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# A REMEDY FOR A PENDING SUBJECT

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## **Abstract**

This dissertation consists of a school year syllabus for the first foreign language subject, which is English. The whole situation is composed by 10 didactic units aimed to be performed in 2<sup>nd</sup> of CSE that will be covering the criteria, competences and assessable learning standards that have to be followed according to the corresponding legal framework. Apart from this, one of the most important aspects to be highlighted is the importance that has been given along the whole process to innovative methodologies that foster cooperation, autonomy and the use of ICT through different models and techniques. All of this, mixing them up with traditional methods and individual work, which is as important as what is has just been said. Moreover, one of the main aims is to include every single student in the group, both in class when working and teaching, and when assessing considering the strengths and weaknesses of each student. Finally, although this dissertation is made from an English teacher perspective, there are some aspects that cannot be forgotten as educating in values relating it to the contents that must be taught. It is of vital importance that students grow up in an environment where equality and respect are promoted, thus making them functional social beings. Therefore, the main pillars of this whole project would be innovation and inclusion, students as leaders of their own learning process and inclusion.

**Key words:** Innovative; methodology; diversity; competence; syllabus.

## **1. Introduction and justification**

English has always been said to be taught wrongly and that the methodological procedures followed are completely outdated. According to El País (2021), Spain takes the 33<sup>rd</sup> world position in a list regarding English level in which the top 10 are European countries, our nearby neighbours. So, maybe our educational system should be examined. Students are taught English since they begin their school trip until the end and yet they cannot speak fluently at the end of their academic trip. There are many reasons and many questions to be resolved.

First of all, our geographical situation has to be taken into account. Tourists from all over the world come to Spain to enjoy their vacations. And, the unofficial lingua franca that we have to communicate with them is English, this language is the key to understand each other when our cultures and languages differ, ergo, English needs to be taught properly in order to fulfil this, among other reasons.

There are some concerns that need to be paid attention to, however, from the position of a professor what can be improved are the methods and techniques, or at least adapt them as much as possible according to the students' reality. Some of the methodologies are completely way too traditional taking into account students' current necessities. Despite having evolved, current ways of teaching do not fit properly in our society where technology has been implemented in almost every aspect of our lives, where we can reach every piece of information at anytime, anywhere. Nowadays, professors still teach English like they used to do it 20 years ago, where the only people that had access to the information were the teachers, but that has completely changed. For instance, students do not need to learn just by heart how to form the past participle, but to put it in practice is the most important part and this is an issue that innovative methodologies have a very clear answer for.

The main aim of this syllabus is to find a way of teaching English that can be useful for the specific needs that students have nowadays, teaching them the necessary knowledge and values for them, using different methodological procedures to ensure their learning, without forgetting to pay attention to the diversity of some teenagers. But, first of all, a brief definition of what a syllabus is should be given. According to Yuste & Mayo (2011) the syllabus is a pedagogical tool that stipulates the set of actions that the professors have to

follow and aims to achieve the fulfilment of the different objectives and competences in each stage.

Apart from that, this didactic programming is made for students of 2<sup>nd</sup> of CSE (Compulsory Secondary Education) where their ages comprehend between 13 and 14 years old. Along this moving trip that encompasses puberty and adolescence several physical, cognitive and social changes take place, and we have to be aware of this because it affects their efficiency when it comes to study, pay attention and their personal lives.

This course is very curious because whereas it can be found different students that are already starting to feel interest in hanging out with each other, it can also be found a girl or a boy who has not yet experienced the first stages of puberty, questioning herself why the other teenagers are already changing physically and mentally and not her or him. Whether these physical changes take place or not, this leads to social and cognitive changes since students start having a self-concept of themselves, being worried about their bodies, what others may think of them, the concept of self-esteem starts having more and more importance and professors have to be very careful with this.

Another aspect is that this syllabus would be carried out in a very famous private centre in the zone where all type of people is gathered so it does not feel strange seeing people from all over the world and from different social classes. Being this kind of centre opens up the possibility to implement new kind of methodologies using ICT (Information and Communication Technology). Properly used, the number of iPads and televisions that are available, allows teachers to innovate and that is why this syllabus is going to be focusing mainly on innovative methodologies where students take over their own learning process where the teacher helps them instead of instructing them.

Finally, talking about the specific class that will be taken as an example is formed by 26 students from different cities and towns of the zone and different nationalities. Regarding special cases, there is a boy that has already repeated a school year with no motivation for studying and two students that demand special attention with ADHD (Attention-Deficit/Hyperactivity Disorder). Nevertheless, these aspects will be fully developed in their respective sections.

## **1.1. Marco normativo**

En Este apartado se va a recoger de manera redactada la normativa y legislación que se ha usado para redactar esta programación didáctica.

Primeramente, cabe destacar el Artículo 27 de la Constitución Española (1978) y todos sus apartados, pero destacando los artículos 27.1 donde se especifica que “todos tienen el derecho a la educación. Se reconoce la libertad de enseñanza”, y el 27.5 el cual dictamina que “los poderes públicos garantizan el derecho de todos a la educación, mediante una programación general de la enseñanza, con participación efectiva de todos los sectores afectados y la creación de centros docentes.”

Por un lado, encontramos los diferentes decretos a nivel autonómico que pueden ser encontrados en el Boletín Oficial de Canarias. Podemos observar el Decreto 81/2010, de 8 Julio, por el que se aprueba el Reglamento Orgánico de los Centros docentes públicos no universitarios de la Comunidad Autónoma de Canarias. Y a este hay que añadirle el Decreto 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y el Bachillerato, mediante el que se implantan las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. Con estos dos decretos aseguramos lo previamente mencionado respecto al artículo 27 de la Constitución Española.

Por otro lado, cabe destacar la Orden de 3 de septiembre de 2016, por la que se regulan la evaluación y la promoción del alumnado que cursa las etapas de la Educación Secundaria Obligatoria y el Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes, en la Comunidad Autónoma de Canarias. Y la Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato.

Además, ha de ser mencionada la legislación que nos otorga el currículo necesario para la realización de la programación didáctica. Por una parte, tenemos el Decreto 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias. Y por otra, encontramos el Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.



Como uno de los últimos puntos de este apartado, cabe citar las diferentes leyes educativas que están en vigor en nuestro país del que se sustenta todo el apartado legislativo previamente mencionado:

- Ley Orgánica de Educación 2/2006, de 3 de mayo.
- Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Por último, mencionar los diferentes documentos recabados del centro en cuestión que se han recabado para la realización de esta programación. Tenemos la Programación General Anual (PGA), para revisar aspectos como horarios, calendario escolar, etc. Y, para terminar, el Proyecto Educativo del Centro (PEC), donde se recogen las principales metas y objetivos.

## **2. Contextualization**

In this section, it is going to be explained the socio-economic context of the center among other characteristics of the school environment. Moreover, the main aspects of the school itself such as the facilities will be exposed. Then, it will be explained the space itself in which our students coexist. And finally, the number of students and their different necessities will be told.

### **2.1. Characteristics of the school environment**

The school in question is located in a very small town of around 1000 inhabitants located in one of the most important districts in the area. This town does not stand out among the rest of the villages around since there are not many things to do here, however, due to the popularity of the school, a lot of people move around this area.

Regarding the socioeconomic environment, since it is so big and famous that people from all over the south come here, the whole economic activity of this town revolves around this private school. Near the school there are some supermarkets and a pharmacy and apart from these businesses, on the outskirts of the town, there is some rural activity related to agriculture and livestock.

Nevertheless, people that usually live here belong to an upper social class, since most of the homes there, are luxurious detached houses rather than flats. So, both the atmosphere in the school and outside the school, are not the typical ones that a teacher would be facing in a public school. Furthermore, due to the solid socio-economic status and the little population of the town, there is a low, almost non-existent unemployment and criminality rate.

## **2.2. School center**

This is, if not the biggest, one the most enormous educational centres in the area that offers all the educational stages available, from infant education to baccalaureate. However, as it is an associated centre, only the stages covered by the government are ruled under the stipulated curriculum, baccalaureate is a full private service, which is more expensive as well.

The schedule of the classes varies depending on the day, some days classes are over at 15:00 and other days they finish at 17:00, depending on the extracurricular activities that students may have between the curricular subjects.

This school has good credit among all the people that live in the area since the main objectives of this school are to teach them the values of respect, effort and tolerance. Under these objectives, the school sells itself under the idea of being very innovative and enthusiast with learning new languages. For these reasons, this is the school for 2340 students and 120 teachers. And among them the 20% percent of them are immigrants of 35 different nationalities. That is why Spanish extracurricular classes are promoted, because sometimes language is a barrier for them when arriving at the school.

Putting aside all the academic resources, let us focus on the facilities that the school can offer us. Regarding sports, there are 4 football courts, 13 basketball courts, a Karate tatami, special rooms adapted to dance, volleyball and tennis courts and lastly, a heated swimming-pool.

As it was said before, languages are a fundamental pillar in the structure of this school, and that is why it had been created a network of connections with different institutions to promote them. For instance, the University of Cambridge works with the school and in some school years, students can sit for the different Cambridge exams.

### **2.3. Classroom**

Regarding the classroom, there are many important aspects that need to be highlighted, both positive and negative but, firstly, let us start with the positive aspects. The class has is big enough to cover the ratio of students in each class, which is around 30. In addition to this, each class has at everyone's disposal a typical whiteboard with pens and a TV in which different contents can be displayed using professor or student's iPads. Moreover, each classroom distributes its students differently, however, in the class in which this syllabus is based on, they are sitting staring at each other. And there is a reason for this to be done.

The reason is closely related to the negative aspects. As it has just been mentioned, there is a whiteboard and a TV in every class, however, each instrument is on the opposite side of the class. Hence, if the teacher wants to explain something displaying it while writing some notes on the whiteboard, he has to cross the whole class to do it. So, by sitting the student looking at each other, we help them to look to both sides of the class without moving their chairs.

### **2.4. Students**

As it was mentioned in the introduction of this dissertation, the school has 2340 students counting all the different educational stages. From primary until the end of secondary school, each year counts with line 6 (which means that there are 6 classes in each different course). However, in baccalaureate things change since both courses count with line 2.

Regarding the students in secondary school, the 2 first courses are the easiest to deal with, since most of them are still motivated because the school is not as strict as with the ones in 3<sup>rd</sup> onwards. However, almost every student pass course since repeating is considered something very exceptional.

Now, with respect to the class in which this syllabus is made for, it is a group of 26 students, 14 girls and 12 boys from different races and different cities or towns, however, they are very close in relation to what it can be seen in other classrooms since they respect each other perfectly and are able to work in groups no matter the classmate they are sat with, and they are very hard-working with no serious difficulties when acquiring the contents. Nevertheless, there are some special cases that are worth mentioning.

First of all, there is a student with a clear lack of motivation due to his low marks, however he has not been diagnosed with any learning difficulty. Finally, we find 2 students with ADHD that are taking medication for it. Gladly, they are doing great but sometimes they present some clear difficulties to properly behave or pay attention in class.

### **3. Curriculum specification**

In this part of the essay many different aspects regarding the regulatory framework. First of all, the different stage objectives presented in the syllabus will be exposed. Then, the objectives of the subject and the different contribution to the competences and to the previously mentioned stage objectives will be mentioned. Moreover, the contents, the criteria and the assessable learning standards that are going to be used for the syllabus of this didactic unit will be presented in different charts. And last but not least, the backbone of the dissertation, the different programs units that would be carried out along a school year.

#### **3.1. Stage Objectives**

According to the Art. 11 del Real Decreto 1105/2014, del 26 de diciembre, which establishes the basic syllabus of the Compulsory Secondary Education and Baccalaureate, here are the following stage objectives to be achieved:

- a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.
- b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.
- c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.

- d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.
- e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.
- f) Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.
- g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.
- h) Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.
- i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.
- j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.
- k) Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.
- l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.

Furthermore, it is necessary to mention the Art. 20 Segment 3 of Decreto 315/2015, del 28 de agosto, which establishes the ordination of the Compulsory Secondary Education and Baccalaureate in the autonomous community of the Canary Islands, that states the following stage objectives:

- a) La igualdad efectiva entre hombres y mujeres, en todos los aspectos, y el respeto a la diversidad afectivo sexual, eliminando los prejuicios, los estereotipos y los roles en función de su identidad de género u orientación sexual; la integración del saber de las mujeres y su contribución social e histórica al desarrollo de la humanidad; y la prevención de la violencia de género y el fomento de la coeducación.
- b) El desarrollo en el alumnado de hábitos y valores solidarios para ejercer una ciudadanía crítica que contribuya a la equidad y la eliminación de cualquier tipo de discriminación o desigualdad por razón de sexo, identidad de género, orientación afectiva y sexual, edad, religión, cultura, capacidad, etnia u origen, entre otras.
- c) El afianzamiento de la autoestima, el autoconocimiento, la gestión de las emociones y los hábitos de cuidado y salud corporales propios de un estilo de vida saludable en pro del desarrollo personal y social.
- d) El fomento de actitudes responsables de acción y cuidado del medio natural, social y cultural.

### **3.2. Objectives of our subject and contribution to competences**

This section is under the competences of the Canary Islands since it is going to be used the Decreto 83/2016, de 4 de julio, where is established the syllabus of the Compulsory Secondary Education and Baccalaureate in the Canary Islands. And the Orden ECD/65/2015, de 21 de enero, in which the relations between competences, contents and evaluation criteria in Primary Education, Compulsory Secondary Education and Baccalaureate are described.

The syllabus gives us a definition of what the CEFR (Common European Framework of Reference for Languages) understand by competences, which is “la suma de conocimientos, destrezas y características individuales que permiten a una persona realizar acciones” (p. 2).

First of all, it may be found that the subject itself contributes to the acquisition of one of the competences, which is the linguistic communication that aims to improve the necessary skills by working out oral, writing or lexical aspects to acquire and to internalize the language.

Furthermore, it is known that being able to deal with technological devices is a fundamental skill that is required in almost every aspect of everyone’s live. However, their proper use and

the reality of their benefits and drawbacks are something that students are not aware of. Therefore, it needs to be worked at school, that is why this subject pays attention to the digital competence (CD) as well.

Apart from this, students need to learn a certain kind of skills to learn a second language such as how to work by their own selves, to be autonomous, to cooperate, or ways of learning concepts. That is why skills like those previously mentioned are worth being mentioned and studied in the syllabus. “Esta materia contribuye a la adquisición de la competencia Aprender a aprender (AA) (...) el estudio de una lengua extranjera requiere aprender a usar estrategias cognitivas y memorísticas” (p. 4).

When learning a new language, learning the costumes and cultures proper from the country where the language is spoken is very necessary, because it leads to respect for one’s beliefs and customs, and how to properly communicate according to what is had been established in that country. “En esta materia, se invita al alumnado a reforzar las Competencias sociales y cívicas (CSC) en ambas etapas a través del empleo de las convenciones sociales y normas de cortesía” (p. 4).

In this subject, students create their own products, being constantly innovating, promoting teamwork and where the student is the leader of its own learning process, that is why the following competence is taken into account. “Es en esta línea como se refuerza la competencia de Sentido de la iniciativa y espíritu emprendedor (SIEE). Considerando que el aprendizaje de idiomas es un proceso que dura toda la vida, la motivación se torna elemento crucial, no solo en el aula, sino también fuera de ella” (p. 5).

And last but not least, the last competence focuses on arts and cultures of that language that needs to be preserved by studying them. “El desarrollo de la competencia en Conciencia y expresiones culturales (CEC) implica la sensibilización al patrimonio cultural y artístico de la lengua en cuestión y de otras culturas y la contribución a su preservación” (p. 5).

### **3.3. Contribution to stage objectives**

The integration into the syllabus of the inclusive treatment of the stage objectives is necessary to fulfil a complete development in the students. The objectives are an essential aspect in the educative process, since it is the starting point to organise how and what the students need to learn. The contribution to the objective is going to be taken from the

Decreto 83/2016, de 4 de julio, where is established the syllabus of the Compulsory Secondary Education and Baccaureate in the Canary Islands.

In the stage of Compulsory Secondary Education, the main objective of this subject is to “Understand and express properly in one or more foreign languages”. So, the students have to develop the appropriate skills to fully achieve this objective.

From common and daily-life situations to more specific contexts, that is how the students in this stage are going to be moving forward. Thus, students have to be very familiarized with the ICT and concepts such as equity, democracy and cooperation so they can carry out the different tasks typical from this subject adequately. Besides that, learners should be taught in values regarding artistic sensibility and environment preservation. Lastly, Content and Language Integrated Learning (CLIL), which consists on integrating and adapting the syllabus in the rest of the subjects so they can be taught in English, is the perfect opportunity to carry out innovative learning situations.

### 3.4. Evaluation criteria, Contents and Assessable Learning Standards

In this section, it is going to be exposed the different Evaluation Criteria, Contents and Assessable Learning Standards from 2<sup>nd</sup> of CSE for the subject of First Foreign Language that are shown in the Decreto 83/2016, de 4 de julio, in which it is established the syllabus of the Compulsory Secondary Education and Baccaureate in the Canary Islands. The Assessable Learning Standards will be fully exposed in Annex I.

**Table 1**

*Competences, contents, criteria and assessable learning standards of 2<sup>nd</sup> of CSE*

|   |   |
|---|---|
| <b>BLOQUE DE APRENDIZAJE 1: COMPRENSIÓN DE TEXTOS ORALES</b>  |   |
| <b>DIMENSIÓN DEL ALUMNADO COMO AGENTE SOCIAL</b>  |   |
| <b>COMPETENCIAS: CL, CD, CSC</b>  |   |
| <b>Criterio de evaluación</b>   |   |
| <b>1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados sobre asuntos cotidianos y generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional.</b> |   |
| <b>Estándares de aprendizaje evaluables relacionados</b>  | <b>Contenidos</b>   |
| 1, 2, 3, 4, 5, 6, 7   | <b>1. Componente funcional</b><br>1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del |



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|  | <p>interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.</p> <p><b>2. Componente lingüístico</b></p> <p>2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.</p> <p>2.2. Estructuras morfosintácticas y discursivas.<sup>1</sup></p> <p>2.3. Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p><b>3. Aspectos socioculturales y sociolingüísticos:</b> convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> |
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**BLOQUE DE APRENDIZAJE I: COMPRENSIÓN DE TEXTOS ORALES**

**DIMENSIÓN DEL ALUMNADO COMO APRENDIENTE AUTÓNOMO**

**COMPETENCIAS: AA, SIEE**

**Criterio de evaluación**

**2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial y los puntos principales de mensajes sencillos transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.**

| Estándares de aprendizaje evaluables relacionados | Contenidos  |
|---|---|
| 1, 2, 3, 4, 5, 6, 7                               | <p>Estrategias de comprensión:</p> <ol style="list-style-type: none"> <li>1. Movilización de información previa sobre tipo de tarea y tema.</li> <li>2. Identificación del tipo textual, adaptando la comprensión al mismo.</li> <li>3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).</li> <li>4. Formulación de hipótesis sobre contenido y contexto.</li> <li>5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.</li> <li>6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.</li> </ol> |

**BLOQUE DE APRENDIZAJE II: PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN**

**DIMENSIÓN DEL ALUMNADO COMO AGENTE SOCIAL**

**COMPETENCIAS: CL, CD, CSC**

**Criterio de evaluación**

**3. Producir textos orales breves sencillos y comprensibles adecuados al receptor y al contexto, que traten sobre asuntos cotidianos y de temas conocidos o de interés personal, con la finalidad de comunicarse con progresiva autonomía en situaciones de comunicación social en los ámbitos personal, público, educativo u ocupacional.**

| Estándares de aprendizaje evaluables relacionados | Contenidos  |
|---|---|
| 8   | <p><b>1. Componente funcional</b></p> <p>1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.</p> <p><b>2. Componente lingüístico</b></p> <p>2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y</p> |

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|  | <p>restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.</p> <p>2.2. Estructuras morfosintácticas y discursivas.<sup>1</sup></p> <p>2.3. Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p><b>3. Aspectos socioculturales y sociolingüísticos:</b> convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> |
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**BLOQUE DE APRENDIZAJE II: PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN**

**DIMENSIÓN DEL ALUMNADO COMO AGNETE SOCIAL**

**COMPETENCIAS: CL, CD, CSC**

**Criterio de evaluación**

**4. Interactuar de manera sencilla en breves intercambios orales claramente estructurados que traten sobre asuntos cotidianos y de temas conocidos o de su interés, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público, educativo u ocupacional.**

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| <p><b>Estándares de aprendizaje evaluables relacionados</b></p> <p>8, 9, 10, 11</p> | <p><b>Contenidos</b></p> <p><b>1. Componente funcional</b></p> <p>1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.</p> <p><b>2. Componente lingüístico</b></p> <p>2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.</p> <p>2.2. Estructuras morfosintácticas y discursivas.<sup>1</sup></p> <p>2.3. Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p><b>3. Aspectos socioculturales y sociolingüísticos:</b> convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> |
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**BLOQUE DE APRENDIZAJE II: PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN**

**DIMENSIÓN DEL ALUMNADO COMO APRENDIENTE AUTÓNOMO**

**COMPETENCIAS: AA, SIEE**

**Criterio de evaluación**

**5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.**

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| <p><b>Estándares de aprendizaje evaluables relacionados</b></p> <p>8, 9, 10, 11</p> | <p><b>Contenidos</b></p> <p>Estrategias de producción:</p> <p><b>1. Planificación</b></p> <p>1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</p> <p>1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.</p> <p><b>2. Ejecución</b></p> <p>2.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.</p> <p>2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo</p> |
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|  | <p>que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.</p> <p>2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).</p> <p>2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales:</p> <p>2.4.1. Lingüísticos</p> <ul style="list-style-type: none"> <li>- Modificar palabras de significado parecido.</li> <li>- Definir o parafrasear un término o expresión.</li> </ul> <p>2.4.2. Paralingüísticos y paratextuales</p> <ul style="list-style-type: none"> <li>- Pedir ayuda.</li> <li>- Señalar objetos, usar déicticos o realizar acciones que aclaran el significado.</li> <li>- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).</li> <li>- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.</li> </ul> <p><b>3. Evaluación y corrección</b></p> <p>3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</p> |
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**BLOQUE DE APRENDIZAJE III: COMPRENSIÓN DE TEXTOS ESCRITOS**

**DIMENSIÓN DEL ALUMNO COMO AGENTE SOCIAL**

**COMPETENCIAS: CL, CD, CSC**

**Criterio de evaluación**

**6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes en textos escritos breves, «auténticos» o adaptados, que estén bien estructurados y traten sobre asuntos cotidianos, generales o de su interés, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional.**

**Estándares de aprendizaje evaluables relacionados**

12, 13, 14, 15, 16, 17, 18

**Contenidos**

**1. Componente funcional**

1.1 Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

**2. Componente lingüístico**

2.1. Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfosintácticas y discursivas<sup>1</sup>

2.3. Patrones gráficos y convenciones ortográficas.

**3. Aspectos socioculturales y sociolingüísticos:** convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

**BLOQUE DE APRENDIZAJE III: COMPRENSIÓN DE TEXTOS ESCRITOS**

**DIMENSIÓN DEL ALUMNADO COMO APRENDIENTE AUTÓNOMO**

**COMPETENCIAS: AA, SIEE**

**Criterio de evaluación**

**7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos principales y los detalles relevantes de textos breves, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.**

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| <b>Estándares de aprendizaje evaluables relacionados</b><br>12, 13, 14, 15, 16, 17, 18 | <b>Contenidos</b><br>Estrategias de comprensión:<br>1. Movilización de información previa sobre tipo de tarea y tema.<br>2. Identificación del tipo textual, adaptando la comprensión al mismo.<br>3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales).<br>4. Formulación de hipótesis sobre contenido y contexto.<br>5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.<br>6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. |
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**BLOQUE DE APRENDIZAJE IV: PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN**

**DIMENSIÓN DEL ALUMNADO COMO AGENTE SOCIAL**

**COMPETENCIAS: CL, CD, CSC**

**Criterio de evaluación**

**8. Escribir textos breves y sencillos, adecuados al receptor y al contexto, que traten sobre temas cotidianos o de interés personal, respetando las convenciones escritas de uso más común, con el fin de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo y ocupacional.**

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| <b>Estándares de aprendizaje evaluables relacionados</b><br>19, 20, 21, 22, 23, 24 | <b>Contenidos</b><br><b>1. Componente funcional</b><br>1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.<br><b>2. Componente lingüístico</b><br>2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.<br>2.2. Estructuras morfosintácticas y discursivas. <sup>1</sup><br>2.3. Patrones gráficos y convenciones ortográficas.<br><b>3. Aspectos socioculturales y sociolingüísticos:</b> convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. |
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**BLOQUE DE APRENDIZAJE IV: PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN**

**DIMENSIÓN DEL ALUMNADO COMO APRENDIENTE AUTÓNOMO**

**COMPETENCIAS: ASA, SIEE**

**Criterio de evaluación**

**9. Aplicar las estrategias adecuadas para redactar textos breves y estructurados, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.**

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| <b>Estándares de aprendizaje evaluables relacionados</b><br>19, 20, 21, 22, 23, 24 | <b>Contenidos</b><br>Estrategias de producción:<br><b>1. Planificación</b><br>1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).<br>1.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.). |
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|  | <p><b>2. Ejecución</b></p> <p>2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.</p> <p>2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).</p> <p><b>3. Evaluación y corrección</b></p> <p>3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</p> |
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**BLOQUE DE APRENDIZAJE V: ASPECTOS SOCIOLINGÜÍSTICOS, SOCIOCULTURALES Y EMOCIONALES**

**DIMENSIÓN DEL ALUMNADO COMO HABLANTE INTERCULTURAL Y SUJETO EMOCIONAL Y CREATIVO**

**COMPETENCIAS: CL, CSC, SIEE, CEC**

**Criterio de evaluación**

**10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos básicos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.**

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| <p><b>Estándares de aprendizaje evaluables relacionados</b></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24</p> | <p><b>Contenidos</b></p> <p><b>1. Componente cultural</b></p> <p>1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.</p> <p>1.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida.</p> <p>1.3. Valoración y comparación de los aspectos culturales, las costumbres, los valores, las tradiciones, las formas de relación social, etc. propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general.</p> <p>1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.</p> <p>1.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.</p> <p>1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.</p> <p><b>2. Componente emocional</b></p> <p>2.1. Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación.</p> <p>2.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado.</p> <p>2.3. Colaboración en la creación de una atmósfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.</p> |
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Source: information taken from the Decreto 83/2016, de 4 de julio.

### 3.5. Program units

Now, with all the previous aspects that have just been explained, it is time to deal with the 10 different program units aimed to be performed in 2<sup>nd</sup> of CSE that are going to be carried out along the school year.

| PROGRAM UNIT  |   |  |                                   |
|---|---|--|-----------------------------------|
| <b>Nº 1</b>   | <b>Title:</b> Starting a new year!  |  |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE  | <b>Implementation period:</b> From the 2 <sup>nd</sup> week of September to the 4 <sup>th</sup> one   | <b>Nº of sessions:</b> 12  | <b>Trimester:</b> 1 <sup>st</sup> |
| <b>Description:</b> In this unit it will be exposed a revision of what they should already know to check what is the level of the class plus introducing the first topic that students will be dealing with. To do so, it will be needed to work on some of the different fundamental skills, which are going to be, speaking, listening and writing, giving more lessons to the speaking part. Different kind of activities would be carried out, where real situations would be posed to make them become familiarized with the language. |   | <b>Justification:</b> In order to start the school year properly, students will be given a general revision of the fundamental contents that they should already know, to check the general level, thus making that both the student and the professor get to know each other and how to properly work together. |                                   |
| CURRICULAR FOUNDATIONS  |   |  |                                   |
| EVALUATION CRITERIA   |   |  | COMPETENCES                       |
| <b>Code:</b><br>SLPW 02 C1  | <b>Description:</b><br>Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados sobre asuntos cotidianos y generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional.  |  | CL, CD, CSC                       |
| SLPW 02 C4  | Interactuar de manera sencilla en breves intercambios orales claramente estructurados que traten sobre asuntos cotidianos y de temas conocidos o de su interés, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público, educativo u ocupacional. |  | CL, CD, CSC                       |
| CONTENTS  |   |  | ASSESSABLE LEARNING STANDARDS     |
| <ol style="list-style-type: none"> <li>1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>2. Léxico oral de uso común (recepción) relativo a identificación personal.</li> <li>3. Patrones sonoros, acentuales, rítmicos y de entonación.</li> <li>4. Estructuras morfo-sintácticas y discursivas.</li> </ol>   |   |  | 1, 2, 3, 4, 5, 6, 7               |
|   |   |  | 8, 9, 10, 11                      |
| <b>Teaching model:</b> Previous Organizers (PO), Basic Inductive (BI)   |   |  |                                   |
| <b>Methodological foundations:</b> Visual Thinking, Problem-Based Learning and Cooperative Learning.  |   |  |                                   |

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| <b>METHODOLOGICAL FOUNDATION</b> | <b>Contribution to the development of competences:</b> The CL gets worked through reading the problems proposed and by speaking with each other for possible solutions. The CD gets improved by using different ICT resources such as Padlet to deal with the activities. And finally, the CSC gets empowered by working in small groups to reach the purpose of the activities. |
|                                  | <b>Groups:</b> Individual work (INDW), small groups (SG) and heterogenous groups (HETG)  |
|                                  | <b>Spaces:</b> Physical classroom and playground   |
|                                  | <b>Resources:</b> ICT, worksheets and Padlet.  |

| PROGRAM UNIT   |   |  |                                   |
|--|---|--|-----------------------------------|
| <b>Nº2</b>   | <b>Title:</b> Learning from the past  |  |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE   | <b>Implementation period:</b><br>From the 1 <sup>st</sup> week of October to the 4 <sup>th</sup> one  | <b>Nº of sessions:</b> 16  | <b>Trimester:</b> 1 <sup>st</sup> |
| <b>Description:</b> In this learning situation students will be working on different English historical events and through them, they will be working out the past tenses in the first part of the program unit, which students would be working at home. Then, students would be dealing with a reading project regarding important past characters that would be carried out along the following 8 sessions of the situation to put in practice the grammar. And then, through the use of different ICT resources, students would be practicing how to look for information. |   | <b>Justification:</b> It is crucial that students learn how to express themselves in the past properly, therefore practicing those tenses in familiar context for them is required. In addition to this, students need to gain autonomy, and along this learning situation students would be doing that. |                                   |
| CURRICULAR FOUNDATIONS   |   |  |                                   |
| EVALUATION CRITERIA  |   |  | COMPETENCES                       |
| SLPW 02 C6   | <b>Description:</b><br>Comprender el sentido general, la información esencial e identificar los puntos principales en textos escritos breves, «auténticos» o adaptados, y bien estructurados que traten de asuntos cotidianos y conocidos, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.  |  | CL, CD, CSC                       |
| SLPW 02 C10  | Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos básicos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo. |  | CL, CSC, SIEE, CEC                |

| CONTENTS   |   | ASSESSABLE LEARNING STANDARDS |
|--|---|-------------------------------|
| <ol style="list-style-type: none"> <li>1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Narración de acontecimientos pasados puntuales y habituales. Establecimiento y mantenimiento de la comunicación y organización del discurso.</li> <li>2. Léxico escrito de uso común (recepción) relativo a identificación personal.</li> <li>3. Estructuras morfo-sintácticas y discursivas.</li> <li>4. Aspectos socioculturales y sociolingüísticos.</li> <li>5. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida.</li> <li>6. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.</li> <li>7. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.</li> <li>8. Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación.</li> </ol> | 12, 13, 14, 16, 17, 18  |                               |
|  | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23  |                               |
| <b>METHODOLOGICAL FOUNDATION</b>   | <b>Teaching model:</b> Basic Inductive (BI), Guided Investigation (GI), Group Investigation (GP).   |                               |
|  | <b>Methodological foundations:</b> Flipped Classroom, Design Thinking and Gamification  |                               |
|  | <b>Contribution to the development of competences:</b> The CL is worked out by reading and writing using the corresponding tenses. And as they will be taught by ICT resources, students will be developing the CD as well. As the text that would be read would be related to the English culture, the CEC and CSC would be improved since student would get familiar with the context of the language. And finally, as students have to work autonomously at some point of the learning situation, the SIEE competence is also important. |                               |
|  | <b>Groups:</b> Individual work (INDW), small groups (SG), heterogeneous groups (HETG)   |                               |
|  | <b>Spaces:</b> Physical classroom, conference room and ICT room   |                               |
| <b>Resources:</b> ICT, cultural texts, videos and working sheets   |   |                               |

| PROGRAM UNIT                         |  |                          |                                   |
|--------------------------------------|--|--------------------------|-----------------------------------|
| <b>Nº3</b>                           | <b>Title: Connecting the past and the present.</b>   |                          |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE | <b>Implementation period:</b><br>From the 1 <sup>st</sup> week of November to the 3 <sup>rd</sup> one. | <b>Nº of sessions:</b> 9 | <b>Trimester:</b> 1 <sup>st</sup> |



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| <p><b>Description:</b> In this unit students will learn whether to use the present perfect or the past simple depending on the situation. Apart from that, it is the perfect chance to teach what makes a good conversation using the previous tenses and previous knowledge they might have and the differences between a formal and an informal context. To do so, different games would be raised where they would practice the grammar and the rest of the situation would be used, as it has been said, for a speaking project.</p>  |  | <p><b>Justification:</b> It is fundamental that pupils learn how to express themselves both in formal and informal contexts. That is why listening, and speaking are the 2 demanded skills in this unit.</p> |
| <b>CURRICULAR FOUNDATIONS</b>   |  |  |
| <b>EVALUATION CRITERIA</b>  |  | <b>COMPETENCES</b>   |
| <p><b>Code:</b><br/>SLPW 02 C2</p>  | <p><b>Description:</b><br/>Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial y los puntos principales de mensajes sencillos transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.</p>                                      | <p>AA, SIEE</p>  |
| <p>SLPW 02 C4</p>   | <p>Interactuar de manera sencilla en breves intercambios orales claramente estructurados que traten sobre asuntos cotidianos y de temas conocidos o de su interés, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público, educativo u ocupacional.</p> | <p>CL, CD, CSC</p>   |
| <b>CONTENTS</b>   |  | <b>ASSESSABLE LEARNING STANDARDS</b>   |
| <ol style="list-style-type: none"> <li>1. Movilización de información previa sobre tipo de tarea y tema.</li> <li>2. Identificación del tipo textual, adaptando la comprensión al mismo.</li> <li>3. Formulación de hipótesis sobre contenido y contexto</li> <li>4. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes</li> <li>5. Léxico oral de uso común (producción) relativo a identificación personal.</li> <li>6. Estructuras morfo-sintácticas y discursivas.</li> <li>7. Patrones sonoros, acentuales, rítmicos y de entonación.</li> </ol> |  | <p>1, 2, 3, 4, 5, 6, 7</p>   |
|   |  | <p>8, 9, 10, 11</p>  |
| <p><b>Teaching model:</b> Basic Inductive (BI), Group Investigation (Grl), Role-playing (RP).</p>   |  |  |
| <p><b>Methodological foundations:</b> Project-Based Learning, Gamification.</p>   |  |  |

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| <b>METHODOLOGICAL FOUNDATION</b> | <b>Contribution to the development of competences:</b> The students would work autonomously by speaking on their own both improving the AA, the CL by establishing conversations and the SIEE by looking for solutions for possible problem they might encounter. Moreover, they would be given videos of native speakers both working out the CD and the CSC since they would familiarize with the people of that country. |
|                                  | <b>Groups:</b> Individual work (INDW), pair work (PAIW)   |
|                                  | <b>Spaces:</b> Physical classroom, Hall.  |
|                                  | <b>Resources:</b> ICT, the English book, videos and board games.  |

| PROGRAM UNIT   |  |                           |   |             |
|--|--|---------------------------|---|-------------|
| <b>Nº4</b>   | <b>Title:</b> Say Cheeeese!!   |                           |   |             |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE   | <b>Implementation period:</b><br>From the 3 <sup>rd</sup> week of November to the 4 <sup>th</sup> week of December   | <b>Nº of sessions:</b> 18 | <b>Trimester:</b> 1 <sup>st</sup>   |             |
| <b>Description:</b> As this is the last program unit of the term, reading, writing, listening and grammar will all be worked out. The unit will be divided in blocks. First of all, focusing on the modal verbs, the vocabulary and giving them useful means for the students, they would be dealing with the theory along 6 sessions in Teams where they would have exercises and the contents to be learnt. Then, this grammar would be applied for the rest of the skills and making the students feel in a friendly environment creating a short video along another 8 classes related to what they enjoy doing in their spare time. And at the end, they would be examined of the rest of the contents. |  |                           | <b>Justification:</b> Nowadays, students are in constant touch with Instagram and many different apps where photos are posted. However, they do not know how to express how this pictures make them feel or what they think about them. With this learning situation, it is aimed to achieve that students use English in a daily task as it is this kind of apps and, in addition to this, working the digital competence. |             |
| CURRICULAR FOUNDATIONS   |  |                           |   |             |
| EVALUATION CRITERIA  |  |                           |   | COMPETENCES |
| <b>Code:</b><br>SLPW 02 C1   | <b>Description:</b><br>Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados sobre asuntos cotidianos y generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional. |                           |   | CL, CD, CSC |
| SLPW 02 C3   | Producir textos orales breves sencillos y comprensibles adecuados al receptor y al contexto, que traten sobre asuntos cotidianos y de temas conocidos o de interés personal, con la finalidad de comunicarse con progresiva autonomía en situaciones de comunicación social en los ámbitos personal, público, educativo u ocupacional.                                   |                           |   | CL, CD, CSC |

|  |   |                                      |
|--|---|--------------------------------------|
| SLPW 02 C7   | Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos principales y los detalles relevantes de textos breves, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.   | AA, SIEE                             |
| SLPW 02 C8   | Escribir textos breves y sencillos, adecuados al receptor y al contexto, que traten sobre temas cotidianos o de interés personal, respetando las convenciones escritas de uso más común, con el fin de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo y ocupacional.   | CL, CD, CSC                          |
| <b>CONTENTS</b>  |   | <b>ASSESSABLE LEARNING STANDARDS</b> |
| <ol style="list-style-type: none"> <li>1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes,</li> <li>2. Léxico oral de uso común (recepción) relativo a identificación personal.</li> <li>3. Estructuras morfo-sintácticas y discursivas.</li> <li>4. Movilización de información previa sobre tipo de tarea y tema.</li> <li>5. Identificación del tipo textual, adaptando la comprensión al mismo.</li> <li>6. Distinción de tipos de comprensión.</li> <li>7. Aspectos socioculturales y sociolingüísticos. convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes.</li> </ol> |   | 1, 2, 3, 4, 5, 6, 7                  |
|  |   | 8                                    |
|  |   | 12, 13, 14, 15, 16, 17, 18           |
|  |   | 19, 20, 21, 22, 23, 24               |
| <b>METHODOLOGICAL FOUNDATION</b>   | <b>Teaching model:</b> Guided Investigation (GI), Group Investigation (Grl)   |                                      |
|  | <b>Methodological foundations:</b> Project-Based Learning, Design Thinking.   |                                      |
|  | <b>Contribution to the development of competences:</b> The CL would be put in practice through the use of the corresponding exercises, texts and writing that the student would do. In addition to this, students would be seeing the difference between their L1 and L2, thus empowering the CSC. Moreover, by working on the projects proposed, the students would be improving its digital skills, autonomy and capacity to solve problems planted, thus working on the CD, AA and SIEE. |                                      |
|  | <b>Groups:</b> Individual work (INDW), big group (BG), heterogenous groups (HETG)   |                                      |
|  | <b>Spaces:</b> Physical classroom, ICT room, the surrounding of the school, and the Hall.   |                                      |
|  | <b>Resources:</b> ICT, phones, editing apps, worksheets, and videos, final exam.  |                                      |

| PROGRAM UNIT  |  |  |                               |
|---|--|--|-------------------------------|
| <b>Nº5</b>  | <b>Title: Back to the Future, Doc!!</b>  |  |                               |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE  | <b>Implementation period:</b><br>From the 2 <sup>nd</sup> week of January to the 1 <sup>st</sup> week of February  | <b>Nº of sessions:</b> 15  | <b>Trimester:</b> 2nd         |
| <b>Description:</b> In this learning situation, students will be taught how to express themselves using future forms depending on if they are sure or they are predicting. To do so, 8 sessions would be carried out to practice the tenses and part of the vocabulary through different interactive activities. Then, the rest of the sessions would be used to perform a project related to the content which would be a WebQuest where they would have everything they need to solve the activities and the problems they might face.  |  | <b>Justification:</b> This learning situation is very important since students would get the ability to express themselves both in writing and orally using future forms and all of this would be closely related to real-world situations so they can easily see a meaning for this to be taught. |                               |
| CURRICULAR FOUNDATIONS  |  |  |                               |
| EVALUATION CRITERIA   |  |  | COMPETENCES                   |
| <b>Code:</b><br>SLPW 02 C4  | <b>Description:</b><br>Interactuar de manera sencilla en breves intercambios orales claramente estructurados que traten sobre asuntos cotidianos y de temas conocidos o de su interés, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público, educativo u ocupacional. |  | CL, CD, CSC                   |
| SLPW 02 C5  | Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.   |  | AA, SIEE                      |
| CONTENTS  |  |  | ASSESSABLE LEARNING STANDARDS |
| <ol style="list-style-type: none"> <li>Léxico oral de uso común (producción) relativo a identificación personal.</li> <li>Estructuras morfo-sintácticas y discursivas.</li> <li>Aspectos socioculturales y sociolingüísticos.</li> <li>Patrones sonoros, acentuales, rítmicos y de entonación.</li> <li>Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.</li> <li>Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.</li> <li>Apoyarse en y sacar el máximo partido de los conocimientos previos</li> </ol> |  |  | 8, 9, 10, 11                  |
|   |  |  | 8, 9, 10, 11                  |

|   |   |
|---|---|
| 9. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje. |   |
| <b>METHODOLOGICAL FOUNDATION</b>  | <b>Teaching model:</b> Guided Investigation (GI), Group Investigation (Grl).  |
|   | <b>Methodological foundations:</b> Project-Based Learning, Cooperative Learning, Gamification.  |
|   | <b>Contribution to the development of competences:</b> The CL would be worked out by reading, comprehending and speaking about the problems to be solved. The CD would be improved by working with the WebQuest, which required the use of ICT resources. Then, by working in fixed teams, the CSC would be highly empowered and as they would be guided but working autonomously, the AA and the SIEE would be improved since they would have to be creative when it comes to solve the obstacles they may face. |
|   | <b>Groups:</b> Individual work (INDW), fixed groups (FG) and heterogenous groups (HETG)   |
|   | <b>Spaces:</b> Physical classroom, Home, Playground.  |
|   | <b>Resources:</b> ICT, worksheets, WebQuest.  |

| PROGRAM UNIT   |  |   |                                   |
|--|--|---|-----------------------------------|
| <b>Nº6</b>   | <b>Title: The Earth must be saved!</b>   |   |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE   | <b>Implementation period:</b> From the 2 <sup>nd</sup> week of February to the 1 <sup>st</sup> week of March | <b>Nº of sessions:</b> 16   | <b>Trimester:</b> 2 <sup>nd</sup> |
| <b>Description:</b> In this program unit students will be taught the passive voice through different worksheets, videos and a writing in which they would use it together with the vocabulary of the main topic, which is environmental issues. The first 8 sessions would be used to work on showing them the grammar and vocabulary both at home and in class and then, the following 4 sessions would be used to increase their awareness regarding climate change and what we can do to stop it where they would express the main problems and solutions. Finally, they would prepare a for and against writing related to the topic in question and what they had expressed previously. Also, during its preparation, it would be made in groups so they can practice speaking as well. |  | <b>Justification:</b> This unit is fundamental since passive structures are very relevant in formal contexts and environmental issues are something to be very aware of, since it concerns all of us. Teaching these aspects is part of their formation as students and citizens as well. |                                   |
| CURRICULAR FOUNDATIONS   |  |   |                                   |
| <b>EVALUATION CRITERIA</b>   |  |   | <b>COMPETENCES</b>                |

|  |  |                                      |
|--|--|--------------------------------------|
| <b>Code:</b><br>SPLW 02 C5   | <b>Description:</b><br>Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple , transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | AA. SIEE                             |
| SLPW 02 C8   | Escribir textos breves y sencillos, adecuados al receptor y al contexto, que traten sobre temas cotidianos o de interés personal, respetando las convenciones escritas de uso más común, con el fin de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo y ocupacional.  | CL, CD, CSC                          |
| SLPW 02 C9   | Aplicar las estrategias adecuadas para redactar textos breves y estructurados, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.  | AA, SIEE                             |
| <b>CONTENTS</b>  |  | <b>ASSESSABLE LEARNING STANDARDS</b> |
| <ol style="list-style-type: none"> <li>1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>2. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.</li> <li>3. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales.</li> <li>4. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</li> <li>5. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura.</li> <li>6. Léxico escrito de uso común (producción) relativo a identificación personal.</li> <li>7. Estructuras morfo-sintácticas y discursivas.</li> <li>8. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea.</li> <li>9. Localizar y usar adecuadamente recursos lingüísticos o temáticos.</li> <li>10. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</li> <li>11. Apoyarse en y sacar el máximo partido de los conocimientos previos.</li> <li>12. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</li> </ol> |  | 8, 9, 10, 11                         |
|  |  | 19, 20, 21, 22, 23, 24               |
|  |  | 19, 20, 21, 22, 23, 24               |
|  | <b>Teaching model:</b> Basic Guided Investigation (GI), Basic Inductive (BI)   |                                      |
|  | <b>Methodological foundations:</b> Flipped Classroom, Gamification.  |                                      |

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|----------------------------------|--|
| <b>METHODOLOGICAL FOUNDATION</b> | <b>Contribution to the development of competences:</b> The CL gets improved by the interpretation of the different utterances presented in the different worksheets and by the writing to be taught in the unit. As they would be taught most of the grammar by videos created by the teacher uploaded on Teams, they would be improving the CD and working on their own, improving their AA competence. As they would be checking each other's writings while being taught, they would be cooperating, thus empowering the CSC. And finally, as they would have to look for solutions to problems that they may face along their learning process, they would be enhancing their SIEE competence. |
|                                  | <b>Groups:</b> Individual work (INDW), pair work (PAIW).   |
|                                  | <b>Spaces:</b> Physical classroom  |
|                                  | <b>Resources:</b> ICT, worksheets and videos   |

| PROGRAM UNIT   |  |   |                                   |
|--|--|---|-----------------------------------|
| <b>Nº7</b>   | <b>Title:</b> "Feminism is the radical notion that women are human beings"   |   |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE   | <b>Implementation period:</b> From the 2 <sup>nd</sup> week of March to the 2 <sup>nd</sup> week of April  | <b>Nº of sessions:</b> 20   | <b>Trimester:</b> 2 <sup>nd</sup> |
| <b>Description:</b> The first 8 sessions his learning situation will be used as a mean of teaching equality between women. In the first 4 sessions students would be taught a bit of feminist history and they would create in groups posterboards with important feminist figures of our history. Apart from this, the following 4 sessions would be used to prepare and debate about feminism where every student would participate. Moreover, students would be taught the questions tags in 4 classes and finally the rest of the sessions would be used to revise and solve doubts before the final exam of the term. |  | <b>Justification:</b> Educating in values such as equality while they are teenager is crucial since they are constructing the basis of the people they will be in a future. That is why this learning situation is so important. To do so, it would be used the "RED InnovAS", which part of it promotes equality and sexual-affective education. |                                   |
| CURRICULAR FOUNDATIONS   |  |   |                                   |
| EVALUATION CRITERIA  |  |   | COMPETENCES                       |
| <b>Code:</b><br>SLPW 02 C5   | <b>Description:</b><br>Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple , transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. |   | AA, SIEE                          |

|  |   |                                      |
|--|---|--------------------------------------|
| SLPW 02 C8   | Escribir textos breves y sencillos, adecuados al receptor y al contexto, que traten sobre temas cotidianos o de interés personal, respetando las convenciones escritas de uso más común, con el fin de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo y ocupacional.   | CL, CD, CSC                          |
| <b>CONTENTS</b>  |   | <b>ASSESSABLE LEARNING STANDARDS</b> |
| <ol style="list-style-type: none"> <li>1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.</li> <li>3. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.</li> <li>4. Apoyarse en y sacar el máximo partido de los conocimientos previos.</li> <li>5. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales.</li> <li>6. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</li> <li>7. Léxico escrito de uso común (producción) relativo a identificación personal.</li> <li>8. Estructuras morfo-sintácticas y discursivas.</li> <li>9. Patrones gráficos y convenciones ortográficas.</li> </ol> |   | 8, 9, 10, 11                         |
|  |   | 19, 20, 21, 22, 23, 24               |
| <b>METHODOLOGICAL FOUNDATION</b>   | <b>Teaching model:</b> Non-Directive Teaching (NDT), Guided Investigation (GI), Group Investigation (Grl).  |                                      |
|  | <b>Methodological foundations:</b> Project-Based Learning, Design Thinking, Service Learning.   |                                      |
|  | <b>Contribution to the development of competences:</b> The CL get worked out by the creation of the different projects that will be made. Students will have to look for information related to the topic, so they will be working on the CD. Besides that, for the project they will have to cooperate, thus improving the CSC. And finally, as they would be working autonomously and will be taking decision for the debate, the AA and the SIEE competences will be getting strengthened. |                                      |
|  | <b>Groups:</b> Fixed groups (FG), Individual work (INDW), heterogenous groups (HETG)  |                                      |
|  | <b>Spaces:</b> Classroom, main auditorium, hall.  |                                      |
|  | <b>Resources:</b> ICT, cardboards, videos, own-crafted material, final exam.  |                                      |

| PROGRAM UNIT                         |  |                           |                                   |
|--------------------------------------|--|---------------------------|-----------------------------------|
| <b>Nº8</b>                           | <b>Title:</b> If we work together, we will change the world! |                           |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE | <b>Implementation period:</b> From the 3 <sup>rd</sup> week  | <b>Nº of sessions:</b> 16 | <b>Trimester:</b> 3 <sup>rd</sup> |



|  |  |   |   |
|--|--|---|---|
|  | of April to the 2 <sup>nd</sup> week of May  |   |   |
| <p><b>Description:</b> In this learning situation, students will be taught through a WebQuest that would be worked out in groups the first and second conditionals and how to give them a useful purpose for them. Besides that, a project would be carried out to help people with necessities where they would create advertisement to motivate people to donate food where they would use the vocabulary and the grammar in question. For the grammar and vocabulary to be taught we would use 8 sessions and for the development of the project the other 8 sessions.</p>  |  | <p><b>Justification:</b> With this program unit the main purpose to aware the students about the needs of other people right there where they live and help them. By doing so, they would be learning English whilst they contribute to the society in some way. To do so, the institution would cooperate with the “Banco de Alimentos de Tenerife”, and all the food achieved would be donated.</p> |   |
| <b>CURRICULAR FOUNDATIONS</b>  |  |   |   |
| <b>EVALUATION CRITERIA</b>   |  |   | <b>COMPETENCES</b>  |
| <p><b>Code:</b><br/>SLPW 02 C6</p>   | <p><b>Description:</b><br/>Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes en textos escritos breves, «auténticos» o adaptados, que estén bien estructurados y traten sobre asuntos cotidianos, generales o de su interés, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional.</p> |   | CL, CD, CSC   |
| SLPW 02 C7   | <p>Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos principales y los detalles relevantes de textos breves, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.</p>   |   | AA, SIEE  |
| <b>CONTENTS</b>  |  |   | <b>ASSESSABLE LEARNING STANDARDS</b>                                      |
| <ol style="list-style-type: none"> <li>1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis.</li> <li>2. Léxico escrito de uso común (recepción) relativo a identificación personal.</li> <li>3. Estructuras morfo-sintácticas y discursivas.</li> <li>4. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</li> <li>5. Movilización de información previa sobre tipo de tarea y tema.</li> <li>6. Identificación del tipo textual, adaptando la comprensión al mismo.</li> <li>7. Formulación de hipótesis sobre contenido y contexto.</li> <li>8. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.</li> </ol> |  |   | <p>12, 13, 14, 15, 16, 17, 18</p> <hr/> <p>12, 13, 14, 15, 16, 17, 18</p> |

|   |   |
|---|---|
| 9. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. |   |
| <b>METHODOLOGICAL FOUNDATION</b>  | <b>Teaching model:</b> Guided Investigation (GI), Group Investigation (Grl).  |
|   | <b>Methodological foundations:</b> Project-Based Learning, Service Learning, Cooperative Learning.  |
|   | <b>Contribution to the development of competences:</b> The CL and the CD get improved by reading and working on the WebQuest and the project in question where the acquired knowledge is put in practice. The CSC gets worked out by cooperating with the classmates to carry out the activities and the project. And last but not least, as they have to work autonomously and face the question of promoting a donating project, they are empowering the AA and SIEE competences. |
|   | <b>Groups:</b> Fixed groups (FX), heterogenous groups (HETG).   |
|   | <b>Spaces:</b> Physical classroom, hall, surroundings of the high school.   |
|   | <b>Resources:</b> ICT, WebQuest, Canva.   |

| PROGRAM UNIT   |   |                           |  |             |
|--|---|---------------------------|--|-------------|
| <b>Nº9</b>   | <b>Title:</b> The teacher told us to never give up on our dreams!                                       |                           |  |             |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE   | <b>Implementation period:</b> From the 3 <sup>rd</sup> week of May to the 1 <sup>st</sup> week of June. | <b>Nº of sessions:</b> 11 | <b>Trimester:</b> 3 <sup>rd</sup>  |             |
| <b>Description:</b> This program unit will be used to teach students how to report statements from other people and vocabulary on how to describe each one's goals. For this to happen, the 6 first sessions would be used to practice and the last five would be used to prepare an exposition in pairs where they would express their future goals using the vocabulary and grammar of the unit. |   |                           | <b>Justification:</b> This learning situation is very important since they are going to learn how to express what other people say correctly and, apart from that, they are going to think of what they want to be or do in a future, without pressure, just start to stablish some goals in life. |             |
| CURRICULAR FOUNDATIONS   |   |                           |  |             |
| EVALUATION CRITERIA  |   |                           |  | COMPETENCES |

|   |   |                                      |
|---|---|--------------------------------------|
| <b>Code:</b><br>SLPW 02 C5  | <b>Description:</b><br>Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple , transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.  | AA, SIEE                             |
| SLPW 02 C4  | Interactuar de manera sencilla en breves intercambios orales claramente estructurados que traten sobre asuntos cotidianos y de temas conocidos o de su interés, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público, educativo u ocupacional.   | CL, CD, CSC                          |
| <b>CONTENTS</b>   |   | <b>ASSESSABLE LEARNING STANDARDS</b> |
| <ol style="list-style-type: none"> <li>1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>2. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.</li> <li>3. Apoyarse en y sacar el máximo partido de los conocimientos previos.</li> <li>4. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</li> <li>5. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Establecimiento y mantenimiento de la comunicación y organización del discurso.</li> <li>6. Léxico oral de uso común (producción) relativo a identificación personal.</li> <li>7. Estructuras morfo-sintácticas y discursivas.</li> <li>8. Patrones sonoros, acentuales, rítmicos y de entonación.</li> </ol> |   | 19, 20, 21, 22, 23, 24               |
|   |   | 8, 9, 10, 11                         |
| <b>METHODOLOGICAL FOUNDATION</b>  | <b>Teaching model:</b> Guided Investigation (GI), Group Investigation (Gri).  |                                      |
|   | <b>Methodological foundations:</b> Project-Based Learning, Visual Thinking, Gamification  |                                      |
|   | <b>Contribution to the development of competences:</b> The CL gets worked out by carrying out the activities and performing the speaking project that they would do. As the content would be also transmitted via ICT resources, the CD would be also improved. The speaking would be carried out in pairs so the CSC would be empowered since students would have to cooperate. And lastly, as they would be working autonomously and solving problems that may be faced, the AA and SIEE competences get also strengthened. |                                      |
|   | <b>Groups:</b> Individual work (INDW), pair work (PAIW)   |                                      |
|   | <b>Spaces:</b> Physical classroom.  |                                      |
| <b>Resources:</b> ICT, the English book, videos on Teams.   |   |                                      |

| PROGRAM UNIT   |   |   |                                   |
|--|---|---|-----------------------------------|
| <b>Nº10</b>  | <b>Title:</b> See you next year!  |   |                                   |
| <b>Grade:</b> 2 <sup>nd</sup> of CSE   | <b>Implementation period:</b> From the 2 <sup>nd</sup> week of June to the 4 <sup>th</sup> one.   | <b>Nº of sessions:</b> 12   | <b>Trimester:</b> 3 <sup>rd</sup> |
| <b>Description:</b> As all the contents has already been taught, this learning situation would be used to revise every single aspect that they would be facing in the final exam where listening, reading, and the grammar of the unit and also revise with the ones that may need to make up for previous fails. To do so, the first 6 sessions would be used since the exam would be in the 7 <sup>th</sup> and 8 <sup>th</sup> ones. And the last week (the last 4 sessions) would be used to play games in English and say goodbye to the school year. |   | <b>Justification:</b> Taking into account that some students may have some difficulties with the subject and having taught everything already, using this last program unit to help them out might be very useful for them. Therefore, this unit is very important for both those who may struggle with the subject and those who have successfully achieved the corresponding objectives and competences |                                   |
| CURRICULAR FOUNDATIONS   |   |   |                                   |
| EVALUATION CRITERIA  |   |   | COMPETENCES                       |
| <b>Code:</b><br>SLPW 02 C1   | <b>Description:</b><br>Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados sobre asuntos cotidianos y generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional.                              |   | CL, CD, CSC                       |
| SLPW 02 C2   | Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial y los puntos principales de mensajes sencillos transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.                            |   | AA, SIEE                          |
| SLPW 02 C6   | Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes en textos escritos breves, «auténticos» o adaptados, que estén bien estructurados y traten sobre asuntos cotidianos, generales o de su interés, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo u ocupacional. |   | CL, CD, CSC                       |
| SLPW 02 C7   | Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos principales y los detalles relevantes de textos breves, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.                         |   | AA, SIEE                          |

| CONTENTS  |  | ASSESSABLE LEARNING STANDARDS |
|---|--|-------------------------------|
| <ol style="list-style-type: none"> <li>1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.</li> <li>2. Estructuras morfo-sintácticas y discursivas.</li> <li>3. Léxico oral de uso común (recepción) relativo a identificación personal.</li> <li>4. Movilización de información previa sobre tipo de tarea y tema.</li> <li>5. Identificación del tipo textual, adaptando la comprensión al mismo.</li> <li>6. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).</li> <li>7. Formulación de hipótesis sobre contenido y contexto.</li> <li>8. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.</li> <li>9. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.</li> </ol> | 1, 2, 3, 4, 5, 6, 7  |                               |
|   | 1, 2, 3, 4, 5, 6, 7  |                               |
|   | 12, 13, 14, 15, 16, 17, 18   |                               |
|   | 12, 13, 14, 15, 16, 17, 18   |                               |
| <b>METHODOLOGICAL FOUNDATION</b>  | <b>Teaching model:</b> Basic Inductive (BI), Group Investigation (Grl).  |                               |
|   | <b>Methodological foundations:</b> Cooperative Learning, Gamification, Visual Thinking.  |                               |
|   | <b>Contribution to the development of competences:</b> The CL gets worked out by comprehending the statements proposed in the activities and by doing them. The CD gets practiced by different games made to practice the contents of the exam. The CSC gets improved since students would be cooperating along the learning situation. And finally, as they would be autonomously working and studying, the AA and SIEE would get strengthened. |                               |
|   | <b>Groups:</b> Individual work (INDW), fixed groups (FG), heterogenous groups (HETG).  |                               |
|   | <b>Spaces:</b> Physical classroom, playground.   |                               |
|   | <b>Resources:</b> ICT, videos, worksheets, the English book, boardgames, Genially.   |                               |

## **4. Method**

This section will be dealing with different aspects regarding the didactic units that have been previously exposed. First of all, there will be presented the methodological principles that will be used considering the orientations given in the syllabus. The different strategies will be presented and how they are going to be used along the school year. And apart from this, it is going to be exposed an analysis on the different type of activities that are going to be carried out through the program units, how students are going to be grouped, different complementary activities that must contribute to the subject itself, the spaces to be used to impart the sessions, and finally, the materials and resources that would be used to successfully implement the learning situations.

### **4.1. Methodological principles**

This subsection is a fundamental part of this dissertation since it will show the reader whether the learning situations are going to be innovative or not. First of all, the focus should be put on the orientations given in the Decreto 83/2016, de 4 de julio, in which it is established the syllabus of the Compulsory Secondary Education and Baccalaureate in the Canary Islands, and how they are going to be applied in these specific cases. Students spend most of their time in the classroom, with the professors and with their mates. Therefore, a teacher's duty is to create an atmosphere as comfortable as much in which students can learn the language and get familiar with it. To do so, active methodologies shall be used where the student is the leader of its own learning process, and where they learn by projects or solving problems., thus building on autonomy.

Anderson and Krathwohl (2001) made a revision on Bloom's Taxonomy adapting it to the digital era, and this is the one to be used in this dissertation. According to this taxonomy, the easiest part is to remember something and the hardest is to create something. However, what students are usually made to do, is remember some contents for an exam and they do not create by themselves. With this compilation of learning situations, what it wants to be achieved is that students build more than learning knowledge by heart, hence, all the previous steps before creating should be followed in each situation.

Furthermore, Merrill's Instructional Design Principles take a crucial role in this dissertation. Learning should not be conceived as something boring and drowsy, and it is the duty of both

the teacher and the student to find a way to make the learning process as enjoyable as possible. And so, it has been done in this dissertation. The student will be taking an active role in the class and the teacher will be acting as a guide who gives the necessary tools and information to them. Additionally, previous knowledge would be considered in some activities (the activation ones, for instance), giving the students the possibility to continue working with the things they had already learnt.

Another concept worth mentioning is the Universal Design for Learning (UDL), which was also taken into account for the proper development of the didactic units. As it was said before, there are students in this class with certain kind of learning difficulties, and the UDL aims to integrate as much as possible those students since the one that must be adapted is the curriculum and not the student. Giving them more than one exit for the problem is something that must be done if inclusive atmosphere is a goal.

Finally, the ICT resources take a fundamental role along the school year in question since they are used in every program unit, to a larger or shorter extent, but still used. For instance, there are certain program units where gamification or Flipped classroom are crucial for the development of the learning situation, thus, giving the protagonist role to the students instead of the professor.

## **4.2. Strategies**

Many didactic strategies have been followed but the focus has been put in the student having the control of his own learning process where the teacher role functions as guide more than as ruler. Apart from grasping the contents and knowledge of the subject, autonomy and responsibility are two objectives to be achieved with this didactic program and the different methods and strategies chosen will help to strengthen those skills.

Starting with the models, different models have been used depending on the objective to be achieved. It may be cognitive processes to be developed, learning through interaction with others, to develop habits or behaviours or maybe to teach values or develop personal thinking.

For instance, what the objective is the contents to be grasped, models such as Basic Inductive (BI), Guided Investigation (GI) or Previous Organizers (PO) have been used. The BI model is based on inferring concepts by giving the student proper information so they can

relate it and come to the solutions by inferences. The GI is one of the most recurrent in this didactic program. It is rooted in telling the students the path they have to follow but giving them autonomy when following that path. And the PO is just used at the beginning since it is used with introductory means. What they have in common is that the student is the leader of his own learning process, and the teacher is just an indicator.

Besides that, to work on the different activities and project, cooperative means are crucial in this syllabus. That is why Group Investigation (Grl), and Role-Playing (RP) are used. And apart from that, Non-Directive teaching (NDT) is used once to teach in values in one of the units.

Regarding the methods, both expositive and by elaboration are used. However, although Role-Playing is used once, the last one is the one with more relevance in this syllabus. That is why techniques such as Project-Based Learning, Service Learning, Design Thinking, Flipped Classroom and Gamification are frequently used along the didactic program. What they all have in common is that students have to cooperate and work by themselves, giving them the leader role making them autonomous and able to solve problems that they may face in their lives, thus making the activities similar to those real-world situations.

### **4.3. Types of activities**

In this subsection, it will be developed the type of activities that would be implemented in the different program units of the school year. As this subject consists on learning a foreign language, the activities will be focused on improving the main skills to develop the fluency and quality of the language itself, which would be speaking, listening, writing and reading. And to properly do so, vocabulary and grammar would also be taught. When deciding which activities would be chosen for the development of the syllabus, Merrill's Instructional Principles take a key role.

Regarding the speaking skill, activities such as brainstorming, debates, role-playing, expositions, boardgames or even creating a cooperative atmosphere are great ways to make the students actively participate and improve their speaking abilities.

Also, activities to empower listening faculties are necessary and it can be done so by songs, videos or films where they can get familiarized with the language in a friendly and daily-life way.



Moreover, reading is a fundamental skill to be learnt since it allows the speaker to better comprehend texts. And to do so, true/false activities after reading a text, short and interesting texts related to their hobbies and what they usually do, and also, while teaching this skill, the cultural component can be implemented easily since texts from English speaking countries can be chosen and student may get familiarized with it.

Finally, the writing skill needs to be worked out as well, since it is what will allow the students to communicate with people from other places if they are not in front of each other, which nowadays with all the technology is a very common thing. Formal and informal writing styles need to be taught so students can express themselves in different contexts and to do so there are great ways such as by elaborating an essay, dictation, cooperative projects or even using apps like Instagram or a blog where they can practice using something very familiar for them.

#### **4.4. Groups**

Several types of groups will be made to carry out the different units depending on the activities, the method and the topic to be taught as well. For instance, when working on different worksheets to improve the grammar or vocabulary, individual work (INDW) would be the main option, but when performing a project or working on an ICT a like a WebQuest, small and heterogenous groups would be the best option.

Moreover, cooperative work is promoted since there are some of the students have to deal with some learning difficulties, and cooperative means are more inclusive and help them to conduct the activities and projects proposed.

Also, during the first term of the school year, mixing fixed and non-fixed groups would be done to appreciate which teams work the best. However, from the second term onwards, there will be fixed groups (FG) that would be working on until the end of the course.

#### **4.5. Complementary activities**

Complementary and extracurricular activities implemented outside the academic environment. However, while the complementary ones are executed following the contents taught, the extracurricular ones allow students to ease a bit the load that they usually have to face, for instance, going to the cinema just for the sake of letting the students enjoy themselves. First of all, it is worth mentioning that complementary and extracurricular

activities are not the same although they are usually conceived as being the same. According to the Orden de 15 de enero de 2001, por la que se regulan las actividades extraescolares y complementarias en los centros públicos no universitarios de la Comunidad Autónoma de Canarias, the extracurricular ones are those which take place both in and out of the school, but they can also be conducted of the school schedule.

On the one hand, complementary activities are proposed like collecting food for needed people, where they work on the criteria, but they are also enjoying and learning in values. Also, the different cardboards that they would prepare for Women's Day where they would be putting in practice their knowledge but without the pressure of being assessed. Lastly, an outing to the "Museo de la Ciencia" in cooperation with the Science teacher would be proposed.

Then, on the other hand, extracurricular activities can also be included. For instance, in the fifth learning situation, as it deals with future tenses, there is a film that is about time-travelers, and they go to the future. An outing could be planned to the cinema so students could watch the film, *Dune*.

#### **4.6. Organizational criteria: spaces and timing of the teaching units**

Regarding the spaces to be used, there are virtual and physical that will be used depending on its function. As a virtual space, we would be working with *Microsoft Teams*, which would be used as a space where the contents would be uploaded (worksheets, timetables, dates, projects, etc.), but also as a space that students could use to solve their doubts. Both interacting with each other and with the teacher as well.

Then, there may be found many physical spaces beginning from the classroom itself, where students would be spending most of the time, but also continuing with spaces that might promote interaction, concentration and cooperation, like the playground or the different halls whereas some special rooms of the high school like the ICT room or the library would be used to make them focus on the task to be carried out.

Additionally, it needs to be highlighted the temporalization of the syllabus with its learning situations, criteria, terms and how many sessions would they take is going to be exposed.

**Table 2**

*Temporalization of the didactic program*

| Term            | Program unit | Evaluation criteria | Number of sessions |
|-----------------|--------------|---------------------|--------------------|
| 1 <sup>st</sup> | 1            | 1, 4                | 12                 |
|                 | 2            | 6, 10               | 16                 |
|                 | 3            | 2, 4                | 9                  |
|                 | 4            | 1, 3, 7, 8          | 18                 |
| 2 <sup>nd</sup> | 5            | 4, 5                | 15                 |
|                 | 6            | 8, 9                | 16                 |
|                 | 7            | 5, 8                | 20                 |
| 3 <sup>rd</sup> | 8            | 6, 7                | 16                 |
|                 | 9            | 5, 4                | 11                 |
|                 | 10           | 1, 2, 6, 7          | 12                 |

Source: own-elaborated.

#### **4.7. Teaching materials and resources**

Varied materials and resources are going to be used all along the syllabus, both inside and outside the physical classroom. First of all, inside the class the resources will be mainly used through the iPads; worksheets, videos, WebQuests, Genially, Canva, the English Book and other applications of the iPad itself, such as iMovie or Pages. However, there are certain activities that need physical materials like the wall dedicated to famous women for the Women’s Day, where students will be using cardboards, different worksheets will be also printed, and with gamification means, boardgames that would develop certain skills. Besides that, in each classroom the TV would be constantly used to present and expose the different topics and projects that students will conduct.

#### **5. Attention to diversity**

Diversity is a concept that is very attendant in every school, especially in this centre in question. Not only students with SESN (Specific Educational Support Needs) should be the ones included when thinking of possible pupils struggles in class. Girls and boys from different religions, social classes or sexual orientations live together in class every single day. Therefore, inclusion and respect are two main goals to be achieved in a class. So, in order to properly take the corresponding decisions, along this section the legislative framework

regarding the attention to diversity will be scrutinized relating it to the specific cases in the classroom in question.

### **5.1. General aspects and regulations**

Before dealing with the corresponding actions that would be taken to work with the students, the legal framework which this subsection is based on needs to be articulated. First, and most importantly, this framework relies on the Decreto 25/2018, de 26 de febrero, por el que se regula la atención a la diversidad en el ámbito de las enseñanzas no universitarias de la Comunidad Autónoma de Canarias due to its regulation of the attention to the diversity and its different possible actions that should be taken. Apart from this, it is also important to highlight both the Resolución de 9 de febrero de 2011, por la que se dictan instrucciones sobre los procedimientos y los plazos para la atención educativa del alumnado con necesidades específicas de apoyo educativo en los centros escolares de la Comunidad Autónoma de Canarias and the Resolución de 22 de mayo de 2018, por la que se dictan instrucciones para la organización de la respuesta educativa al alumnado de la Educación Infantil, la Enseñanza Básica y el Bachillerato, que no puede asistir a los centros educativos de forma regular, así como para el funcionamiento de las aulas hospitalarias, de la Atención Educativa Domiciliaria y de los centros terapéuticos sostenidos con fondos públicos, en la Comunidad Autónoma de Canarias. Moreover, it is also worth mentioning, although in this particular case would not be used, the Instrucciones de la Dirección General de Ordenación, Innovación y Promoción Educativa para la valoración, atención y respuesta educativa al alumnado que presenta necesidades específicas de apoyo educativo por altas capacidades intelectuales (2013). Last but not least, it has to be mentioned the Orden de 13 de diciembre de 2010, por la que se regula la atención al alumnado con necesidades específicas de apoyo educativo en la Comunidad Autónoma de Canarias. Due to the fact that in this class ADHD will be present, this particular legislation is very relevant.

Having dealt with the regulation, it is remarkable important to say that in this case, the teacher will be facing two particular ADHD students, as it was previously mentioned, that fortunately do not need of curricular adaptation since they are able to follow the pace of their classmates. Therefore, only ordinary measures will be needed. And also, there is a student that has already repeated this school year who completely lacks motivation due to his bad results and will be needed of special attention.

## **5.2. Ordinary measures**

It has always been said that students need to adapt to the system, but it should be the other way around. That being the case, teachers have to adapt the contents and the projects carried out along the school year in order to be inclusive with everyone. So, depending on the difficulty of the student, certain ordinary measures would be taken to help them fulfil what the subject demands as much as possible.

Beginning with the student that struggles to pass the subject although he has not been diagnosed with any SESN, it has been thought a series of measures that would help him out. First of all, making the student participate and preparing interactive activities would help to keep him concentrated. Also, when making groups, put the student in question together with advanced students that can help him. Moreover, instead of just pointing out the mistakes, it is mandatory focusing and highlighting the achievements instead.

Also, and having into account the Orden de 13 de diciembre de 2010, certain steps will be taken to deal with the ADHD students. To begin with, Alexa would be used, which is like a diary but implemented in the iPad. Besides that, there would be used virtual strategies to attract their attention and being sat near the teacher. There should be a constant checking if they are paying attention and understanding what is being taught as well. And activities and tests should be fragmented and offer flexibility in the ways of making them (orally or writing), giving them more time and provide writing indications of what they have to do.

## **6. Education in values, plans and programs**

Pupils must be taught, not only contents and theoretical knowledge, but also values that will allow them to successfully live in society. Values like equality between genders or violence rejection should be shown to students so they can become functional beings.

Therefore, along this section, those values will be analyzed. In addition to this, the linguistic competence and its development, the ICT integration in class and its uses and the different plan and programs the school cooperates with, will be also explored.

### **6.1. Education in values from the subject**

It has been said that teaching in values is fundamental throughout the school period, and that they have to be instructed transversally. Due to this, in the Art. 11 del Real Decreto

1105/2014, de 26 de diciembre, which establishes the basic syllabus of the Compulsory Secondary Education and Baccalaureate, the different stage objectives establish different values to be taught along this time. What is more, all over the competences stipulated in the Decreto 83/2016, de 4 de julio, where is established the syllabus of the Compulsory Secondary Education and Baccalaureate in the Canary Islands, and the Orden ECD/65/2015, de 21 de enero, in which the relations between competences, contents and evaluation criteria in Primary Education, Compulsory Secondary Education and Baccalaureate, different values might be found along the documents.

To begin with, in every single learning situation, values like discipline, individual work, coworking and respect will be worked by making them do tasks or projects where they would have to put in practice these concepts. And, additionally, although it would be promoted constantly in class, at some specific points it would be highlighted the respect for differences in culture or religion, and the act of being responsible with the natural, social and cultural environments that surround them.

Moreover, by different projects and teachings, the equality between women and men and the total rejection of violence would be highly present in unit 7. Students need to be aware of the severity of this social problem, so they are able to fight against them.

## **6.2. Development of linguistic communication**

When talking of First Foreign Language subject, it cannot be forgotten the linguistic competences, which allows students to communicate through this language. Besides that, this component does not only cover how to express orally in the language, but also to have a proper control of its lexicon, semantics or grammar and how to accurately listen and understand the language in question.

This didactic programme focuses on learning how to produce and receive fittingly the English language, ergo along the different units, those previously mentioned components will be worked out to successfully achieve the goal. To begin with, as expressing orally is considered to be essential, pupils will be speaking all over the school year, whether it is evaluated or not. For instance, in unit 5 the oral component will be the principal item of evaluation, however, in other situations such as in unit 6, where the writing skill is the one being under

evaluation, students would also be working in groups both cooperating and helping each other, thus improving the language itself.

Moreover, apart from producing the language, pupils should be able of understanding it, that is why by working together and by using different resources, students would be constantly stimulated by the language. For example, in unit 2, own-elaborated videos would be uploaded apart from other audio-visual content, so they can get familiar with different accents and different ways of expressing, whilst they are learning the contents.

### **6.3. ICT integration**

The world is ruled by technology, and the one that students might be facing in a future, could be even more ruled by newer technologies that have not been thought of yet. Due to this, the development of the digital competence throughout the school period is crucial, and teaching pupils how to properly use the devices and software that they are dealing with every single day as well. Therefore, from this subject specifically, the teacher has to work this competence as well with the objectives of shaping a generation capable of coping with the problems they might face in a future related to this.

Students are in constant touch with their phones and tablets, using them for leisure purposes, however, most of them do not know any really useful application for those devices. So, teacher's duty is to educate them on the proper use of those gadgets. For instance, although they spend most of their spare time of YouTube or TikTok, pupils hardly know any educating contents on these applications. For that reason, teachers have to be in contact with these concepts, since they offer a huge volume of possibilities regarding educational purposes, and they can be transmitted to students.

Furthermore, students will be demanded along the whole didactic program skills like being able of working in groups, being autonomous or exemplary when working under pressure, and ICT resources can be very helpful to instruct those skills. In particular, WebQuest is a staggering tool that can develop all of the previously mentioned abilities.

### **6.4. Center plans and programs**

Equality between men and women is a fundamental value that students should be taught since they start the whole school process, and even more considering the context that we live in. Due to this, the school would be linked to the *Programa de Educar para la Igualdad*

and *RED InnovAS: Igualdad y Educación Afectivo Sexual y de Género* which would be put in practice along unit 7 and aims to achieve a generation of people with sexual-affective education, willing to overcome the inequalities and respectful with everyone, no matter their sexual orientation or how they feel. To do so, certain methodologies and measures must be taken. Better explained, students would be contextualised historically regarding women's past and current difficulties, and they would be debating, both girls and boys, the concept they have about feminism.

### **6.5. Specification of the institutional plans of the center**

Along the whole school year, equality between genders would be present in class in almost every aspect. First of all, when making groups to work on a project or an activity, the groups would be heterogenous mixing girls, boys, and people with advantage in the class or others with some difficulties, no matter what.

Also, the contents would be also related to equality without mentioning it, so it gets introduced in a more natural way. For instance, in unit 2, the reading project dealing with characters of the past, would be including important women as well, and by doing these women are getting more visible.

Last but not least, there would be dedicated a specific didactic unit to work on this topic using the programs and networks previously mentioned. It would be carried out in the month of March since the 8<sup>th</sup> is the International Women's Day where they claim their rights in the society. In the activities everybody would be included, so girls can express themselves and how they feel even though they are still young, and boys can contribute to their cause and listen to them so they can help.

## **7. Learning Assessment**

Although assessment is just one more part of the learning process, it reflects if the students has acquired the competences, objectives and criteria to be achieved, therefore, it is very important to do it properly and objectively. Throughout the years, the evaluation means have been changing and, nowadays, teachers have to innovate in this field as well. As it is stipulated in Real Decreto 984/2021, de 16 de noviembre, and in the Orden de 3 de septiembre de 2016, , where the steps to be followed when evaluating are exposed, the learning process has to be continuous, formative, sumative and integrating.



If making students learn English is the main goal of the subject, the assessment has to be continuous, since the process of learning a language is produced with the passage of time and in a lineal way. Moreover, along the process, students would be putting in practice what they are learning although they may not be constantly assessed with a mark, making the process formative. Nevertheless, at the end of the learning process, results must be shown and evaluated, that is why it is summative as well. And last but not least, and now more than ever before, the assessment process has to be integrating being able to include every student no matter his or her difficulties, thus helping them to promote.

Therefore, along every program unit of this situation, students would be constantly assessed, given constant feedback and feedforward and it would be used different techniques, instruments and tools so every student is properly included in the evaluation process. For instance, in unit 8 students would be assessed the development of their autonomy, capacity of cooperating and many different required skills and when they hand out the final project, it would be shown everything they have done throughout the unit. Therefore, if a student has difficulties with some of the competences or criteria in particular, there would be many others which would help the student be positively evaluated.

Furthermore, at the beginning of each unit, it would be highly advisable to perform an initial assessment before dealing with the topic itself, to see what the general level is regarding what is going to be seen.

### **7.1 Procedures and assessment tools**

When developing a didactic unit, it is indispensable to assess the corresponding criteria and to do so, different types of evaluation and evaluation techniques, tools and instruments can be used.

Firstly, and as it was said before, the evaluation can be initial, continuous and summative depending on the stage of the learning process in which students are assessed, however, the evaluation might differ as well depending on the agent that has the role of evaluating, hetero-evaluation, peer-evaluation and self-evaluation, and in this learning situation, these three would be used depending on the objective. To begin with, an heteroevaluation would be likely to be used when certain competences, manners or aspects that students are not aware of are under assessment. For instance, in unit 2, a reading project would be carried

out and students do not have the knowledge and the capacity to self or peer evaluate such a project. To continue with, peer-evaluation is a great way of making students feel comfortable by being assessed by their equals. For example, in unit 7, where a debate regarding feminism would be done, students are able to rate each other's arguments for and against the movement. And finally, regarding self-evaluation, it is a fantastic method to enhance the capacity of the students to think of their particular strengths and weaknesses. In unit 1, students are able to identify if they have the required level by valuing the difficulties they had had doing the different activities, for instance.

In relation to what it has just been said, different evaluation techniques and tools can be applied. If an heteroevaluation is being applied, a direct observation where the teacher sees and assess the whole learning process objectively, using a descriptive register for example, would be a good idea, or document analysis using a rubric where the different criteria would be shown from the beginning of the learning unit and students would be following. In unit 6, students would develop a writing where the different steps would be under supervision of the teacher and the final product would be assessed by the professor as well.

Regarding the self-evaluation and peer-evaluation, document analysis would be the main technique used. For instance, in unit 7, students could be given a rating scale where they would assess each other's interventions in the debate. Or in unit 1, students would be given a checklist where they would mark whether they have the contents in question acquired or not.

As one of the main objectives is to keep the assessment process as integrating as possible, many different instruments would be used, leaving aside the concept of just been assessed by a traditional exam, although this method would still be used, there are many competences and criteria to be evaluated that may not be reflected in an exam. For instance, in unit 8, a project where students would work autonomously would be carried out, or in unit 9, in which they would be evaluated through a speaking exposition. Moreover, there would be other units, such as unit 8, students would focus on creating a project, in this case an advertisement, that would be used as an evaluation instrument. To sum up, along the whole learning situation, a wide variety of instruments would be used to work on the different competences and criteria.

## **7.2 Scoring criteria**

This subsection is meant to clarify the scoring criteria that would be followed when assessing an activity, an instrument or a whole unit, and to do so, the information will be taken from the Orden de 3 de septiembre de 2016, por la que se regulan la evaluación y la promoción del alumnado que cursa las etapas de la Educación Secundaria Obligatoria y el Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes, en la Comunidad Autónoma de Canarias.

Marks will be from 1 to 10 but most importantly, the assessment has to be related to the criteria, contents, competences and assessable learning standards that are stipulated in the curriculum. Through the obtained information by analysing these aspects, students could be checked if they have learnt and acquired the necessities during the learning process.

Apart from this, students would be assessed according to the rubrics provided by the Canary Islands Government. By using them, it can be easily proven if students are acquiring the criteria and competences to be learnt. Of course, students might be shown those rubrics, so they know from the very beginning how they are going to be evaluated.

## **7.3 Support and evaluation plans**

There are situations that teachers might be probably facing through the passage of time, and one of those is having some students who may struggle to achieve the criteria, although they do not have any special educational need. However, actions and measures must be taken, and those students must not be left behind. For instance, a student who quietly struggles with English, a great help would be recommending him videos from English speakers about topic which the student is interested in, or the professor recording himself explaining the same concepts using different resources.

Moreover, creating a forum where everybody could interact simultaneously and answer each other's doubts, including the teacher as well.

## **8. Conclusions**

English language started being taught in schools a lot of years ago, however, the way of teaching it has little changed, although current times imperatively demand speaking this language fluently and new skills that were previously unnecessary. Therefore, new

methodologies need to be implemented, where students get in contact with the language, where they co-work with each other and autonomously, being the leaders of their own learning process, thus strengthening abilities that they will be demanded once they finish their school life.

This learning situation aims to achieve what is has just been exposed, thus contributing in a little way to improve teaching ways. Employed methodologies focus on promoting critical thinking on students, since they are used to learn contents by heart and reproducing them on a paper without knowing how to formulate a simple statement or not being able to maintain an informal conversation. One of the main goals is to make students able to do these things and to do so, ICT resources, innovative methodologies and being creative when making activities is fundamental.

Furthermore, it is compulsory to improve the assessment system and thus students' mindset towards it. When students are introduced a new topic, the first thing they think of is if the exam, already assuming that there is going to be a test, is going to be difficult or accessible, no matter what they learn or what they stop learning. They just care about the mark, when this should be conceived as the final spot to be reached after learning useful things. Therefore, along this learning situation, although exam will be used as well, lessons will be focusing on making students speak, acquire knowledge, do projects and get in touch with the language in a familiar atmosphere.

Finally, one of the most important objectives to be achieved would be that students start loving the language, that they want to see their favourite series, playing videogames, listening to music in English, because they are willing to learn more, not because they are compelled to. And to do so, teachers must be aware of what students are interested in, otherwise English is going to be pending subject irretrievably.

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## **Annexed**

### **Annex I**

In this first Annex there can be found the Assessable Learning Standards fully developed.

1. Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. ej. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no este distorsionado.

2. Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. ej. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).

3. Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia, cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.

4. Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés, cuando se le habla con claridad, despacio y directamente y si el interlocutor está dispuesto a repetir o reformular lo dicho.

5. Comprende, en una conversación formal, o entrevista (p. ej. en centros de estudios o de trabajo) en la que participa lo que se le pregunta sobre asuntos personales, educativos, ocupacionales o de su interés, así como comentarios sencillos y predecibles relacionados con los mismos, siempre que pueda pedir que se le repita, aclare o elabore algo de lo que se le ha dicho.

6. Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones sobre temas educativos, ocupacionales o de su interés (p. ej., sobre un tema curricular, o una charla para organizar el trabajo en equipo).



7. Identifica la información esencial de programas de televisión sobre asuntos cotidianos o de su interés articulados con lentitud y claridad (p. ej. noticias, documentales o entrevistas), cuando las imágenes ayudan a la comprensión.

8. Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual (p. ej. transparencias o PowerPoint), sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas de los oyentes sobre el contenido de las mismas.

9. Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas (saludo y tratamiento).

10. Participa en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que establece contacto social, intercambia información y expresa opiniones y puntos de vista, hace invitaciones y ofrecimientos, pide y ofrece cosas, pide y da indicaciones o instrucciones, o discute los pasos que hay que seguir para realizar una actividad conjunta.

11. Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional (p. ej. para realizar un curso de verano, o integrarse en un grupo de voluntariado), intercambiando información suficiente, expresando sus ideas sobre temas habituales, dando su opinión sobre problemas prácticos cuando se le pregunta directamente, y reaccionando de forma sencilla ante comentarios, siempre que pueda pedir que se le repitan los puntos clave si lo necesita.

12. Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad (p. ej., en un centro escolar, un lugar público o una zona de ocio).

13. Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara, y relacionados con asuntos de su interés, en los ámbitos personal, académico y ocupacional.

14. Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados,

presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.

15. Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. ej. sobre un curso de idiomas o una compra por Internet).

16. Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.

17. Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. ej. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.

18. Comprende lo esencial (p. ej. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.

19. Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. ej. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).

20. Escribe notas y mensajes (SMS, WhatsApp, chats), en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés.

21. Escribe notas, anuncios y mensajes breves (p. ej. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la netiqueta.

22. Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.

23. Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. ej., con amigos en otros países), se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales (p. ej. la victoria en una competición); se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. ej. se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.

24. Escribe correspondencia formal básica y breve, dirigida a instituciones públicas o privadas o entidades comerciales, solicitando o dando la información requerida de manera sencilla y observando las convenciones formales y normas de cortesía básicas de este tipo de textos.

## Annex II

In this section, the fully extended learning situation nº6 will be exposed with its corresponding activities.

| PROGRAM UNIT   |  |   |                                   |
|--|--|---|-----------------------------------|
| <b>Nº6</b>   | <b>Title: The Earth must be saved!</b>   |   |                                   |
| <b>Grade:</b> 2º CSE   | <b>Implementation period:</b> From the 2 <sup>nd</sup> week of February to the 1 <sup>st</sup> week of March   | <b>Nº of sessions:</b> 16   | <b>Trimester:</b> 2 <sup>nd</sup> |
| <b>Description:</b> In this program unit students will be taught the passive voice through different worksheets, videos and a writing in which they would use it together with the vocabulary of the main topic, which is environmental issues. The first 8 sessions would be used to work on showing them the grammar and vocabulary both at home and in class and then, the following 3 sessions would be used to increase their awareness regarding climate change and what we can do to stop it where they would express the main problems and solutions. Finally, they would prepare a for and against writing related to the topic in question and what they had expressed previously. Also, during its preparation, it would be made in groups so they can practice speaking as well. |  | <b>Justification:</b> This unit is fundamental since passive structures are very relevant in formal contexts and environmental issues are something to be very aware of, since it concerns all of us. Teaching these aspects is part of their formation as students and citizens as well. |                                   |
| CURRICULAR FOUNDATIONS   |  |   |                                   |
| EVALUATION CRITERIA  |  |   | COMPETENCES                       |
| <b>Code:</b><br>SPLW 02 C5   | <b>Description:</b><br>Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple , transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. |   | AA, SIEE                          |
| SLPW 02 C8   | Escribir textos breves y sencillos, adecuados al receptor y al contexto, que traten sobre temas cotidianos o de interés personal, respetando las convenciones escritas de uso más común, con el fin de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público, educativo y ocupacional.  |   | CL, CD, CSC                       |
| SLPW 02 C9   | Aplicar las estrategias adecuadas para redactar textos breves y estructurados, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.  |   | AA, SIEE                          |
| CONTENTS   |  |   | ASSESSABLE LEARNING               |

|                                  |  | STANDARDS  |
|----------------------------------|--|------------|
|                                  | <ol style="list-style-type: none"> <li>1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>2. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.</li> <li>3. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales.</li> <li>4. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</li> <li>5. Funciones comunicativas: Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura.</li> <li>6. Léxico escrito de uso común (producción) relativo a identificación personal.</li> <li>7. Estructuras morfo-sintácticas y discursivas.</li> <li>8. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea.</li> <li>9. Localizar y usar adecuadamente recursos lingüísticos o temáticos.</li> <li>10. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</li> <li>11. Apoyarse en y sacar el máximo partido de los conocimientos previos.</li> <li>12. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</li> </ol> | 9, 10      |
|                                  |  | 19, 21, 22 |
|                                  |  | 19, 21, 22 |
| <b>METHODOLOGICAL FOUNDATION</b> | <b>Teaching model:</b> Basic Guided Investigation (GI), Basic Inductive (BI)   |            |
|                                  | <b>Methodological foundations:</b> Flipped Classroom, Gamification.  |            |
|                                  | <b>Contribution to the development of competences:</b> The CL gets improved by the interpretation of the different utterances presented in the different worksheets and by the writing to be taught in the unit. As they would be taught most of the grammar by videos created by the teacher uploaded on Teams, they would be improving the CD and working on their own, improving their AA competence. As they would be checking each other's writings while being taught, they would be cooperating, thus empowering the CSC. And finally, as they would have to look for solutions to problems that they may face along their learning process, they would be enhancing their SIEE competence.   |            |
|                                  | <b>Groups:</b> Individual work (INDW), pair work (PAIW).   |            |
|                                  | <b>Spaces:</b> Physical classroom, Teams   |            |
|                                  | <b>Resources:</b> ICT, worksheets and videos   |            |

| CONCRETION. SEQUENCE OF ACTIVITIES   |  |  |             |  |                             |                        |
|--|--|--|-------------|--|-----------------------------|------------------------|
| <b>ACTIVITY: 1</b>   |  | <b>TITLE:</b> Mistakes were made           |             |  | <b>ACTIVATION</b>           |                        |
| <p><b>DESCRIPTION:</b> At the beginning of the unit, there would be carried out a brainstorming before dealing with the contents to check whether they have been in contact with what is going to be learnt. Then, a short video related to the grammar would be played and after that, there would be a debate as well about it. The following class would be used to do a short questionnaire regarding what was seen the previous session and to explain the contents uploaded on Teams and what they will be doing both at home and in class. Also, students would have own-elaborated videos and some of them taken from YouTube explaining the grammar and during the following 2 sessions in class, students would practice in groups different activities to practice the lexicon and the grammar.</p> |  |  |             |  |                             |                        |
| Evaluation criteria  | Assessable learning standards              | Contents                                   | Competences | Evaluation techniques  | Evaluation tools            | Evaluation instruments |
| SPLW 02 C5   | 9, 10                                      | 1, 2, 3                                    | AA, SIEE    | Systematic observation   | Questionnaire               | Debate                 |
| Products   | Types of evaluation according to the agent | Groups                                     | Sessions    | Resources  | Spaces                      | Observations           |
| Grammar Activities<br><br>Brainstorming  | Heteroevaluation                           | Individual work (INDW)<br>Big group (BG)   | 4           | <a href="https://www.youtube.com/watch?v=dzeI93MszMk">https://www.youtube.com/watch?v=dzeI93MszMk</a><br><br>Worksheets<br>Questionnaire<br>Projector<br>Teams | Teams<br>Physical classroom |                        |
| <b>ACTIVITY: 2</b>   |  | <b>TITLE:</b> Passive voice is being hated |             |  | <b>DEMONSTRATION</b>        |                        |
| <p><b>DESCRIPTION:</b> With the topic already introduced, more complex activities related to what has previously taught are required, therefore, rephrasing activities and fill-in-the-gaps activities would be done. Moreover, although it would not be under assessment, a listening comprehension where the passive voice could be put in practice would be implemented, then students would share and compare the answers with each other. Finally, a Kahoot! would be made to revise those contents and after that, in groups they would be explaining everything they have learnt and providing examples to check if they have acquired what has been taught.</p>  |  |  |             |  |                             |                        |
| Evaluation criteria  | Assessable learning standards              | Contents                                   | Competences | Evaluation techniques  | Evaluation tools            | Evaluation instruments |

| SPLW 02 C5   | 9, 10                                      | 1, 2, 3, 4   | AA, SIEE              | Document analysis   | Checklist                        | Oral report            |
|--|--|--|-----------------------|---|----------------------------------|------------------------|
| Products   | Types of evaluation according to the agent | Groups   | Sessions              | Resources   | Spaces                           | Observations           |
| Grammar activities<br><br>Vocabulary activities<br><br>Kahoot!   | Peer-evaluation                            | Individual work (INDW)<br>Small groups (SG)<br>Heterogeneous groups (HETG) | 4                     | <a href="https://www.youtube.com/watch?v=7FBr-G0ur9I">https://www.youtube.com/watch?v=7FBr-G0ur9I</a><br><br>Worksheets<br>Projector<br>Kahoot! | Physical classroom               |                        |
| <b>ACTIVITY: 3</b>   |  | <b>TITLE: Let's save the Earth!</b>  |                       | <b>APPLICATION</b>  |                                  |                        |
| <b>DESCRIPTION:</b> First of all, a very short TED Talk regarding climate change would be displayed to introduce them to the issue. Now, with the contents already taught, this activity aims to increase students' awareness regarding climate change. And to so, they would have to cooperate and create a hashtag on Twitter where they would tweet using the passive voice and the vocabulary they have learnt to spread the importance of this issue. |  |  |                       |   |                                  |                        |
| Evaluation criteria  | Assessable learning standards              | Contents   | Competences           | Evaluation techniques   | Evaluation tools                 | Evaluation instruments |
| SPLW 02 C8<br>SPLW 02 C9   | 19, 21, 22                                 | 5, 6, 7, 8, 9, 10, 11, 12  | CL, CD, CSC, AA, SIEE | Document analysis   | Rating scales                    | Tweets                 |
| Products   | Types of evaluation according to the agent | Groups   | Sessions              | Resources   | Spaces                           | Observations           |
| Drafts   | Peer-evaluation                            | Small groups (SG)<br>Heterogeneous groups (HETG)                           | 3                     | <a href="https://www.youtube.com/watch?v=ztWHqUFJRTs">https://www.youtube.com/watch?v=ztWHqUFJRTs</a><br><br>Projector<br>Twitter               | Physical classroom<br>Playground |                        |
| <b>ACTIVITY: 4</b>   |  | <b>TITLE: What should be done?</b>   |                       | <b>METACOGNITION AND INTEGRATION</b>  |                                  |                        |

| <b>DESCRIPTION:</b> To finish with the learning situation, students would be explained how to prepare a for and against writing about the measures taken to fight against climate change, and they would practice it along 3 sessions, we would have another session to solve every doubt and in the last session they would have to prepare an essay with the previously mentioned characteristics regarding writing structures, grammar and vocabulary to be used.  |  |  |                       |                          |                    |                        |
|---|--|--|-----------------------|--------------------------|--------------------|------------------------|
| Evaluation criteria   | Assessable learning standards              | Contents   | Competences           | Evaluation techniques    | Evaluation tools   | Evaluation instruments |
| SPLW 02 C8<br>SPLW 02 C9  | 19, 21, 22                                 | 5, 6, 7, 8, 9, 10, 11  | CL, CD, CSC, AA, SIEE | Document analysis        | Rubric             | Essay                  |
| Products  | Types of evaluation according to the agent | Groups   | Sessions              | Resources                | Spaces             | Observations           |
| Drafts  | Heteroevaluation                           | Individual work (INDW)<br>Small groups (SG)<br>Heterogeneous groups (HETG) | 5                     | Blank paper<br>Projector | Physical classroom |                        |
| Reinforcement and enhancement activities  |  |  |                       |                          |                    |                        |
| In order to include everyone equally in the class, different reinforcement activities for the students with ADHD would be implemented and enhancement ones for the ones that have little difficulty to do the rest of them. Firstly, special grammar activities would be introduced for the ADHD students since the ones that would be normally shown are inappropriate for students with such characteristics. Moreover, when having to create the final writing, the students would be given more instructions than the rest and it would be a shorter writing. Regarding the advanced students, more demanding activities would be uploaded to Teams, even reaching other courses' level if necessary. |  |  |                       |                          |                    |                        |