación. * El alumno ignora y omite los tiempos de los verbos adecuadamente. * El alumno ignora y omite el uso del caso nominativo de los verbos en cada oración. * El alumno ignora y omite el uso adecuado de la sintaxis con todas las partes del habla. * El alumno ignora y omite el uso del vocabulario adecuado dentro del contexto del tema. |
| **Writing And Editing** | * El alumno utiliza correctamente la estructura del párrafo y sus principales componentes para redactar. * El estudiante redacta haciendo uso adecuado de la ortografía en sus cuadernos diario y portafolio. * El alumno redacta las respuestas de las preguntas asignadas demostrando entendimiento en la adquisición de los conceptos. * El alumno demuestra que la redacción de conclusiones sea acorde a los temas expuestos. | * El alumno utiliza correctamente la estructura del párrafo y sus principales componentes para redactar. * El estudiante redacta haciendo uso adecuado de la ortografía en sus cuadernos diario y portafolio. * El alumno redacta las respuestas de las preguntas asignadas demostrando entendimiento en la adquisición de los conceptos. * El alumno omite en la redacción las conclusiones acordes a los temas expuestos. | * El alumno utiliza correctamente la estructura del párrafo y sus principales componentes para redactar. * El estudiante redacta haciendo uso adecuado de la ortografía en sus cuadernos diario y portafolio. * El alumno redacta las respuestas de las preguntas asignadas demostrando dificultad en la adquisición de los conceptos. * El alumno omite en la redacción las conclusiones acordes a los temas expuestos. | * El alumno utiliza incorrectamente la estructura del párrafo y sus principales componentes para redactar. * El estudiante redacta haciendo uso inadecuado de la ortografía en sus cuadernos diario y portafolio. * El alumno redacta las respuestas de las preguntas asignadas demostrando dificultad en la adquisición de los conceptos. * El alumno omite en la redacción las conclusiones acordes a los temas expuestos. |
| **Information Management** | * El alumno escribe los nombres de los integrantes de los grupos que presentan en la parte superior de cada reporte. * El alumno escribe el título de la presentación y los subtítulos adecuadamente. * El alumno escribe las conclusiones pertinentes y en el área correspondiente. | * El alumno escribe los nombres de los integrantes de los grupos que presentan en la parte superior de cada reporte. * El alumno escribe el título de la presentación y los subtítulos adecuadamente. * El alumno escribe las conclusiones erróneamente fuera del área correspondiente. | * El alumno escribe los nombres de los integrantes de los grupos que presentan en la parte superior de cada reporte. * El alumno omite el título y los subtítulos de la presentación. * El alumno escribe las conclusiones erróneamente fuera del área correspondiente. | * El alumno omite escribir los nombres de los integrantes de los grupos que presentan en la parte superior de cada reporte. * El alumno omite el título y los subtítulos de la presentación. * El alumno escribe las conclusiones erróneamente fuera del área correspondiente. |