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| **MAPA CURRICULAR DEL BACHILLERATO INTENSIVO SEMIESCOLARIZADO** | | |
| **MARCO CURRICULAR COMÚN DE LA EDUCACIÓN MEDIA SUPERIOR DE LA NUEVA ESCUELA MEXICANA** | | |
| **Opción educativa intensiva, modalidad escolarizada** | | |
| **Componente de Formación Laboral Básico en INTERPRETACIÓN Y TRADUCCIÓN DEL IDIOMA INGLÉS** | | |
| **Nombre del plantel:**  **Domicilio:** | **CCT:**  **Fecha de autorización** |  |

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| **MÓDULO I** | | | | | | | | | | | | | | | | |  | | **MÓDULO II** | | | | | | | | | | | | | | | | |  | | **MÓDULO III** | | | | | | | | | | | | | | | | | | **MÓDULO IV** | | | | | | | | | | | | | | | | | | | | **MÓDULO V** | | | | | | | | | | | | | | | | | |  | | **MÓDULO VI** | | | | | | | | | | | | | | | | |
| UNIDAD DE APRENDIZAJE CURRICULAR | | | SEM | | HD | | | HI | | | HT | | | C | | | UNIDAD DE APRENDIZAJE CURRICULAR | | | | SEM | | | HD | | | HI | | | HT | | | | C | | UNIDAD DE APRENDIZAJE CURRICULAR | | | | | | SEM | | HD | | | HI | | | HT | | | C | | | UNIDAD DE APRENDIZAJE CURRICULAR | | | | | SEM | | HD | | | HI | | | HT | | | | C | | UNIDAD DE APRENDIZAJE CURRICULAR | | | | | SEM | HD | | | HI | | | | HT | | | C | | | UNIDAD DE APRENDIZAJE CURRICULAR | | | | SEM | | | | HD | | | HI | | | HT | | | C | |
| LA MATERIA Y SUS INTERACCIONES | | | 3 | | 15 | | | 8 | | | 23 | | | 7 | | | CONSERVACIÓN DE LA ENERGÍA Y SUS INTERACCIONES CON LA MATERIA | | | | 3 | | | 15 | | | 8 | | | 23 | | | | 7 | | ECOSISTEMAS: INTERACCIONES, ENERGÍA Y DINÁMICA | | | | | | 3 | | 15 | | | 8 | | | 23 | | | 7 | | | REACCIONES QUÍMICAS: CONSERVACIÓN DE LA MATERIA EN LA FORMACIÓN DE NUEVAS SUSTANCIAS | | | | | 3 | | 15 | | | 8 | | | 23 | | | | 7 | | LA ENERGÍA EN LOS PROCESOS DE LA VIDA DIARIA | | | | | 3 | 15 | | | 8 | | | | 23 | | | 7 | | | ORGANISMOS: ESTRUCTURAS Y PROCESOS. HERENCIA Y EVOLUCIÓN BIOLÓGICA | | | | 3 | | | | 15 | | | 8 | | | 23 | | | 7 | |
| CIENCIAS SOCIALES I | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | CIENCIAS SOCIALES II | | | | 2 | | | 15 | | | 5 | | | 20 | | | | 4 | |  | |  | | | | | | | | | | | | | | | | | | CONCIENCIA HISTÓRICA I. PERSPECTIVAS DEL MÉXICO ANTIGUO. LOS CONTEXTOS GLOBALES | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | | CONCIENCIA HISTÓRICA II. MÉXICO DURANTE EL EXPANSIONISMO CAPITALISTA | | | | | 2 | 15 | | | 5 | | | | 20 | | | 4 | | | CONCIENCIA HISTÓRICA III. LA REALIDAD ACTUAL EN PERSPECTIVA HISTÓRICA | | | | 2 | | | | 15 | | | 5 | | | 20 | | | 4 | |
| CULTURA DIGITAL I | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | CULTURA DIGITAL II | | | | 2 | | | 15 | | | 5 | | | 20 | | | | 4 | | \* TALLER DE CULTURA DIGITAL | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | |  | | | | | | | | | | | | | | | | | | | \* TEMAS SELECTOS DE MATEMÁTICAS II | | | | 2 | | | | 15 | | | 5 | | | 20 | | | 4 | |
| PENSAMIENTO MATEMÁTICO I | | | 4 | | 15 | | | 8 | | | 23 | | | 9 | | | PENSAMIENTO MATEMÁTICO II | | | | 3 | | | 15 | | | 8 | | | 23 | | | | 7 | | PENSAMIENTO MATEMÁTICO III | | | | | | 3 | | 15 | | | 8 | | | 23 | | | 7 | | | \* TEMAS SELECTOS DE MATEMÁTICAS I | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | |  | |  | | | | | | | | | | | | | | | | |
| LENGUA Y COMUNICACIÓN I | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | LENGUA Y COMUNICACIÓN II | | | | 2 | | | 15 | | | 5 | | | 20 | | | | 4 | | LENGUA Y COMUNICACIÓN III | | | | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | \* PENSAMIENTO LITERARIO | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | |  | |
| INGLÉS I | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | INGLÉS II | | | | 2 | | | 15 | | | 5 | | | 20 | | | | 4 | | INGLÉS III | | | | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | INGLÉS IV | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | | \*\* | | | | | 2 | 15 | | | 5 | | | | 20 | | | 4 | | | \*\* | | | | 2 | | | | 15 | | | 5 | | | 20 | | | 4 | |
| HUMANIDADES I | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | HUMANIDADES II | | | | 2 | | | 15 | | | 5 | | | 20 | | | | 4 | | HUMANIDADES III | | | | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | \* ESPACIO Y SOCIEDAD | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | | \*\* | | | | | 2 | 15 | | | 5 | | | | 20 | | | 4 | | | \*\* | | | | 2 | | | | 15 | | | 5 | | | 20 | | | 4 | |
| \* LABORATORIO DE INVESTIGACIÓN | | | 3 | | 15 | | | 9 | | | 24 | | | 7 | | | \* TALLER DE CIENCIAS I | | | | 3 | | | 15 | | | 8 | | | 23 | | | | 7 | | \* TALLER DE CIENCIAS II | | | | | | 3 | | 15 | | | 8 | | | 23 | | | 7 | | | CIENCIAS SOCIALES III | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | | \*\* | | | | | 2 | 15 | | | 5 | | | | 20 | | | 4 | | | \*\* | | | | 2 | | | | 15 | | | 5 | | | 20 | | | 4 | |
| INTERPRETACIÓN Y TRADUCCIÓN DEL IDIOMA INGLÉS:  MÓDULO I | | | | | | 4 | | 15 | | | 8 | | | 23 | | | 9 | | | INTERPRETACIÓN Y TRADUCCIÓN DEL IDIOMA INGLÉS:  MODULO II | | | | | 4 | | 15 | | | 8 | | | 23 | | | | 9 | | \*\* | | | | | 2 | 15 | | | 5 | | | | 20 | | | 4 | | | \*\* | | | | 2 | | | | 15 | | | 5 | | | 20 | | | 4 | |
| *- CURRICULUM AMPLIADO* | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | *- CURRICULUM AMPLIADO* | | | | 2 | | | 15 | | | 5 | | | 20 | | | | 4 | | INTERPRETACIÓN Y TRADUCCIÓN DEL IDIOMA INGLÉS:  MÓDULO III | | | | | 4 | 15 | | | 8 | | | | 23 | | | 9 | | | INTERPRETACIÓN Y TRADUCCIÓN DEL IDIOMA INGLÉS:  MÓDULO IV | | | | 4 | | | | 15 | | | 8 | | | 23 | | | 9 | |
|  | | | 22 | | 135 | | | 55 | | | 190 | | | 47 | | |  | | | | 21 | | | 135 | | | 54 | | | 189 | | | | 45 | | *- CURRICULUM AMPLIADO* | | | | | | 2 | | 15 | | | 5 | | | 20 | | | 4 | | | *- CURRICULUM AMPLIADO* | | | | | 2 | | 15 | | | 5 | | | 20 | | | | 4 | |
|  | | |  | | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | |  | | |  | |  | |  | | 21 | | | | 120 | | | 52 | | | 172 | | | | 46 | |  | | 23 | | | 150 | | | 56 | | | 206 | | | | 48 | | *- CURRICULUM AMPLIADO* | | | | 2 | | | | 15 | | | 5 | | 20 | | | 4 | | | *- CURRICULUM AMPLIADO* | | | | 2 | | | 15 | | | 5 | | | 20 | | | 4 | | |
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| VICTOR HUGO PRADO VÁZQUEZ  DIRECTOR DE EDUCACIÓN MEDIA SUPERIOR |  |  | GUADALUPE SUÁREZ TREJO  TITULAR DEL ÁREA ACADÉMICA DE EDUCACIÓN MEDIA SUPERIOR |

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Descripción generada automáticamente