**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 from all over the world and specifically from every English speaking country with the English language.

**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 THEIR 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:  Feb 14-18, 2011  WEEK 2:  Feb 21 al 25, 2011 | **UNIT 1**  Diagnostic Exam. Students review specific English 4 through analysis and feedback of diagnostic exam. Student write exam on portfolio answered and corrected.  1.1 Review English 4(10 hours). All students |

1. **Diagnostic Exam (Feb 14th – 18th, 2011)Feedback on(Feb 14th – 18th, 2011) re-programmed to Tuesday 22nd, 2011 because the exam is going to be part of the first period evaluation and since not all students were in class it was modified.**
2. **Word Clouds**

**Objective**

Students identify all parts of speech as a way of reviewing previous information. Students research previous knowledge in a myriad of sources so he/she can have all the information to assemble all parts of speech with different examples to exemplify each part of speech so students become ready to face new information and acquire new knowledge.

Resources: <http://www.wordle.net/>

**Instructions**

**➊** Individually, students research all parts of speech and all the categories included in each part of speech prior to engage in a group or pair activity (depending on the total number of students of the class).

➋Students tier up in pairs or triads (teams or groups cannot have more than three members).

➌Each team must organize information gathered previously by students and classify all the information under all the parts of speech.

➍Once information has been scrutinized all groups must continue with instructions.

➎All students must access the Internet site suggested: <http://www.wordle.net/>

➏Each group must create a word cloud with each part of speech, its definition and all the examples gathered by all members of the team.

➐Each word cloud must contain a minimum of 30 examples contained in every category found in the parts of speech. There must be a minimum of 8 different word clouds to exemplify all parts of speech.

➑Once the word clouds have been created, each group must print each cloud so the words can be cut and then paste onto the portfolio as part of the evidence to show for future evaluation.

➒Each student must have all word clouds on their portfolio arrange differently, pasting each word in different position from the original created on the word cloud engine.

**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:  Feb 28-March 4, 2011 | **UNIT 1**  Students analyze all level 5 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)  1.2 **Writing on diary every day**  1.3 Paragraph: **Definition**  1.4 Parts of a paragraph:  1.4.1 **Topic sentence.**  1.4.2 **Supporting sentence.**  1.4.3 **Concluding sentence.**  **Presentation: Team No. 1** |

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 4:  March 7-11, 2011  Team 2  WEEK 5:  March 14 -18, 2011  Team: 3 and 4 | **UNIT 2** | |
| Uses of gerunds and infinitives  The paragraph: **Part II**  Reading strategy: **Skimming 1**  **Newspaper sections and types of articles**  **Academic Vocabulary Word List** | * 1. Introduction: gerund clause   2. Introduction: infinitive clause   3. **Gerund vs infinitive**   4. Using verbs with infinitives and gerunds   5. The two parts of a Topic sentence: **1**.5.1 **The Topic** 1.5.2 **The Controlling idea**  1.5.3 **Synonyms** |

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| WEEK 6:  March 21-25, 2011  Team 5  WEEK 7:  March 28-April 1, 2011 Team 6 | **UNIT 3** | |
| Uses of passive voice  The paragraph: **Part III**  Reading Strategy: **Skimming 2**  **Newspaper sections and types of articles**  **Academic Vocabulary Word List** | 3.1 **Passive voice clauses**  3.2 **Passive voice using ‘by’**  3.3 Using passive voice; affirmative, negative, interrogative, interrogarive negative.  3.4 Types of Paragraphs:  3.4.1 **Descriptive.**  3.4.2 **Narrative.**  3.4.3 **Explanatory.**  3.4.4 **Introductory.**  3.4.5 **Persuasive.**  3.4.6 **Final.** |

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| **WEEK 8:**  **April 4-8, 2011**  **Team 7**  **WEEK 9:**  **Exam Second Period**  **April 11-15, 2011**  **Second period exam** | **UNIT 4** | |
| **Passive voice vs active voice**  Reading Strategia: **Reading Comprehension 1**  Paragraph: **Part IV**  **Newspaper sections and types of articles**  **Academic Vocabulary Word List** | 4.1 Passive voice; different uses  4.2 conjugating passive voice  4.3 **passive voice vs active voice using gerunds and infinitives**  4.4 Punctuation Rules (3):  Punctuation in types of  sentences.  4.4.1 **Simple.**  4.4.2 **Compound.**  4.4.3 **Complex.**  4.4.4 **Compound-**  **Complex.** |

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| **WEEK 10:**  **May 2-6, 2011**  **Team 1**  **WEEK 11:**  **May 9-13, 2011**  **Team 2** | **UNIT 5** | |
| **Modals**  **Reading strategy**  **Reading Comprehension 2**  **Párrafo: Part V**  The History of Movies  Academic Vocabulary | 1. 5.2 **Should** and **Ought to** 2. 5.2 **Will** and **Would:** 3. 5.2.1 **Willingness**: (Noun) The power of willing. 4. 5.2.2 **Likelihood**: The probability of a specific outcome.   5.2.3 **Certainty**: The fact, quality, or state of being certain.  5.3 **Will** and **Would:** habits**; used to.** *(Past and future).*  5.4 **May, Might, Can** and **Could:** possibility: permission, offers; general possibility, present and past.  5.6 **Can, Could,** and **Be able to:** any type ofability  5.7 **Must** and **Have (got) to**  5.8 **Need(not), don't have to** and **mMustn't**  5.9 Mechanics: **Part I**  5.9.1 **Italics.**  5.9.2 **Underlining.**  5.9.3 **Spelling.** |

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 12:**  **May 16-20, 2011**  **Team 3**  **WEEK 13:**  **May 23-27, 2011**  **Exam third period** | **UNIT 6** | |
| Conditionals: conditional sentences  Reading Strategies:  **Finding the Main idea 1.**  Paragraph: **Part VI**  The History of Movies  Academic Vocabulary | **6.1 Factual Conditional: general truths, (expressing facts)**  **6.2 Order of Clauses in Factual conditionals.**  **6.3 Word Order in conditionals.**  **6.4 Hypothetical conditionals and past Hypothetical conditionals.**  **6.5 Unreal Conditionals: used to express criticism or regret.**  **6.6 Future Conditionals**  **6.7 Future Conditionals or Hypothetical Conditions?**  **6.8 Mechanics: Part II 6.8.1 Capitalizing Words. 6.8.2 Abbreviations. 6.8.3 Numbers.** |

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| **WEEK 14:**  **Feedback third period exam**  **May 30-June 3, 2011**  **Team 4**  **WEEK 15:**  **June 6-10, 2011**  **Team 5** | **UNIT 7** | |
| **The paragraph: Part VII Punctuation**  **Reading strategy: Finding the main idea 2.**  **Biographies** | 7.1 Unity and Coherence: 7.1.1 **Repeat key nouns.** 7.1.2 **Use consistent pronouns.** 7.1.3 **Use transition signals to link ideas**. 7.1.4 **Arrange your ideas in logical order.** 7.2 Supporting details: 7.2.1 **Facts;** plagiarism, citing sources. 7.2.2 **Quotations;** direct quotations, reporting verbs and phrases, punctuating direct and indirect quotations. 7.2.3 **Statistics;** sources of statistics. |

1. **Biographies**

* Students tier in groups of two individuals.
* Teams select from a variety of biographies, such as:
* Albert Einstein
* Nelson Mandela
* Pancho Villa
* Leo Tostoi
* Madonna
* Hugh Hefner
* Cristiano Ronaldo
* The information must be based on a biography chosen and produced in English originally, so students research, document, study, analyze, discuss, and present as:
* A power point presentation
* Short segment of the film
* The music of the movie or related themes to the biography
* The author of the music and his personal biography
* Maps and description of the geographical origin, favorite places and choices to visit during vacations or holidays of biography selected.
* Explanation and presentation of the clothing used at the time of the person chosen to present biography as well as examples to present to the class in form of fashion show or just power point presentation, and any other related topics.
* Each member of a team must select the activities from the options mentioned above.
* All members of the team research all the categories of information and gather as a team after information and results are complete.
* Students then design and create a presentation to present all finding to the class.
* After each presentation all students must write three questions as conclusion specifically to write about their favorite aspects of the biography presented.
* All students must answer questions from students and talk about their favorite aspects of the presentation.
* A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by the team aided by the teacher.

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| **WEEK 16:**  **June 13-17, 2011**  **Team 6 & 7**  **Week 17: June 20-24, 2011**  **Fourth period exam June 21, 2011**  **Feedback June 23, 2011** | **UNIT 8** | |
| **The paragraph: Part VIII** Punctuation  Reading Strategy: **Cause and Effect**  **Biographies** | 8.1 Punctuation Rules (1): 8.1.1 **Period.**  8.1.2 **Commas: Rules 1, 2, 3, 4, 5, and 6.**  8.1.3 **Commas;** with time and place expressions. 8.1.4 **Semicolons.**  8.1.5 **Colons.**  8.1.6 **Quotation Marks.**  8.1.7 **Exclamation points.**  8.1.8 **Apostrophes.**  8.1.9 **Parenthesis.**  8.1.10 **Dashes.**  8.1.11 **Brackets.**  8.1.12 **Hyphens.**  8.1.13 **Slashes**  8.1.14 **Ellipses.**  8.2Punctuation Rules (2): 8.2.1 **Sentence transitions** and **prepositional phrases.**  8.2.2 **Example** and **other markers.**  8.2.3 **Prepositional phrases** and **Other preliminary information.** 8.2.4 **Parallel structure.** |

1. **The History of Video Games**

* Tiered in groups, students choose from a variety of genres provided by the teacher.

Many video games have a major classification such as; Core games, casual games, serious games and educational games, these classifications subdivide themselves into the following genres;

* Action
* Shooter
* Action-Adventure
* Construction and Management Simulation
* Life Simulation
* Role-Playing
* Strategy
* Vehicle Simulation
* Other Notable Genres
* Video Games Genres by Purpose
* Scientific Studies
* Games Interfaces
* Games Platforms
* Other Related Topics
* Each group must develop each genre from its creation until this time through:

Research

Data collection

Image presentation

Most significant and characteristic examples of genre

Relevant actors and actresses on each movie

* Groups present findings by classifying information in suitable presentation modes such as;
* PPT
* Flash
* Video
* Movie
* Sketch
* Cartoon
* Animated video
* Video game competition
* For illustration purposes student could present a video game and have the entire class compete as a form of entertainment-practice and practice all related vocabulary to video game in a written quiz after class ends.
* A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by the team aided by the teacher.

**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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| **Rúbrica** | | | | |
|  | **100 (Altamente Competente)** | **80-90 (Competente)** | **70-80 (en desarrollo de competencias)** | **Sin Competencia** |
| **Puntualidad y Limpieza** | Entrega a tiempo. (la fecha y hora establecida)   * El alumno entrega su portafolio y diario a tiempo respetando la fecha y hora establecida. * El alumno entrega su trabajo cuidando el orden y la limpieza evitando así tachones o enmendaduras a sus trabajos. * El alumno utiliza el corrector a discreción. * El alumno escribe correctamente la fecha de elaboración de su trabajo. * El alumno presenta portada para cada presentación de cada clase. * El alumno respeta el uso de los espacios, sangrías y viñetas. | Entrega a tiempo. (la fecha y hora establecida)   * El alumno entrega su portafolio y diario a tiempo respetando la fecha y hora establecida. * El alumno entrega su trabajo cuidando el orden y la limpieza evitando así tachones o enmendaduras a sus trabajos. * El alumno utiliza el corrector a discreción. * El alumno escribe correctamente la fecha de elaboración de su trabajo. * El alumno ignora y excluye la portada para cada presentación de cada clase. * El alumno ignora y excluye el uso de los espacios, sangrías y viñetas. | Entrega a tiempo. (la fecha y hora establecida)   * El alumno entrega su portafolio y diario a tiempo respetando la fecha y hora establecida. * El alumno entrega su trabajo pero ignora y excluye el orden y la limpieza provocando tachones o enmendaduras a sus trabajos. * El alumno ignora y excluye el corrector en sus trabajos. * El alumno **ignora y excluye** escribir correctamente la fecha de elaboración de su trabajo. * El alumno ignora y excluye l a portada para cada presentación de cada clase. * El alumno ignora y excluye el uso de los espacios, sangrías y viñetas. | Entrega a destiempo y/o no entrega ningún tipo de evidencia. (entrega a destiempo)   * El alumno ignora y omite la entrega de su portafolio y diario a tiempo olvidando la fecha y hora establecida. * El alumno omite el orden y la limpieza presentando así tachones o enmendaduras a sus trabajos. * El alumno omite el uso del corrector a discreción. * El alumno omite escribir correctamente la fecha de elaboración de su trabajo. * El alumno omite la portada para cada presentación de cada clase. * El alumno abusa del uso de los espacios, sangrías y viñetas. |
| **Gramática** | * 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. * 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. |
| **Redacción** | * 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. |
| **Manejo de la Información** | * 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. |