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A Journey through young people's education

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Abstract:

This program has been designed for the first year of compulsory secondary education, specifically for the subject of Foreign Language I (English). This didactic program combines methodologies based on Bloom's Taxonomy, Merrill's Instructional Design and reflects contributions from the DUA Teaching Methodology. In addition, various teaching methods and strategies are interspersed, such as direct teaching, gamification, flipped classroom and project-based teaching. This is clearly reflected in the activities designed for the creation of the didactic units, which have an innovative, motivating and participatory character. An analysis on diversity in the classroom is also carried out and a curricular adaptation is presented for students with difficulties. In this program we find two separate students in the two courses corresponding to the first year of Compulsory Secondary Education. In particular, one student with ADD and another student with Severe Conduct Disorder, for whom a personalised adaptation of both the activities and the evaluation methods have been made. Finally, a plan for retaking the evaluation criteria is also formulated, in which innovative activities have been designed to encourage the promotion of students who have failed one or more criteria.

Keywords: Education, program, activities, innovation, methodology.

1. Introduction and Justification.

Learning English has increased its relevance in recent years. It might be considered to be one of the most essential languages since it is currently spoken in most of the world's territory. The significance of English is that it is considered an inclusive language. In spite of the language being born in England as a mother tongue, the English language became the best piece of communication between different societies. Because of its great development throughout the world, people use English on the grounds that it provides a connection with everybody at any time.

Today, English is taught in kindergarten, showing young people the basic vocabulary through melodies and games. This will help them to learn the material quickly and thus gain a high level in primary and secondary school. Likewise, on the labour market, there is increasing interest in a specific level of linguistic competence; this can be attributed to the expansion of global relationships between organisations, the ability to compete, and the need for digitisation and expansion internationally. Thus, many positions that did not require this type of training have adapted to the new reality in which English has become an essential component of the educational plan of working people.

English removes obstacles, which is why it is so important to start teaching it at an early age. The importance of language capacity will gradually become applicable in the labour market. In addition, correspondence between individuals will encourage forging new friendships, thus eliminating idiomatic barriers. Nowadays teachers must teach it in an enjoyable, didactic and innovative way to promote progress and the desire to learn among students.

English is taught in school through the creation of an annual program that is known as the didactic program. Programming is based on different learning techniques or methods spread over a period, semester or academic year. The program involves the development of content, the selection of knowledge acquisition activities, and the assessment of learning. This work will include an educational curriculum for Compulsory Secondary Education, taking into account the student's individual needs. Active and participatory methodologies will be used where students play a significant role in their own learning process. The teacher will represent the role of a guide and

observer of the students' learning, motivating them and providing them with specific materials to promote the learning of specific content.

1.2. Normative Framework

For the realisation of this didactic program, a series of laws and decrees must be taken into account:

- *LOMCE 8/2013, de 9 de diciembre. Ley Orgánica de Mejora de la Calidad Educativa*, la cual pretende reducir las tasas de abandono escolar, aumentar el nivel de calidad educativa, adaptar la educación a las capacidades del alumnado e impulsar el esfuerzo, el trabajo y la excelencia.
- *Real Decreto 1105/2014, de 26 de diciembre*, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y el Bachillerato.
- *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.
- *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.
- *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.

According to the official curriculum for Foreign Language I (English) from the Canary Islands: El uso extendido de una lengua extranjera entre las ciudadanas y los ciudadanos de un país les otorga más canales para la participación en un gran abanico de actividades, facilitando de esta manera la inclusión, una de las características que garantizan la cohesión social. Así, la materia de Primera Lengua Extranjera debe servir para habilitar la capacidad comunicativa y discursiva del alumnado para conseguir la igualdad de oportunidades. En el caso de la Comunidad Autónoma de Canarias, factores como el turismo —principal motor económico—, las relaciones entre empresas, la situación

geoestratégica y el carácter multicultural de su población otorgan una mayor relevancia al dominio de una o varias lenguas extranjeras.

In addition, taking into account el Real Decreto 1105/2014, de 26 de diciembre, which establishes the basic curriculum of the secondary education; *los contenidos son el conjunto de conocimientos, habilidades, destrezas y actitudes que contribuyen al logro de los objetivos de etapa y a la adquisición de competencias. Esta definición implica un acercamiento competencial a los contenidos más próximo al enfoque orientado a la acción que promulga el MCER, en el que confluyen dos perspectivas.*

In relation to the aforementioned, it is established that for an improvement in the learning of the First Foreign Language, the subject must be divided into blocks, constituting five differentiated ones:

It is established that in blocks I and II, *«Comprensión de textos orales» y «Producción de textos orales: expresión e interacción, es fundamental la escucha y comprensión de mensajes orales y modelos lingüísticos de diversa procedencia: hablantes nativos o no nativos de la lengua extranjera, textos procedentes de medios audiovisuales convencionales o de las nuevas tecnologías. Por otra parte, se proponen estrategias para apoyar la comprensión y producción oral, y para asegurar una interacción oral dentro y fuera del aula que permita una correcta participación en la vida cotidiana.* Blocks III y IV *están dedicados a la «Comprensión de textos escritos» y a la «Producción de textos escritos: expresión e interacción».* *Los contenidos de estos dos bloques proporcionan al alumnado procedimientos y herramientas para que este desarrolle su comprensión de textos escritos y, consecuentemente, su habilidad para crear textos propios.* Finally, block V *«Aspectos sociolingüísticos, socioculturales y emocionales», tienen como objeto que el alumnado conozca y valore las costumbres y características de la vida cotidiana de los países en los que se habla la lengua extranjera».* Therefore, it is expected that the teacher of this subject takes into account the previous knowledge of the students, as well as the criteria and competences designated for each block in the creation and development of the different didactic units that correspond to the curricular programming of the course.

The didactic program will be focused on the students of first grade of secondary education. For a greater understanding of the students, it must be borne in mind that they face the first step from childhood to adolescence. Although due to globalisation, puberty and adolescence occur earlier, many students begin to develop themselves when they are 12 or 13 years old, ages included in this

educational group. Consequently, physical and cognitive changes at this age should be considered. In the cognitive-intellectual context and taking into account the stages of Piaget's cognitive development, students in first-grade of secondary education move from the stage of concrete operations, in which the student is able to reason on specific events and situations, to one with greater operational development. This other stage is known as formal thinking, in which a more abstract reasoning starts, making them able to formulate hypotheses and a scientific argument. This process can be understood taking into account the formulated cited written below:

“At this stage, children begin to develop abstract thinking, deductive reasoning and an overall increased ability to think systematically and symbolically.” Borst. H, *Piaget's Stages of Development*, Forbes Health, (Feb 11,2022)

In addition, at this stage, the analysis and concern for the identity and the place they represent in society gain greater relevance. In the affective-motivational field, young people of 12 or 13 years of age are forming their personal image, in principle, it is described as unstable, concern about physical changes increases due to the development of primary and secondary sexual characteristics. They also prioritise the importance of privacy and are characterised by the scene called teenage egocentricity, where they believe that the world revolves around them and that they are in a constant state of social observation and analysis.

“Adolescence may be defined as that period within the life span when most of a person’s characteristics are changing from what is typically considered childlike to what is typically considered adultlike. Changes in the body are the most readily observed, but other, less definitive attributes such as thoughts, behaviour, and social relations also change radically during this period.” Bornstein, M.H, Lerner. R.M, "human behaviour". (*Encyclopaedia Britannica*, 2020)

Regarding the sociability of teenagers at this stage, it is important to know that students give great importance to social relationships, they reject the adult world and are deeply concerned about social acceptance. Adolescents put their expectations and interests ahead of others and are less tolerant and empathetic towards their peers. The establishment of social groups also begins at this stage, in which relationships with the rest of the partners are null or limited, intensifying friendship among members of the same sex. In light of all these changes, it can be seen the teenage phase as a complex process in which students need to have greater parental and teacher observation. All these physical, cognitive and social changes will affect the development of instruction and the teacher's attitude. As

a result, teachers must constantly innovate and motivate students to promote the learning of academic content and a positive atmosphere of coexistence in the classroom.

2. Contextualization

2.1 Centre and Characteristics

The educational institution in which the educational program is to be awarded is a high school located in Tenerife. The municipality is located in the northeast of the island of Tenerife. The city in question has been declared a cultural object and a World Heritage Site by UNESCO. The town maintains its paved streets, historical buildings and narrow streets. This implies that the city became a great cultural attraction for the island. It also stands out for its great gastronomic offer. The mid-school where the didactic programming of the English specialty is developed is located in the centre of the city. It is a public mid-school which belongs to the Government of the Canary Islands. The educational centre consists of two buildings separated by a street open to the traffic. One of the buildings is occupied by secondary school students, while the other building is where the Baccalaureate/ A-Levels (in Spanish *Bachillerato*) students are located.

In the centre, educational services include secondary education, baccalaureate (morning and evening shifts). The mid-school is a reference in program adaptation and stands out for its role as an integration centre, particularly for deaf students. Education is distinguished by the large number of groups available for each modality, both in secondary education and bachillerato. It also has a faculty composed of 88 teachers. Finally, it is worth mentioning that the mid-school is working on projects related to the SDGs (Sustainable Development Goals), in particular the environmental education project. Through these sustainable goals, attempts to educate students to maintain and improve the environment and the mid-school by implementing a series of programs and activities with the cooperation of all teachers in the building. Besides, the mid-school has a large schoolyard, school garden and specialised courts for certain sports such as football, basketball and athletics.

2.2 Classroom

The classrooms where the subject of the First Foreign Language (English) will be taught, would have a series of specific characteristics: the subject will be taught in large classes with good acoustics to promote communication and interaction in the language as well as the performance of oral activities.

Technological resources such as one or more computers, speakers, an electronic whiteboard and a projector should also be available to encourage participation in digital design activities. Finally, a traditional whiteboard will also be used for specific explanations of content that students cannot understand correctly.

2.3 Students

The student body is generally composed of young people whose families reside in the region, and are characterised by belonging to a social and economic class regarded as upper class. This program is aimed at first-year students of Compulsory Secondary Education. The distribution of the course has been carried out in two heterogeneous and differentiated groups between Group A and Group B.

The students of group A are characterised by above general average grades in most of the subjects, they are active and participatory students in the activities proposed in the classroom. Among them is a student with ADD (Attention-Deficit Disorder), for this student a personalised and adapted teaching will be carried out that will be reflected later in the didactic programming. In addition, cooperative work will be encouraged to promote the academic progress of the student.

The Students of Group B also show predisposition for the development of tasks in the classroom, however their oral participation is more passive than the previous group and also the average grade differs greatly among the students. In this group you can recognize a student with severe conduct disorder, with which a more individualised teaching will also be carried out, trying to promote their abilities and working on topics that are considered of greater motivation for said student. If the performance of the classes were complicated by the attitudes of the student, help would be requested from the counsellor and specialists of the educational centre.

3. Curriculum Specification

3.1 Stage Objectives

Según el Real Decreto 1105/2014, de 26 de diciembre, por el cual se establece el currículo básico de la Educación Secundaria Obligatoria, se disponen los siguientes objetivos básicos para la etapa de educación secundaria:

- *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.*
- *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.*
- *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.*
- *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.*
- *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.*
- *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.*
- *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.*
- *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.*

- *Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.*
- *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.*
- *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.*
- *Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.*

Teniendo en cuenta el Real Decreto 315/2015, 28 de agosto por el que se establece la ordenación de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias, se expone que: *La finalidad de la Educación Secundaria Obligatoria consiste en lograr que el alumnado adquiera los elementos básicos de la cultura, especialmente, en sus aspectos humanístico, artístico, científico y tecnológico; desarrollar y consolidar en él hábitos de estudio y de trabajo; prepararlo para su incorporación a estudios posteriores y su inserción laboral, y formarlo para el ejercicio de sus derechos y obligaciones en la vida como ciudadanos y ciudadanas.* Además el artículo 2, del Real Decreto mencionado anteriormente, establece en relación al currículo que: *Se entiende por currículo de Educación Secundaria Obligatoria y Bachillerato, el conjunto de los objetivos de cada etapa, las competencias, los contenidos, los criterios de evaluación del grado de adquisición de las competencias y del logro de los objetivos, los estándares de aprendizaje evaluables y la metodología didáctica, tal y como se definen en el artículo 2.1 del Real Decreto 1105/2014, de 26 de diciembre. Todo ello ha de regular la práctica docente, de forma que se logre el desarrollo del alumnado de manera integral en los planos cognitivo, afectivo y psicomotriz.* También trata la organización de las asignaturas en: *troncales, específicas y de libre configuración autonómica, en base a lo dispuesto en el artículo 6 bis 2 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, modificada por la Ley 8/2013, de 9 de diciembre.*

Para finalizar, se debe tener en cuenta que también se ha tomado como referencia la Ley Orgánica 3/2020, 29 de Diciembre, en la cual se establece la evaluación del aprendizaje de los alumnado de Educación Secundaria Obligatoria y expone que la evaluación de dicho alumnado debe ser continua, formativa e integradora.

3.2 Objectives of our subject

For the first year of secondary education, the teacher should go with the students along the different steps, making the school progress in values. Students should be provided with the tools to live in society, in order to create people capable of understanding their privileges and duties. Regarding the scholarly field, the acquisition of the fundamental skills and abilities to develop climate awareness should be strengthened, and thus foster more stable, free and open-minded citizens.

In secondary education, there is progress in objectives directly related to learning English. Students must have the capability of *"understanding and knowing how to express themselves in this foreign language"* in addition to *"communicating fluently, understanding basic vocabulary and being able to read and understand simple texts"*. As a main objective, the teacher must deepen the previous knowledge of the students and use it as a starting point to progress in the acquisition of contents related to the English subject, for that reason the resources and materials will adopt more complex characteristics and therefore it is expected that the work carried out by the students will increase their complexity throughout the school year.

3.3 Contents and key competences

In relation to the contents and key competences, *Orden ECD/65/2015, 21 Enero*, will be taken as a reference, this order describes the relationships between the competences, contents and evaluation criteria of primary education, compulsory secondary education and baccalaureate. According to the aforementioned text, the key competences of the Spanish educational system are: Linguistic Competence, Mathematical Competence, Digital Competence, Learning to Learn, Social and Civic Competences, Sense of Initiative and Entrepreneurial Spirit and Awareness and Cultural Expressions.

For the required English language skills (Listening, Reading, Speaking and Writing), various exercises related to key abilities will be conducted, taking into account that not all competences will be worked on this learning program: Linguistic Competence (in Spanish *CL*), in which it will be attempted to

improve the level of the language through texts that work on the comprehension of the language. Likewise, an arrangement to work on articulation and do different oral tasks to further develop correspondence and the way in which to express English should be made. This skill in its various aspects (lexical, linguistic, semantic, phonological and orthographic) will be reinforced. This competence will be worked through students' class diaries, written compositions and oral debates.

Digital Competence (in Spanish *CD*), since a more noteworthy utilisation of ICTs in the study hall will be proposed, to promote cooperation among students, to improve the information they obtain and to make a more dynamic approach blending education with the acknowledgment of games and other advanced assets. Learning to Learn (in Spanish *AA*), in which the study and association strategies that accompany the students throughout the different instructive stages will be proposed and the content and exercises, specially in the development of the final project of each unit. Digital Competence will be reflected in the digital design of the project, through videos, presentations and posters, as well as the study of certain grammatical concepts through applications and games, while Learning to Learn will be worked with the students through the initiative the present in order to work with classmates or help the students with more difficulties to get a common goal.

Social and Civic Competence (in Spanish *CSC*), in which the student should have the option to relate the information and abilities gained in the scholarly field in order to apply that knowledge in society. The fundamental goal is to prepare the student to live in society with uprightness and genuineness, as well as to make them aware of their privileges and obligations as individuals. Sense of Initiative and Entrepreneurial Spirit (in Spanish *SIEE*), this ability depends on the use of assets and abilities and includes changing thoughts into acts to create in the social, individual, school and work world. Both competences will be worked through the projects and programs proposed by the teacher and the mid-school.

To conclude, it will strengthen the Conscience and Cultural Expressions Competence (in Spanish *CEC*), which depends on knowing, understanding and esteeming in a deferential way to enhance our insight about the different social and creative signs all over the planet. Students will chip away at all capabilities beginning from circumstances of day to day existence and advancing over the long haul towards a more prominent authority of the language to more intricate circumstances adjusted

toward the finish of each stage. This competence will be worked through cultural content in units such as the origin of Halloween, Christmas traditions and traditional food from different countries.

3.4 Evaluation criteria

As far as evaluation measures are concerned, various types of assessments will be carried out according to each of the exercises described in the study programs.

Teachers will use rubrics, surveys or tests to verify that students have learned the substance and abilities. The evaluation templates presented in Real Decreto 1105/2014, of 26 December and collected on the official website of the Canary Islands State Authority, in the education section, in terms of secondary education materials and skills are: (see annex 1)

3.5 Assessable Learning Standards

The learning standards of the first year of secondary education, also retrieved from the official website of the Canary Islands Government, in the education section, and recovered in DECRETO 83/2016, 4 julio, are the following: (See annex 2)

3.6 Program Units

This didactic program has been created taking into account *La Resolución del 21 de Abril, 2021*, which establishes the school calendar and dictates instructions for the organisation and development of the activities of beginning and end of the 2021/2022 academic year, for non-university education centres of the Autonomous Community of the Canary Islands. Starting the school year on September 9, 2021 and ending on June 23, 2022. In addition, it has been taken as a reference Decreto 315/2015, of August 28, which establishes the organisation of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands.

The content sessions will be adapted into four teaching hours per week and each session will last 50 minutes. The curriculum will be composed of nine learning situations and their corresponding activities. The first three units will be developed before the Christmas holidays; the next three units will correspond to the period preceding Easter and the last three units will be developed before the end of the academic year. Each unit is divided into twelve sessions and the units prior to the evaluation of the students will end one week in advance to focus the students on the review of the subject before the final exam. The first three units will be evaluated during the first assessment of the

course and the marks will be awarded before Christmas, the following units will be included in the second evaluation and the final three will be evaluated to complete and promote the school year. During the programming, students will work with programs and projects chosen by the mid-school, including programs related to coexistence and equality, environmental programs and also activities focused on helping society will be worked on together with different associations. Hereunder is the didactic program designed for the first year of Compulsory Secondary Education:

N.º 1		TITLE: Who Are You and what is around you?	
Grade: 1 CSE(1st year of compulsory secondary Education)		Implementation period: from week 1 to week 4	Nº of sessions: 12
		Trimester: 1	
Description: The first unit will begin the second day of the school year, students will begin the English course with a brief presentation of themselves. In this unit students are going to learn about descriptions(of class, homes and environment), ask for and give personal information(to their friends, to the doctor, at a post in social media or in a letter for school), the use of There is/ There are, also teacher will make a rehearse about personal pronouns. The unit will be worked through a linguistic immersion in the classroom, through communicative activities such as presentations in appointment format, the video blog about your personal presentation, the descriptions of the house and the classroom through videos and flashcards, brainstorming will be carried out and ready to learn vocabulary. The different forms of asking for and giving personal information, through situational activities (at a register for school, in the doctor, in a job interview, in a post online) will also be studied and different worksheets will be carried out to strengthen the learning of the unit.		Justification: The purpose of the student as a social agent is to focus their learning on communication, so the student will be taught to handle different communicative strategies to know how to present themselves in English, as well as vocabulary and structures will be worked on so that students are able to describe the environment where they are or prepare them to communicate in different situations of daily life. In addition, the student will be taught through active and dynamic learning activities, such as the creation of the video blog, therefore, the teacher will not only train the student in the subject but also promote the use of ICT in the classroom.The didactic unit will cover different types of activities, promoting as final products those activities that involve greater creativity and commitment on the part of the students. In addition, the students will begin to work with the educational project (<i>Cuida tu entorno</i>) <i>Take care of your environment</i> and will be provided with information for all those who want to work in the inter-school program <i>Granitos de Arena</i>	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA		COMPETENCES	
Code: SLNT01C01 SLNT01C02 SLNT01C03	Description: 1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo. 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales de mensajes breves y 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. 3. Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. 4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de	CL, CD,SIEE, AA	

SLNT01C04	los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público y educativo.	
SLNT01C08	8. Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.	
CONTENTS		ASSESSABLE LEARNING STANDARDS
<p>1. Componente funcional</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>2. Componente lingüístico</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>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal</p> <p>Estrategias de comprensión:</p> <p>1. Movilización de información previa sobre tipo de tarea y tema.</p> <p>2. Identificación del tipo textual, adaptando la comprensión al mismo.</p> <p>3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales).</p>		1,2,3,4,6,7,8,9,10,19,20,21,23
<p>TEACHING MODEL: Memoristic (MEM), Expository(EXPO), Direct learning (EDIR) Role play (JROL), Simulation(SIM)</p>		
<p>METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Gamification, Problem based learning, Master Class.</p>		

METHODOLOGICAL FOUNDATION	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The linguistic competence (CL) is constantly present in the unit since most of the activities proposed for the students have communication as their main objective. The Digital competence (DC) is also part of the development of the unit through the use that the teacher made of digital resources to promote student learning, such as the final works or products that students must do, which in this case will be a video blog. Learn to Learn (L2L) and Sense of Initiative and Entrepreneurship (SIE) competences are seen the initiative and autonomous work that is expected for the creation of video presentation.
	GROUPS: Individual Work(TIND), Work in pairs (TPAR), Small groups(PGRU), Great group (GGRU)
	SPACES: Classroom with ICT resources
	RESOURCES: Blackboard, ICT resources(Computers, tablets, mobiles),,notebook or class diary.

N.º 2	TITLE: Daily Life and horror stories		
Grade: 1st CSE	Implementation period: from week nº4 to week nº 8	Nº of sessions: 10	Trimester: 1st
Description: In the second unit, grammatical contents such as routines, use of the present simple, how to write a personal profile, to talk about free time activities will be worked out, for this different activities will be developed with innovative and motivating intention in the classroom, such as, for example, the creation of a personal diary to expose the routines of the students, a direct explanation about the use of the simple present, after which the students must make a sentence and expose it orally to the rest of their classmates to strengthen the learning of grammar. A list will be made about activities that are carried out in free time and the students must make flashcards on each word to later play rote games such as memory games or the Taboo in the classroom. Halloween-themed games will also be made, since the unit has a date close to this holiday and finally a project will be carried out to conclude the unit that consists of choosing a terrifying character (Dracula, a witch, a ghost, Frankenstein) and make a brief writing about who he is, his characteristics and create a profile for the chosen character in a social network. Short texts will also be read in the classroom with a horror theme, and the students will finally have a debate about the stories they have heard.		Justification: The student will be trained with all the necessary content to promote their language skills, as well as activities of communication between students to favour the optimal academic and social development of the students. Pupils will also work on reading texts and writing routines so that students will be able to understand grammatical procedures. Through the use of vocabulary and activities related to Halloween, it is intended to motivate students to participate actively in the teaching-learning process. In addition to this activity, the descriptions, the personal diary and the characterizations of the horror characters, we will relate the development of the unit with the stop to think program, to educate high school students the necessary values to live together.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA		COMPETENCES	
Code: SLNT01C01 SLNT01C04	Description: 1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo.		LC,DC,CSC.

<p>SLNT01C06 SLNT01C08</p>	<p>4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo.</p> <p>6. 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.</p> <p>8. Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo</p>	
CONTENTS		ASSESSABLE LEARNING STANDARDS
	<p>1. Componente funcional</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>2. Componente lingüístico</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>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p>	<p>1,2,3,4,6,7,8,9,10,12,13,14,16,17,18,19,20,21,23</p>
	<p>TEACHING MODEL: Memoristic(MEM), Expository(EXPO), group Investigation(IGRU), Role play(JROL), Direct teaching (EDIR), Deductive (DEDU)</p>	

METHODOLOGICAL FOUNDATION	METHODOLOGICAL FOUNDATIONS: Master class, Cooperative learning, problem based learning, project based learning, Gamification.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Linguistic competence will be present in all units, in this particular unit we can emphasise the use of this competence not only in oral activities but in training students in how to communicate depending on the recipient of the message. Through this learning the student will be able to communicate depending on the situation in which he finds himself and fill out different formal and informal documents. The Digital competence is also fundamental in the development of the unit since different activities will be carried out through digital resources, favouring that the students become familiar and master this type of resources. Learning to Learn will be reflected in the work done by the students, the search for relevant information for the unit and the performance and motivation in the performance of activities. Sociocultural competence will be present in this unit by searching for information on important texts and authors of English literature such as Bram Stoker or Mary Shelley.
	GROUPS: . Small Groups(GGRU), Heterogeneous groups(GHET), Individual work (TIND), Work in pairs(TPAR)
	SPACES: Classroom with ICT resources
	RESOURCES: Ict resources (Computer, tablet, mobile phone) Blackboard (interactive and analogical)

N.º 3	TITLE: Christmas time		
Grade: 1st CSE	Implementation period: from week nº 9 to week nº 12	Nº of sessions: 10	Trimester: 1st
Description: In this unit the description of school life and sports will be worked, as well as students will be taught to make suggestions and give opinions on specific topics, they will learn the use and meaning of frequency adverbs (always, usually, never, often, sometimes ...) they will be taught to understand the main ideas in audios, the student will learn to express what he likes and what he does not, and you will learn the use of like + ing and how to respond with object pronouns. This content will be worked through debates in the classroom on topics chosen by the students, worksheet activities, Activities and games designed by the teacher on platforms such as Kahoot or Genially, audios extracted from digital platforms. In addition, a Christmas-themed work will be carried out in which the students must look for information about the celebration of Christmas in different countries, each student must choose a country, carry out the search and then a poster will be created that will be exhibited in the classroom.		Justification: In this unit the students will continue to learn communicative strategies that will favour future communication with English-speaking people, understanding the students as a social agent, communication skills must be fundamental in the learning process. In the unit, learning is encouraged through games and motivational activities so that the student can participate in the subject. In addition, if we understand the student as an autonomous learner, the realisation of the final project related to the Christmas holiday gives them the possibility not only to know new cultures and traditions, but to choose what information to look for, learn through cooperative work and design their own learning. This unit will be related to the program There is a place for me, in which it collaborates with external institutions such as <i>Cruz Roja</i> or <i>Aldeas Infantiles</i> , for the collection of food and toys during the Christmas period. We will discuss this issue with the students through debates and they will be able to propose initiatives to improve the situation of the less favoured, in addition to participating in the collection of goods or the solidarity market.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA		COMPETENCES	

Code: SLNT01C02 SLNT01C04 SLNT01C07 SLNT01C010	Description: 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales de mensajes breves y 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. 4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo. 7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales 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. 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.	CL,CD, CSC, AA,SIEE
CONTENTS		ASSESSABLE LEARNING STANDARDS
. Estrategias de comprensión: 1. Movilización de información previa sobre tipo de tarea y tema. 2. Identificación del tipo textual, adaptando la comprensión al mismo. 3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales). 4. Formulación de hipótesis sobre contenido y contexto. 5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. 6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. .2. Componente lingüístico .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.		1,2,3,4,6,7,8,9,10,11,12,13,14,16,17,18,19,20,21,22,23.

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

.1. Componente cultural

.1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.

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.

1.3. Valoración y comparación de los aspectos culturales, las costumbres, 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.

1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.

1.5.. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.

1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.

2. Componente emocional

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.

METHODOLOGICAL FOUNDATION	TEACHING MODEL: , Group investigation (IGRU), Concept formation (FORC), Expository (EXPO) Direct Teaching(EDIR)
	METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Project based learning, Problem based learning, Service based learning, thinking based learning: Routines, Gamification, Master Class.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The linguistic competence will be worked on in this unit through debates, making the student able to express their ideas on different topics, listening will also be carried out in order for the student to understand the main ideas of the oral messages. The digital competence will be worked on recurrently throughout the unit through the explanations that the teacher will provide to the students making use of presentation applications such as Canva, through the realisation of games such as Kahoot and Genially and through the final project that the students must elaborate on the Christmas holiday around the world. L2L and SIEE, will be present in the autonomous work of information search and performance of the final activity. The creation of the poster will motivate students to acquire the necessary information and encourage group participation and creativity. Finally CSC is also related to the final product since the student will know customs and traditions different from their own.
	GROUPS: Great group (GGRU), Small groups (PGRU), individual Work (TIND) Heterogeneous group (GHET), Interactive Groups (GINT)
	SPACES: Class with ICT Resources, schoolyard for activities such as the solidary market.
	RESOURCES: Digital Resources (Computers, Tablets, Mobile phones), Pen drive, a cardboard, pictures and necessary materials (optional for the poster), Digital and Analogical Blackboard.

N.º 4	TITLE: There is no Limits
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Grade: 1st CSE		Implementation period: from week nº15 to week nº 19	Nº of sessions: 12	Trimester: 2nd
Description: In this unit the students will work on the vocabulary of travel, learn to ask and give information about travel, the comparative and superlatives, the student will learn to compare people, places and time. Worksheet activities will be carried out to strengthen content, flashcards and vocabulary lists will be made to promote memorization of the content.. The descriptions of places will also be worked through different readings and through the visualisation of documentaries in English. Images of people, place and time will be compared through classroom discussions and the use of Kahoot will be implemented with multiple-choice exercises on comparatives and superlatives. As final products, two projects will be carried out, in the first one the students will be grouped into small groups and they will be asked to create a travel agency and decide on a tourist place to offer, after working as long as they need and with the guidance and help of the teacher, the works will be exhibited in the classroom. In the second project the students will be grouped in pairs and must make a small video as if they were television reporters, they can choose events, sports or time but as a requirement they must use several comparatives or superlatives in their presentation of the facts.		Justification: This unit will allow the student to know new places and acquire skills to talk about them. In addition, the comparatives are structures widely used when speaking colloquially so that the student when learning them can improve the fluency of their oral speeches. Activities will continue to be carried out that encourage students' learning, as well as activities that motivate them to participate and encourage their desire to learn. The final two projects will be carried out to motivate students and encourage their learning through fun activities. The use of technology for young people is of great help in the learning process so promoting this type of activities will make the student willing to participate more actively in the subject.		
CURRICULAR FOUNDATIONS				
EVALUATION CRITERIA			COMPETENCES	
Code: SLNT01C01 SLNT01C05 SLNT01C06 SLNT01C09	Description: 1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo 5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y claras, 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. 6. 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. 9. Aplicar las estrategias adecuadas para redactar textos breves y de estructura simple, 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.		CL,CD, AA, SIEE	
CONTENTS			ASSESSABLE LEARNING STANDARDS	
1. Componente funcional			1,2,3,4,6,7,8,9,10,11,12,13,14,16,17,18,19,20,21,23	

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 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.

2.2. Estructuras morfo-sintácticas y discursivas.¹

2.3. Patrones sonoros, acentuales, rítmicos y de entonación.

Estrategias de producción:

1. Planificación

1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.

1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.

2. Ejecución

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.

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.

2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje “prefabricado”, etc.).

2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales:

2.4.1. Lingüísticos - Modificar palabras de significado parecido.

- Definir o parafrasear un término o expresión.

2.4.2. Paralingüísticos y paratextuales - Pedir ayuda.

TEACHING MODEL:

Guided investigation (INV), Concept formation (FORC), Memoristic(MEM), Expositive(EXP), Group investigation (IGRU), Direct teaching (EDIR)

METHODOLOGICAL FOUNDATIONS:

Cooperative learning, Project based learning, problem based learning, thinking based learning, Flipped classroom, Gamification

CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES:

Linguistic competence is present in the collaborations of students in oral tasks, as well as in teaching them to express themselves properly in written form. The subject of English has a high communicative component since the purpose is to make the student able to understand and produce the language in various situations, so it is intended to teach the subject inversively in the classroom. That is why the teacher will propose a greater number of oral activities or communicative situations in the classroom so that the student loses the fear of making mistakes and gets security to speak the language fluently. Language proficiency is also present since most of the activities will be carried out through electronic devices, such as multiple response

METHODOLOGICAL FOUNDATION	activities with the kahoot application or the final news project, in which students must record a video pretending to be a television reporter. L2L and SIE will be very present in the performance of the two final projects, both in the group creation of a travel agency and the offer of a tourist destination, as well as in the final video, since the students must be creative, carry out autonomous work and achieve an agreement with the group or couple for the projection or final exhibition of the project.
	GROUPS: . Great Group (GGRU), Small Groups(PGRU), Heterogeneous groups (GHET), interactive groups(GINT) Individual work (TIND), Work in pairs(TPAR)
	SPACES: Class with ICT Resources and work at home
	RESOURCES: Digital devices (Computer, mobile phone, tablets) pendrive, Digital and analogical blackboard.

N.º 5	TITLE: Dear friend		
Grade: 1st CSE	Implementation period: from week nº 18 to week nº 22	Nº of sessions: 12	Trimester: 2nd
Description: This unit will focus on learning the present continuous use, describing activities that are happening now, they will be taught when to use the simple present and when the present continuous according to the action, the student will also be taught through lists the regular verbs, they will learn to order food and drinks in a restaurant, students will also learn how to describe photographs and write emails. Activities will be carried out through Readings, in which students will deal with email from people who are abroad to emphasise and learn the use of the present continuous. Matching activities will be carried out to learn the verbs and a memory game will be carried out to strengthen the learning of this content. Worksheet activities will also be carried out so that the student detects the difference between simple and continuous present. The teacher will show them a video on how to order food and drink in a restaurant and then the students must make their own dialogue and perform a roleplay in the classroom. In addition, students will be asked to take several photographs in free time, they can also bring to the classroom photographs of magazines or found on the Internet, and there will be an activity in pairs to describe each of the photographs they have brought. Finally, they will be asked to create a blog, post or email whose development will be supervised and guided by the teacher, in which students must become someone who has been living in a foreign country and wishes to send an email to their friends or family. For this last activity, students should create a brief presentation of who they are, a brief description of where they are and what they want to convey to family and friends.		Justification: Through this activity, the student will be taught the necessary skills to communicate via email, a type of communication that is increasingly used and with which young people are familiar. In addition to learning grammar that is fundamental, they will also be taught how to communicate in English in a restaurant, something that can be considered of great help for the future of the students and their teaching will be carried out through videos and role-plays in which students learn first-hand how to place their orders. They will also be motivated with the realisation and description of photographs, an innovative activity of which the total participation of the students is expected, since the subject of the photographs is free. And finally the creation of a blog, post or email in which they have to create a fictitious writing about someone who lives abroad, this will help them to know how to communicate between friends or family in a more formal or colloquial way depending on the context, carrying out a fun activity and closely linked to social networks, since the students show greater interest in these issues. This activity will also be related to the values education program, Stop to think, since students will be taught that all opinions are valid and that they must respect the choices of the rest of their classmates. In addition, this unit relates the new content with the knowledge exposed in the previous units so that the student is aware that learning is a process that advances continuously.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA		COMPETENCES	

Code: SLNT01C01 SLNT01C04 SLNT01C06 SLNT01C08	Description: 1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo. 4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo. 6. 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. 8. Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo	CL,CD.
CONTENTS		ASSESSABLE LEARNING STANDARDS
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 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. 2.2. Estructuras morfo-sintácticas y discursivas. ¹ 2.3. Patrones sonoros, acentuales, rítmicos y de entonación 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.		1,2,3,4,6,7,8,9,10,12,13,14,16,17,18,19,20,21,23

METHODOLOGICAL FOUNDATION	TEACHING MODEL: Guided investigation (INV), Concept formation(FORC), Direct teaching (EDIR), Role-play(JROL), Memoristic (MEM) Expository (EXPO), Group investigation(IGRU)
	METHODOLOGICAL FOUNDATIONS: Cooperative learning, Project based learning, Thinking based learning, Master class, Flipped Classroom, Gamification.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The Linguistic competence of this unit is shown in the emphasis that the teacher gives to communicative activities, such as debates, dialogues and role play. This is done so that the student achieves the necessary confidence to communicate in English, so as many oral activities as necessary will be proposed so that all students achieve a minimum of linguistic competence in the expected language, thus favouring communication between them and the future performance of English outside the classroom. Digital competence plays an important role in the programming of this school year, since activities are added in which digital platforms such as kahoot, genially or educaplay will be used for the realisation of games on vocabulary and regular verbs, as well as Netflix or Youtube for the visualisation of documentaries related to the theme of unity. This will achieve a greater participation of students in the proposed activities. The competence of Learning to Learn, will be reflected in the development of autonomous work at home, as well as in the development of the final projects of the unit.
	GROUPS: Individual Work(TIND), Work in pairs (TPAR), Great group (GGRU), Small groups(PGRU), Heterogeneous groups(GHET)
	SPACES: Class with ICT Resources, independent work at home.
	RESOURCES: ICT Resources (computers, tablets, mobile phones), analogic and interactive blackboard.

N.º 6	TITLE: The food festival		
Grade: 1st CSE	Implementation period: from week nº 22 to week nº 25	Nº of sessions: 15 (exams 28 al 8)	Trimester: 3rd
Description: In this unit, food and drinks vocabulary will be studied again, countable and uncountable nouns will also be introduced through activities in worksheets or platforms such as Quizzes. Moreover, students will learn to describe events in cities and will have to make a debate about a festival around the world. The topic of Street food will be discussed, in which the teacher will provide students with small readings on the subject and then there will be a debate on the aspects that have most caught their attention. The teacher will make an explanation about the modal verbs through a presentation made in Canva or PowerPoint and an exercise will be carried out to check the acquisition of the content explained. Subsequently, students will be asked to group together and choose an option between Ability, Obligation, Permission, possibility and prohibition, and must make a small presentation on the modal verbs that correspond to the category they have chosen, introducing examples to favour both their own learning and that of their peers, in addition they must choose a place, for example, your home, a library, school, public transport... and to draw up a list of rules that should be carried out in that place. Finally they will be guided and supervised in the development of the final project of the unit called: <i>what do you eat?</i> , in which they		Justification: In this unit the vocabulary of the food will continue to be worked on so it will be closely related to the previous unit. The student will be educated about the different traditional foods of different countries, so they will learn about cultures and traditions. This will encourage the student's critical thinking and promote tolerance towards regional differences. In addition, they will be taught the use of modal verbs and formal language, which will favour the student's communication in different situations and will learn to express themselves correctly depending on the recipient of their message. The activity will also be carried out (teacher for one day) in which they will be the protagonists and must make a brief presentation on one of the modal verbs, explaining its use, showing examples to improve the understanding of the rest of the students and solving the possible doubts that may arise, they must also add a list of rules that must be followed in a specific place that they have chosen. This activity will foster oral communication, staging and empathy towards the teacher. So this unit will be related to the values education program (stop to think) and the project (there is a place for me).	

<p>have to develop a recipe for an international meal. First they must choose a country, then they must look for information about their traditional meals and finally choose one to make a video explaining and optionally making the recipe.</p> <p>Also for May 8, Women's Day, an activity will be carried out in which students will previously be asked to look for information at home about relevant women in the Anglo-Saxon world and in the session corresponding to that day a debate will be held with all the information they have brought.</p>		
CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
<p>Code:</p> <p>SLNT01C03</p> <p>SLNT01C04</p> <p>SLNT01C06</p>	<p>Description:</p> <p>3. Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo</p> <p>4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo.</p> <p>6. 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.</p>	<p>CL,CD,SCS</p>
CONTENTS		ASSESSABLE LEARNING STANDARDS
<p>1. Componente funcional</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>2. Componente lingüístico</p> <p>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;</p>		<p>8,9,10,12,13,14,16,17,18</p>

<p>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 morfo-sintácticas y discursivas¹</p> <p>2.3. Patrones gráficos y convenciones ortográficas.</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p>	
METHODOLOGICAL FOUNDATION	<p>TEACHING MODEL: Direct Teaching (EDIR), Guided investigation (INV), Concept formation(FORC),Expository(EXPO), Group investigation(IGRU).</p>
	<p>METHODOLOGICAL FOUNDATIONS: . Master class, Flipped Classroom, Gamification, Project based learning, thinking based learning, Cooperative learning.</p>
	<p>CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The linguistic competence is reflected in the high oral content of the unit, through dialogues and role play, it will also be present in the activity (Teacher for a day) since the students must represent the role of the teacher and express the content in a clear and understandable way for the rest of the classmates. The digital competence is closely related to all the units of this programming, in this unit it is reflected in the use of texts and videos about street food, games related to vocabulary, it is also shown in the creation of presentations that the students must make or in the video that they must record as the final product of the unit. This constant use of ICTs will favour the academic and motivational development of students. Learning to Learn will be inherent in the performance of the most important works of the unit, that is, the presentation and the final video, so the student must perform autonomous work both in the classroom and at home and must be aware of their learning process. The sociocultural competence will be closely related to this unit, since the students must seek information about traditional food of a chosen country and this will promote their tolerance and respect for the different cultures existing on our planet.</p>
	<p>GROUPS: Great group (GGRU), individual work(TIND), Work in pairs(TPAR), Small groups(PGRU), Heterogeneous group (GHET).</p>
	<p>SPACES: Class with ICT resources and work at home.</p>
<p>RESOURCES: ICT Resources (Computers, mobile phones, tablets), Pendrive, analogical and interactive blackboard.</p>	

N.º 7	TITLE: A crime was written/ A crime story		
Grade: 1SCE	Implementation period: from week nº29 to week nº31	Nº of sessions: 12	Trimester: 3rd
<p>Description: In this unit we will work on the vocabulary of clothing, shopping and appearance, through reading extracted from fashion magazines or the Internet. There will also be a role play between a shop employer and a client to work on the vocabulary of clothing and shopping. Vocabulary related to suspense or crime films will also be worked on. Gamification activities will be carried out to work on all the vocabulary. You will also learn the use of the Simple Past through a presentation made by the teacher and worksheet activities will be carried out to check if the students have understood the content of the unit. The</p>		<p>Justification: Teenagers are heavily influenced by fashion and appearances so the content of this unit can be attractive to young people. In addition, if students travel to an English-speaking country in the future, they will know how to communicate and ask for what they need in a store. Progress in learning grammar is essential for students to acquire the necessary skills to promote secondary education, so the teacher will try to teach the content in the most practical and motivating way possible. The final projects will be carried out to</p>	

<p>descriptions will be worked through cards with photographs and small audios in the form of telephone calls in which people will be described and the students must mark who it is. Finally two projects will be proposed, in the first one the students will be grouped into small groups and they will be provided with a photo, an audio and a list with a question of true and false, all related to a crime scene that the students must solve. The second project will consist of an interrogation between a suspect and a policeman, which the students must prepare and stage in the classroom, for this they will be grouped in pairs.</p>	<p>check the level of language acquisition that the students have, but it will be carried out in an active and innovative way to favour the predisposition to carry out these activities.</p> <p>This unit will also be related to the project of education in values, <i>párate a pensar</i> (Stop to think), to educate students not to be carried away by stereotypes or prejudices of people.</p>
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CURRICULAR FOUNDATIONS

EVALUATION CRITERIA		COMPETENCES
<p>Code:</p> <p>SLNT01C04</p> <p>SLNT01C06</p> <p>SLNT01C08</p>	<p>Description:</p> <p>4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo.</p> <p>.6. 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.</p> <p>8. Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.</p>	<p>CL,CD,SIE</p>

CONTENTS

ASSESSABLE LEARNING STANDARDS

<p>1. Componente funcional</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>2. Componente lingüístico</p> <p>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.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas.¹</p> <p>2.3 Patrones gráficos y convenciones ortográficas.</p>	<p>8,9,10,12,13,14,16,17,18,19,20,21,23</p>
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3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.	
METHODOLOGICAL FOUNDATION	TEACHING MODEL: Direct teaching (EDIR), Guided investigation(INV), Concept formation(FORC), Expository(EXP), group investigation(IGRU)
	METHODOLOGICAL FOUNDATIONS: Cooperative learning, Master class, Project based learning, thinking based learning, Gamification.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Linguistic competence will be reflected in the use of oral activities, readings to promote reading comprehension and listening to check the student's ability to understand the language. The digital competence is shown in the use of didactic resources for readings, which will be extracted from articles on different web pages or listenings that will be collected from web platforms such as youtube. AA and SIE will be present in the cooperative work that they must carry out for the performance of the final projects, in which the students must be able to solve a crime in a creative way and with the participation and collaboration of all the members of the group.
	GROUPS: Individual work (TIND), work in pairs(TPAR),Great group (GGRU), Small group (PGRU), Heterogeneous groups(GHET)
	SPACES: Class with ICT resources
RESOURCES: ICT resources(tablets, computers, mobile phones) Analogic and interactive blackboard.	

N.º 8	TITLE: My adventurous life		
Grade: 1st CSE	Implementation period: from week nº31 to week nº33	Nº of sessions: 12	Trimester: 3rd
Description: In this unit the descriptions of landscape and places in the city will be worked on, it will be done through flashcards and the visualisation of documentaries about exotic places, later questions about the video will be answered. students will be taught how to give and ask directions in English, this will be worked through flashcards, multiple answer questions in applications such as Quizzes at home and in class through a role play, for which the teacher will give a map to the students with different points such as the hospital, the store, the park ... one student will act as a lost tourist who asks for directions to get to one of these points and the other student must guide him through the city. A list of verbs in present and simple past will also be made, differentiating regular verbs from irregular verbs to favour the rote learning of grammar by the student. Students will hold a discussion about what they did last week to strengthen the learning of narratives in the past. Finally, the teacher will propose two final projects, one is the creation of a chat in which they talk about a problem in the past (being late to an event, a robbery, the loss of a mobile, an unexpected storm) with a friend or a relative. The second is to choose a natural		Justification: This unit will be related to the content of the previous units, as the descriptions have been a topic worked on before. With this unit you want to strengthen the previous contents and check if the learning process of the students occurs optimally. Activities will be combined with analog and digital resources to emphasise that learning can be produced by various means and check what type of teaching favours students the most in order to adapt the resources to the needs of the pupils. It will continue with the use of oral activities on everyday events to promote the communication of the students and the projection of videos that encourage the motivation in the learning of content. Finally, two innovative projects have been chosen as the final products of the unit, the first, a chat or whatsapp simulation in which students can learn in a fun way. In the second, they are given freedom to carry out the final product, to promote the creativity and initiative of the students.	

<p>place, exotic place, cultural city or theme park around the world and create a tour, using the grammatical content that has been previously explained in the unit. For this last work they have total freedom of creation, students can also make a digital tour, they can draw the route or record a video to explain it, the requirements are to do the work individually or in pairs, use the directions in English and all students must participate in the explanation of the route.</p>		
CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
<p>Code: SLNT01C01 SLNT01C03 SLNT01C09</p>	<p>Description: 1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo. 3. Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. 9. Aplicar las estrategias adecuadas para redactar textos breves y de estructura simple, 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.</p>	<p>CL,CD,AA,SIE</p>
CONTENTS		ASSESSABLE LEARNING STANDARDS
<p>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.</p> <p>2. Componente lingüístico 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. 2.2. Estructuras morfo-sintácticas y discursivas.¹ 2.3 Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p>3.Estrategias de producción:</p>		<p>1,2,3,4,6,7,8,19,20,21,23</p>

<p>3.1. Planificación</p> <p>3.1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repassar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).</p> <p>3.1.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.).</p> <p>3.2. Ejecución</p> <p>3.2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>3.2.2. 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>3.2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).</p>	
METHODOLOGICAL FOUNDATION	TEACHING MODEL: Direct teaching (EDIR), Guided investigation(INV), Concept formation(FORC), Expository(EXP), group investigation(IGRU)
	METHODOLOGICAL FOUNDATIONS: Cooperative learning, Master class, Project based learning, thinking based learning, Gamification, flipped classroom.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Linguistic competence is the fundamental basis of the subject, so the teacher will propose the realization of activities that involve a high degree of communication, either through debates on readings proposed in the classroom, through opinions on videos or documentaries, or through communicating daily facts of the lives of the students. All these activities are aimed at promoting communication and understanding of students. Digital competence is closely linked to activities, designed with technological resources to break down the traditional barriers of teaching English. The realisation of games on platforms, the creation of whatsapps or presentations and videos for the performance of the final products of the unit seek to motivate the students with the realisation of the tasks. Finally AA and SIEE will be shown in the autonomous work, creativity and initiative of creation of the final projects of the didactic unit.
	GROUPS: Individual work (TIND), work in pairs(TPAR), Great group (GGRU), Small group (PGRU), Heterogeneous groups(GHET)
	SPACES: Class with ICT resources
	RESOURCES: ICT resources(tablets, computers, mobile phones) Analogic and interactive blackboard.

N.º 9	TITLE: The best is yet to come		
Grade: 1 CSE	Implementation period: from week nº34 to week nº37	Nº of sessions: 12	Trimester: 3rd
Description: In the last unit of didactic programming, students will be taught the use of the simple future through a presentation on platforms such as canvas or powerpoint, oral activities will be carried out to talk about what they will do next weekend and they will be asked to make a brief essay about their future. Students will learn vocabulary related to technology and entertainment, such as artificial intelligence, robot,		Justification: In this last unit it will be about teaching the student in a dynamic and enjoyable way since it is usually the time of year when the students are most tired. Very participatory activities will be carried out, in which the use of the simple future will be learned and the grammatical structures given in the previous units will	

<p>satellite, spaceship... by means of flashcards and memory or taboo games. Afterwards they will be provided with a reading on future predictions and science fiction, which they will work cooperatively in the classroom. Cinematographic vocabulary will be learned through games made with Genially and an alphabet game (or password game) created with educaplay and a vote will be held on films in the classroom, the winning film will be viewed in English in the next session and at the end of it there will be a debate on the aspects of the film that have most attracted the attention of the students. Finally they will be asked for a final project called (And the oscar goes to..) will consist of creating a short film, for which they must work both in the classroom and in their free time. The short will last between 5 and 10 minutes. Once all the students have made their film, the results will be displayed in the classroom and an awards ceremony presented by the teacher will be staged.</p>		<p>be reinforced. Learning will be carried out through games, and these games can be chosen as a self-assessment test of the students, such as the alphabet game, in which the students will be aware of their learning process at the end. Finally, the final project will be a fun way to finish learning the subject and will motivate students to excel in performing tasks.</p>
CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
<p>Code: SLNT01C01 SLNT01C05 SLNT01C06 SLNT01C08</p>	<p>Description: 1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo. 5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y claras, 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 6. 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. 8. Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.</p>	<p>CL,CD,AA,SIE</p>
CONTENTS		ASSESSABLE LEARNING STANDARDS
<p>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</p>		<p>1,2,3,4,6,7,8,9,10,12,13,14,16,17,18,19,20,21,23</p>

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 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.

2.2. Estructuras morfo-sintácticas y discursivas.¹

2.3 Patrones sonoros, acentuales, rítmicos y de entonación.

Estrategias de producción:

1. Planificación

1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.

1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.

2. Ejecución

2.1. Expresar el mensaje con claridad y coherencia, estructurando adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.

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.

2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje “prefabricado”, etc.).

2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales:

2.4.1. Lingüísticos

- Modificar palabras de significado parecido.

- Definir o parafrasear un término o expresión.

2.4.2. Paralingüísticos y paratextuales

- Pedir ayuda.

- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.

- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).

- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

TEACHING MODEL:

Direct teaching (EDIR), Guided investigation(INV), Concept formation(FORC), Expository(EXP), group investigation(IGRU)

METHODOLOGICAL FOUNDATIONS:

Cooperative learning, Master class, Project based learning, thinking based learning, Gamification.

CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES:

Linguistic competence is present throughout the programming of the subject since English is a subject closely linked to communication. To promote it, in this unit debates will be held, continuing with daily topics to foment the communicative skills of the students inside and outside the classroom, as well as talks on films that is a topic that motivates the students to give their opinion. Reading comprehension will be worked through readings and cinematographic culture will be promoted through the visualisation of films The digital competence is shown in

METHODOLOGICAL FOUNDATION	the display of the films on digital platforms, in the development of exercises and online games and in the performance of the final project of the subject. AA and SIE will be present in the creation of the final product in which students must have initiative and creativity as well as commitment and autonomy for its achievement.
	GROUPS: Individual work (TIND), work in pairs(TPAR),Great group (GGRU), Small group (PGRU), Heterogeneous groups(GHET)
	SPACES: Class with ICT resources and out of the school (Students free time)
	RESOURCES: ICT resources(tablets, computers, mobile phones) Analogic and interactive blackboard, pendrive, projector.

4. Methodology: Methodological principles.

The main objective of the teaching-learning process of the First Foreign Language in Secondary Education is to consolidate the communicative skills acquired in primary education. At the end of the Secondary stage the student must be able to master the communicative and production skills according to the Common European Framework (CEFR). The fundamental principle is the communicative approach of the language, so the student is the main protagonist and must learn to communicate effectively in various situations and contexts. That is why it is essential to involve the student in their teaching-learning and evaluation process through tools such as the European Language Portfolio (PEL). The methodological guidelines divided into subjects that are included in DECRETO 83/2016, of July 4, establish that *La lengua extranjera debe convertirse, en cualquiera de los contextos existentes en nuestras islas, en el vehículo por excelencia de comunicación dentro y fuera del aula, tanto en la comunicación entre docentes y discentes, como entre estos últimos, así como en todo aquello relativo a la búsqueda, adaptación, creación y uso del material didáctico*. Therefore, the teacher must promote a motivating environment that adapts to the needs of the students, that links the new contents of the subject with the previous knowledge, to promote the linguistic immersion of the students and the natural learning of the subject.

Understanding students as a social agent, that is, they produce and interact with each other, active methodologies must be available for language teaching such as task-based learning, project-based learning or problem solving. Regarding the dimension corresponding to the autonomous learner, more innovative methodologies must be promoted, in order to favour the student to design their own learning process, while the teacher is seen as a guide of this process. For this, the flipped classroom will be used, in which the student must work autonomously at home and the corrections of tasks or projects will be made in the classroom. The last dimensions of the students are those of intercultural speaker and emotional subject. The dimension of the speaker implies the use of technologies and resources that promote the understanding of values, culture and norms of the language being studied while that corresponding to the emotional subject requires methodologies that favours the emotional development of individuals.

Bloom's Taxonomy is one of the fundamental methodologies taught in today's society. The teacher must adapt the levels present in this taxonomy to the teaching of a second language, so students

must pass each level in order to progress. Those levels will be worked on in this program through different activities. Bloom's taxonomy can be worked on by relating it to different themes such as cooperative learning, project-based learning, thinking skills or multiple intelligences. To work on Bloom's taxonomy, a series of activities corresponding to each level of the taxonomy will be designed, such as the creation and development of memory games (Remembering), the realisation by students of summaries of short texts and explanations of certain content to the rest of the students (Understanding), the implementation of mimicry games, dramatisations or role plays in the classroom (Applying), the realisation of research and identification of information (Analysing), the correction of tasks, implementation of debates and discussions on a topic (Evaluating) and the creation of journalistic articles or blogs by the schoolchildren (Creating). In addition, the revision of Bloom's taxonomy relates directly to the use of ICTs, so most of the activities will be realised using digital resources. Therefore, the activities proposed in the programming meet the objectives of the taxonomy and motivate students to progress in the field through innovative activities.

On the other hand, Merrill's instructional principles also had a direct influence on the development of the teaching process of this programming. The main objective of these principles is to start from previous knowledge to move towards more complex knowledge. Activities that start from real-world problems will be implemented, so that students make use of that previous knowledge to solve this problem, advancing to more complex issues. The development of activities based on Merrill's principles will be organised as initial activation activities, which motivate the incorporation of new learning, such as brainstorming for oral debates or the creation of short stories. Also, Word-search activities for vocabulary of certain units or irregular verbs will be worked on. Reading comprehension questions about texts or questions of true or false and finally, the flipped classroom, in which the teacher will send the students the visualisation of a video and they must make a summary with the main ideas in class. To work on the demonstration or application, activities such as listening comprehension with songs will be carried out, in which the student will have the transcription of these songs with blank spaces and must fill them in as they listen. Moreover, matching vocabulary or grammatical concepts and translations will be implemented to encourage the acquisition of new knowledge. Finally, activities of reinforcement, integration and consolidation of content will be carried out, for these activities the use of ICTs will be fundamental. Students must solve puzzles and games created by the teacher on platforms such as Kahoot or Genially. Debates and role plays will also be developed in the classroom. Also, alphabet games will be created in the classroom in the form

of a contest to strengthen the knowledge of the students. Besides, a Karaoke activity will be implemented to improve the pronunciation.

In relation to the DUA methodology, teachers must not only adapt the curricular elements, but also the educational resources that are used to teach the subject, for this reason some important aspects will be described for the introduction of the DUA method in the English classroom. The first principle to take into account is the use of various forms to represent information to students. Thus, audio-visual texts will be used, in which shapes and colours of letters can be modified. Also explanations will be supported with animations, drawings or maps, to make the information more accessible for pupils. Finally, when videos or films are used to discuss a topic in the classroom, subtitles will be added to promote a better understanding. The second principle indicated in the DUA methodology concerns providing multiple means of action and expression. To do this, students will perform the tasks by different means (voice texts, illustrations, songs, videos), learning will be facilitated both through digital and analogical activities. The goals and objectives will be clearly explained, as well as the steps to follow to achieve them. Students with difficulties will be proposed to work with peer support, and this support will be progressively withdrawn to favour their autonomy. Finally, students will be proposed to carry out different self-evaluation activities to make them aware and active participants of their teaching-learning process.

4.1 Learning Strategies (Methods, strategies and techniques)

The teaching unit to be developed for the subject of the first foreign language is composed of several teaching methods. For the nine teaching units which comprise the programme, the teacher has tried to select educational methods that best promote student learning and motivation. As a starting point, the direct method (MS) will be used, by the realisation of a linguistic immersion in the classroom and enhances students' oral skills through visual support and the use of daily situations. Direct Teaching (EDIR), in which the teacher will provide students with material, resources and explanations in order to obtain the necessary knowledge. Another method that will be used in the educational process will be the flipped classroom, in which teachers provide resources, such as videos or texts so that students can work at home and the activities will be worked out and corrected in class.

Problem-based learning will also be worked out in class, introducing one or more real problems for the student. They must argue about them and try to solve them in class. Cooperative learning will also be presented in several activities offered in class, since it involves a commitment among students

to achieve a common objective. This methodology can help not only to improve academic skills, but also to improve social relationships among students. In addition, Gamification will be used to perform activities, using games in class helps to improve participation and learning, as it is considered a fun way to learn. And finally, Project-based learning will be worked in didactic programming since at the end of the units the students will be proposed the realisation of a project based on the content studied.

The didactic programming of English will use different learning strategies such as the collaboration with organisational activities, which will improve knowledge-building by consolidating information to make it easier to understand. Additionally, the comprehension strategy will be used, which is the basis for the student's knowledge. To succeed in learning a specific content, it is necessary that the student knows and understands all the concepts. It is important to point out that learning strategies based on meaningful rather than rote learning will be promoted. In significant learning, the teacher of the subject will use visual support, rhymes, keywords, conceptual maps... etc. Through this, the education of students with greater learning problems is promoted or even enhances the participation and acquisition of content for the student who is not motivated in the subject. Finally, this program will be focused on teaching the second language through oral and written communication activities, encouraging youth participation, engagement and motivation in the field.

4.2 Types of Activities

During the academic year, innovative and participatory activities will be developed to draw the student's attention to the program and reinforce the progression of learning. For students, and as mentioned above, most of the activities on communicating and using language in class will be implemented. In addition, the teacher will create activities and projects based on topics of interest to students, thus trying to achieve greater participation and motivation in the classroom.

For the implementation of learning skills, activities such as oral presentations will be created where the student must present the information to the rest of the class. Moreover, this presentation can serve as a product for the teacher to assess whether the student has acquired and understood the content. Dialogues, debates or dramatisations will also be conducted to work on specific content, where oral communication prevails and language acquisition is enhanced. Furthermore, case studies will also be developed concerning this technique in problem-based education, where the student will

be the protagonist and should investigate, argue and reflect on the topic they choose to discuss. There will also be activities for students to briefly present the plot or ideas that attracted their attention in a movie or novel. Another exercise that will be conducted in the classroom is called "gossip" in which they have to find news or facts that have had an impact on them.

At mid-year, a sequencing activity based on Merrill's teaching principles will be proposed. For the activation phase, several videos of interviews with English speakers on a broad range of topics are shown. For the demonstration phase, the teacher will provide them with relevant topics and reinforce the grammar structures they must use in creating the interview. For the application phase, students are grouped in pairs and should represent the role of the interviewer and the interviewee, putting into practice what they have learned. Lastly, in the final phase, which involves integration, the teacher will propose a project based on explaining a touristic place and students must put into practice the knowledge acquired.

4.3 Groups.

To carry out the activities of educational programming, different groups will be proposed in class, according to the content, activity or product expected of the students. For example, to work with games or problem-based activities, students are required to do an individual work (IND), in order to show independence and demonstrate if they have learned the content of the unit. Work in pairs (TPAR) will also be implemented in order for students to have the support of their peers and to carry out the teaching-learning process in a bidirectional manner, for example in debates.

For activities that promote oral skills through presentations or conversational activities, we will use couple work (TPAR) or small group work (PGRU) of three or four people to foster wider communication and the motivation that cooperative work brings to students. These groupings will also be done in writing activities, such as the creation of short stories.. However, theoretical content will be taught in a large group (GGRU) to outline the key concepts and ideas. These presentations of content could be adjusted to small groups (PGRU) in order to clarify the doubts and problems that arose in the theoretical classes.

4.4 Complementary and extracurricular activities

The teacher will propose different activities for the most advantaged students in the subject. Throughout the school year, activities will be carried out, such as worksheets or activities on various

websites and activities will also be proposed outside the classroom, to encourage motivation in the performance of tasks.

In relation to complementary activities that will be conducted outside the classroom, school outings to natural surroundings will be implemented to work on topics such as ecology and recycling, making use of Merrill's methodology or using the methodology of problem based learning. Students must work on the importance of recycling and conserving the natural environment by cleaning a beach and creating something with the waste collected. This activity will be used to work on lexical vocabulary as for example the general descriptions of natural places, climate and environments... In this activity, the CL, CD and CSC competencies will be developed.

To conclude, the teacher will propose the creation of a book club where every two weeks a novel is chosen from among the students. The novel will be read and then there will be a debate about the major ideas reflected in the book. This will promote reading, critical and thoughtful analysis, as well as enhancement of communication skills and interpersonal relationships. This is created to promote reading comprehension in English and the ability to speak about different topics in a debate related to the books' main ideas. Also, students can create their own stories and narrate them in class, so that they have the chance to practise lexical and morphosyntactic structures and vocabulary. In these particular activities students will be developing CL, AA, SIEE, and CSC competencies.

4.5 Organisational criteria (Spaces and temporalization of the didactic units)

English-language programming for the 2021-2022 academic year comprises 9 teaching units. Three units are completed for each evaluation. The first three will take about 12 hours each and will be completed before the Christmas holidays. In view of the fact that the classes begin on 9 September, this day will be reserved for the introduction of the students, the teacher and the subject. The first unit will start on 13 September and will be completed around October 6. The second will be held on 7 May and will run until the first days of November, while the third will be implemented between November and December, leaving the last week before Christmas for the quarterly review and examination development corresponding to the first evaluation. The next three units, 4, 5 and 6, will be taught after Christmas and before Easter. The fourth unit will take place in January, and the fifth unit will take place in February. The sixth and last unit for the second evaluation will be carried out in March, leaving the first week of April to go through the content and final exams. Finally, the final three units will be completed before the end of the academic year, that is, between the months of

April and June. Consequently, Unit 7 will be taught between the 18th of April and the firsts days of May, Unit 8 during May and to complete the academic year, the final unit will be held between the lasts days of May and June. As in the past, the last school week, from 20 to 23 of June, will be left for the third and final assessment exams.

This information is gathered in the following table which is a graphic representation of the schedule for the teaching units according to the diagram of Gantt.

UNITS	HOURS	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUN
1	12	■	■								
2	12		■	■							
3	12			■	■						
4	12					■					
5	12						■				
6	12							■			
7	12								■	■	
8	12									■	
9	12									■	■

This teaching plan for English subjects has been developed taking into account the holidays in the Autonomous Community of the Canary Islands. It has been carried out for guidance and can be modified if necessary. Regarding the space for developing explanations and activities, the work will take place in the classroom assigned by the education centre. Activities will also take place in the schoolyard to encourage student initiative and field trips will be offered to work on specific programming challenges in a more motivational setting.

4.6 Didactic materials and resources.

In order to work on the different teaching units, students are required to bring a notebook and pens to the classroom to capture key ideas from the teacher's explanation, however, students can also bring a tablet or computer. The teacher will also use different digital resources like Canva for

developing presentations and numerous applications like Genially or Kahoot to work the contents through gamification.

Regarding reading comprehension, the teacher will provide web pages such as EnglishClub or Cambridge for students to have access to different texts in English. Also, the teacher will ask students to make a list of short stories they would like to work on in class and a book club will be created during the course of the academic year. Furthermore, to work on listening comprehension, students will watch videos on web pages such as YouTube and platforms such as Netflix, in order to watch an episode of an English series or film in its original version. Speaking will be developed through a continuous process of language immersion, providing students with resources such as videos and interviews, to develop dialogues and debates among them. Different and motivational activities will be implemented in order to force students to use the language, such as, interviews, interrogations or role plays .

Finally, there will be ongoing writing activities, including written presentations by students with resources such as Canva and PowerPoint, the production of posters about the lectures offered in class or the creation of a blog in which students can talk about their experience, their strengths and their weaknesses in the process of learning the subject.

5. Attention to Diversity

5.1 General Aspects and measures

The diversity of students is a recurring theme today in all schools. Diversity can be understood in different ways and students can be grouped according to specific learning needs, such as Dyslexia, Dyscalculia, Dysorthography, and ADHD, students with physical, motor and intellectual needs, or students with severe behavioural problems, non-Spanish-speaking students (foreigner or immigrant), transsexual students and students with high abilities (*ALCAIN*).

Attention to diversity in the Autonomous Community of the Canary Islands is regulated by *la Orden de 7 de junio de 2007, de la Consejería de Educación, Cultura y Deportes*, which regulates attention to diversity in basic education, while *el Decreto 127/2007, de 24 de mayo*, establishes the organization and curriculum of Compulsory Secondary Education in the Autonomous Community of the Canary

Islands and it is presented as one of the fundamental principles in the educational intervention to achieve an equitable education for students in all schools. In addition, each year modifications are added to achieve a fairer and more complete education for all students equally, with some aspects of the organisation being fixed.

This Order relating to attention to diversity, is in turn regulated by different aspects such as the competences attributed in el artículo 32 de la Ley 1/1983, de 14 de abril, del Gobierno y de la Administración Pública de la Comunidad Autónoma de Canarias (B.O.C. de 30 de mayo), in artículo 29 de la Ley 14/1990, de 26 de julio, de Régimen Jurídico de las Administraciones Públicas de Canarias (B.O.C. de 20 de agosto), en los artículos 4 y 5 del Decreto 113/2006, de 26 de julio, por el que se aprueba el Reglamento Orgánico de la Consejería de Educación, Cultura y Deportes, en su redacción actual (B.O.C. de 1 de agosto), y en uso de la habilitación prevista en la Disposición Final Primera del Decreto 126/2007, de 24 de mayo y del Decreto 127/2007, de 24 de mayo. In el artículo 121.2 de la Ley Orgánica de Educación (LOE) all the organisational, preventive and intervention measures that must be adopted with the aim of facilitating access to the curriculum for students with specific needs are collected. The purpose of the attention to diversity is to meet the needs of schoolchildren with specific requirements for educational support, so the Order is divided into two levels to address all the necessary aspects to incorporate this attention of students in a respectful way in the curriculum of educational centres.

The first level or chapter establishes a series of measures of educational attention in basic education to be adopted by schools. In addition, at the end of the article, it is stated that each centre is free to adopt other measures of attention to the student different from those presented in the said article. All the measures aim to help the student in their school development and promote learning in order to finally achieve their compulsory secondary education qualifications. Among the measures presented in the first article it can be found the reinforcement programs, language support, curricular diversification programs, programs to improve coexistence (*PROMEKO*) and other extraordinary measures of attention to diversity.

In relation to the characteristics and organization of the reinforcement programs, it is stated that: *En el tercer ciclo de Educación Primaria o durante los tres primeros cursos de la Educación Secundaria Obligatoria, los centros educativos podrán establecer programas de refuerzo destinados a favorecer el desarrollo y adquisición de las competencias básicas, así como a alcanzar los objetivos de las dos*

etapas y, en consecuencia, obtener el título de Graduado en Educación Secundaria Obligatoria. For this, it must also be taken into account la ORDEN de 14 de marzo de 2008, por la que se establecen los currículos de los ámbitos y de la materia de Lengua Extranjera (Inglés) de los programas de diversificación curricular, así como las orientaciones curriculares de los programas de refuerzos regulados en la Orden de 7 de junio de 2007.

In la Orden de 7 de junio de 2007, de la Consejería de Educación, Cultura y Deportes, which regulates the attention to diversity in basic education states that students who require it can study the subject of foreign language through a reinforcement program to progress in the secondary stage and obtain the degree is certified at the end.

On the other hand, el Decreto 127/2007, de 24 de mayo, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Canarias (B.O.C. de 7 de junio), el artículo 12, states that las medidas de atención a la diversidad en esta etapa estarán orientadas a responder a las necesidades educativas concretas del alumnado y a la consecución de las competencias básicas y los objetivos de la Educación Secundaria Obligatoria. Entre estas medidas se incluyen los programas de diversificación curricular y los programas de refuerzo.

In the school, personal resources specialised in the attention to Students with special education needs (NEAE) can be found: teachers specialised in Therapeutic Pedagogy, Specialist Teachers of Hearing and Language, Counsellors and Interpreters of Spanish Sign Language, EOEP of area and specific for hearing and visual disability.

Other rules that are established for the curricular concretion of the centre are those included in *La Ley 13/1982 de Integración Social del Minusválido* que establece el derecho de estas personas a recibir la respuesta adecuada a sus necesidades dentro del sistema escolar ordinario y en el seno de su propia comunidad, según los principios de normalización, integración, sectorización e individualización, así como en *la Ley 8/1995 del 6 de abril de accesibilidad y supresión de barreras físicas y de la comunicación*. In addition, curricular diversification programs are proposed, which aim to offer students who require it the possibility of obtaining the title of compulsory secondary education through the organisation of specific contents and methodologies to respond to students with specific educational needs.

Language support programs focus on non-Spanish-speakers. Therefore, specific measures are adopted to promote the communicative competence of students. Starting the learning process through determined subjects of basic education, such as language and literature and thus facilitates access to the curriculum. Language support must be carried out individually to promote student learning and must also be monitored by the counsellor or specialist of the educational institution.

The programs for the improvement of coexistence (*PROMEKO*) are also considered as means of attention to diversity. The main objective of these programs is to improve the educational coexistence of students who present learning difficulties due to behavioural imbalances or who may show symptoms of educational abandonment, according to the previous criteria of the teaching team. In these programs the teaching of the contents of the various subjects alternates with the personal, social or school improvement of the student and try to reinforce self-esteem, personal image, social relationships and try to teach the student to value school progress.

Finally, *Order 127/2007, of 4 May*, explains that other measures of attention to diversity can be adopted, including flexible groupings for the performance of tasks, group splits, and the treatment of the subject or contents in a personalised way for students with specific needs for educational support. It is also stated that the educational team can and should design curricular enrichment programs for students of rapid learning or high intellectual abilities (*ALCAIN*) to favour their learning and improve the acquisition of knowledge.

In addition, the Autonomous Community of the Canary Islands establishes a protocol for accompaniment of Trans students (transsexuals, transgender or non-binary identity) and attention to gender diversity in schools supported by public funds in the Canary Islands, to guarantee their free personal and social development, the rights and well-being of students with these characteristics.

The educational institution has a specific protocol for the early detection of students with specific educational support needs (NEAE). In the first place, if the teaching staff observe difficulties among the students in the classroom, resources must be put in place, such as carrying out an initial evaluation, bringing the student closer to the teacher's desk to favour learning and more personalised attention, planning reinforcement or expansion tasks or continuously monitoring the student's homework through the school agenda. After a reasonable period of time and if these preliminary measures do not achieve the expected result, the situation must be communicated to the counsellor in order to determine new work alternatives with such students.

5.2 Curricular Adaptation: Ordinary Measures

In the case of the first year of Compulsory Secondary Education in group A, we find a student with ADD (Attention- Déficit Disorder), so a curricular adaptation must be made according to her condition to favour her academic progress. In the first place, at the beginning of the course and after knowing the conditions of the students who will make up the school year through a psycho pedagogical report made by the counsellor of the centre, a meeting of the faculty of teachers must be held in which the measures that will be carried out during the school year to favour the teaching-learning process of the student will be exposed. Regarding the location of the student in the classroom, she must be seated at the front of the classroom, near the teacher. The date of the evaluation tasks or exams will be assigned in advance and the distractions in the classroom will be mitigated. In addition, the teacher will pay more individualised attention to the student, who will be given more time to finish the tasks marked in the classroom.

For specific activities such as listening, a number of measures must be adopted to encourage the student to perform this task correctly. In the case of a recording, it must be played several times and if it is observed that the student has problems to concentrate on the development of the activity, the teacher will read the transcript of the audio to favour the correct realisation of the task. If the application of these measures does not reflect a positive result in the progress of the student, the dynamics of the activity must be changed and must be personalised for her learning. In the case of reading comprehension activities in the classroom, special attention should be paid to the student in order to try to avoid distractions during the process. When working on writing activities in the classroom, the teacher will offer her help, the length of the task will be shortened and the student will be given more time to finish it. For the dialogues, the student will be grouped with a classmate with a higher level of knowledge promoting cooperative learning.

In group B of the first year of Compulsory Secondary Education, there is a student with severe conduct disorder, due to his personal situation in the family environment. This student presents an aggressive behaviour with the rest of his classmates, apathy towards the subject and the performance of tasks, as well as a negative and haughty behaviour towards the teacher. In order to control the situation, the teacher must favour a positive atmosphere for learning in the classroom, acting firmly when the situation requires it. In the event of a situation with an aggressive response from the

student, the safety of the student and the rest of the group must be guaranteed, explaining what happened to the counsellor of the centre and the family. A personalised program will be created to improve his behaviour.

6. Education in values

Education in values is the fundamental axis of an educational centre. Young people must be educated to be able to reflect on essential values, to create responsible citizens and in turn to achieve a more just society. We must bear in mind that young people learn through imitation, so it is essential that the school coordinates with the family environment to promote education in values. The objective of education in values is not to transform the behaviour of students but, on the contrary, introduce fundamental values consciously into the learning process, to turn young people into citizens capable of understanding their rights and duties to live in society. It is also about students being representatives of values such as tolerance, empathy and justice.

In the subject of First Foreign Language, education in values will be worked on basically through oral debates, in which topics such as equality between men and women, or the rights of the LGBT community, respect as a fundamental right and discrimination or empathy towards animals will be discussed. The educational community will also propose conferences on topics of interest and relevance to students, such as the problem of alcohol and drug addiction in young people, the increase in toxic social relationships or road safety for students to reflect on these issues. The teacher will make use of these arguments to start conversations with the students in the classroom.

6.1 The development of linguistic communication

Language is considered a hallmark, that is, it is one of the most important parts to be considered in the learning process. Communicative competence is divided into different sections: speaking, listening, reading and writing. So this competence must be worked on in all subjects on a recurring basis, although its progress must be focused on those subjects where communication becomes more important, such as Language and Literature and Foreign Languages. To promote communicative competence, activities will be organized covering all sections, which will be adapted to the group and the educational level of the students.

For the first year of secondary education, regarding the subject of Foreign Language I (English), activities will be carried out continuously throughout the year. To work on oral communication, numerous debates will be held on topics of relevance to students. Each week, a topic will be chosen and students, after autonomous research at home, must present ideas and arguments on a certain topic. In addition, with this activity reading comprehension will also be worked and random conversations between students will also be proposed to encourage fluency. Written communication will be worked on a recurring basis during the school year. Various activities will be proposed to promote writing, such as the creation of short stories, the creation of a joint blog among all students in which ideas or topics to work on in the classroom will be presented. Furthermore, when working on listening activities, transcribing songs or short videos, listening to dialogues with different English regional accents to familiarise students with the subject and watching films in their original version will be proposed. And finally, to work on the reading competence, numerous texts and short stories will be read and commented on in class.

6.2 Integration of ICT in the classroom

The integration of technologies in the teaching-learning process favours the acquisition of a number of competences and skills related to technological resources. Through their use the teacher can promote a motivating and effective teaching of the subject, capturing greater attention from students. Moreover, the use of technologies can be seen as a component of change, in which teaching is no longer seen as a process of memorising the textbook, but through the use of technologies, students can learn in a dynamic and entertaining way. The good use of ICT in the teaching-learning process improves the attitude of students when facing the subject and also favours the development of creativity and critical spirit. Technology encourages the use of innovative methodologies that ensure the participation of students in the performance of the subject and also trains students in digital skills for a world in which the use of technology has taken on great relevance.

Two annual conferences will be held for the students on the responsible use of technologies. They will be taught to be critical of the information and to analyse the sources from which they come. They will also be explained about the problems derived from the abuse of technological resources and how technology can favour aggravating social problems such as lack of self-esteem or bullying.

The use of ICTs in the classroom will be recurrent. The teacher will propose to search for information to reflect on and argue in the debate sessions. Classroom readings can also be accessed digitally, so it

would facilitate access to a large catalogue of literary resources. The sessions devoted to oral comprehension, with listening activities will be carried out through resources such as videos and songs collected directly from web pages. In addition, audio-visual platforms such as Netflix will be used for the visualisation of films and documentaries. Moreover, The teacher will make use of technologies to explain certain contents through the use of platforms aimed at making presentations and will use online self-correction exercises to verify that the students have understood the explanation. Finally, evaluation activities or exams will be created in a game mode, so that students participate in an active and motivating way.

6.3 Programs and Projects of the High School.

This educational institution works with a number of programs and projects in which students actively participate. The main program with which the centre works to promote education in values is known as **Embrace your values**, (*Abraza tus valores*), aimed at students between four and twelve years old, in which simple questions and reflections are presented so that the little ones learn the essential values. On the other hand, secondary education works with a program called **Stop to think** (*Párate a pensar*), aimed at young people between twelve and sixteen years old. This program offers tools to work on education in values in the stage of adolescence. In addition, the management of the centre collaborates with institutions such as *Aldeas Infantiles*, *Proyecto Hombre*, *Cruz Roja*. Also, the high school works with the Canarian Network of Solidarity Schools, so a committee of students is constituted to work on values such as equality, peace, justice and respect for different races, cultures and religions.

Different projects are worked on with the students of the centre, such as **Take care of your environment** (*Cuida tu entorno*), which aims to promote the conservation and care for the environment through the teaching and application of more respectful measures and the creation of new habits to reduce the production of waste and favour the recycling and reuse of materials. In addition, a project called **Granitos de Arena** has also been coordinated with other schools, where students work with young schoolchildren from different educational centres to propose new ways to contribute to the preservation of the environment.

The mid-school also works on the project **There is a place for me** (*Hay un sitio para mi*), during the first quarter of the school year, in which the students carry out volunteer actions with nearby institutions. Besides, internal projects are carried out in a timely manner such as food collection

workshops, the solidarity market and the solidarity race, whose objective is to collect food, clothing or money and allocate the profits to associations such as Save the Children or *Aldeas Infantiles*.

Finally, it will be proposed to work on an educational project about cardiopulmonary resuscitation called **With your hands you can save lives** (*Con tus manos puedes salvar vidas*), aimed at secondary and baccalaureate students on the islands of Gran Canaria and Tenerife. The main objective is to raise awareness among the youngest that a simple gesture can save a person's life.

6.4 Concreteness in the programming of the institutional plans of the centre

The programs and projects of the centre will be worked on progressively throughout the school year. The first project that will be worked with the students of the first year of Secondary education will be **stop and think** (*Párate a pensar*). In which students will attend a conference on essential values to live in society early on September 28. To work on the personal reflections of the students in the language classroom, a brief debate will be held in English on the main points and ideas of the talk and then they will be assigned a card with a value, such as honesty, tolerance, education and good manners ...

In November, the project **To take care of your environment** (*Cuida de tu entorno*) will be launched. The students, after having attended a talk on the importance of the environment and the role we all play in its care, will carry out recycling activities in the classrooms. In the subject of English it will be worked on the creation of a diary of the environment, in which students will be organised in small groups and must create different initiatives to promote the care of the environment, as well as propose actions to encourage recycling. Then, all the proposals that the students collect in the newspaper will be exposed to other schools to collaborate with the **Granitos de Arena** project.

The last week of December there will be a solidarity market and a collection of food for people who need it, for this the institute will collaborate with associations such as Aldeas infantiles y la Cruz Roja. Besides, in the subject of English there will be one activity related to the project *There is a place for me*, which will take place from the beginning of February. The activity will consist of separating the students into different heterogeneous groups, the teacher will provide them with a list of questions such as: *What makes you happy?/ Have you ever felt alone ?...* And they must speak in English to answer these questions. This will encourage social relations between them. Lastly, In May the project **With your hands you can save lives** will be proposed, in which high school students will attend conferences in which they will be taught about Cardiopulmonary resuscitation out of class time.

7. Curriculum Specification

7.1 Evaluation procedures and instruments

The evaluation of students in the first year of Compulsory Secondary Education will be carried out continuously, the criteria will be worked on in different learning units so that the student can overcome it during the three stages throughout the academic year. In addition, according to *Real Decreto 984/2021, of November 16*, which regulates the evaluation and promotion in primary education, as well as the evaluation, promotion and qualification in Compulsory Secondary Education, the Baccalaureate and professional training, it is established that the student will be evaluated not only in relation to the teaching-learning process but also the criteria and learning standards contained in *Decreto 83/2016, of July 4*.

In addition, *Real Decreto 984/2021* states that regardless of the monitoring that the teacher makes of the student's academic progress, the decent team will carry out a final evaluation of the students at the end of each quarter. This evaluation will be summative and will be carried out in the form of a final exam at the end of each quarter. The first evaluation exam will take place between December 15 and 22. The next one will be located between April 31 and 8 and finally, the evaluation period of the third quarter will take place between June 20 and 23. The grades obtained in this exam will be added to the notes collected by the teacher on the learning process of the students. Therefore, the continuous and integrative evaluations must be added to the summative evaluation of student learning, in which the academic progress of the students is reflected. In addition, sporadic formative evaluations will be carried out through questionnaires, analogical games or games designed on specific applications like Kahoot.

For the evaluation of the students of the first year of secondary education, the three types of evaluation that are proposed in the curriculum will be carried out. This can be seen in the programming designed for the academic year in which coevaluation will be carried out through rubrics given by the teacher so that students evaluate their peers. This type of evaluation will be carried out in small groups and will be related to certain activities such as the role play of the restaurant. Also a constant self-evaluation will also be carried out in the programming units, through games, questionnaires and forms so that the student receives feedback on their learning process in the subject. Finally, the heteroevaluation will be carried out on specific activities, such as projects at

the end of the different units.. These activities will have a greater weight in the evaluation of the students since they will be more elaborate activities.

For evaluation, the teacher will make use of different evaluation instruments, such as questionnaires, doodles, corubrics, cards, forms, personal reflections, checklists, to state the progress in the acquisition of content and make the students participate in their own teaching process. Thus, through these instruments the student will have a clear idea of their academic progress. Other instruments will be used to evaluate the learning process of the students, such as direct and systematic observation of the development of activities; this will be reflected in the teacher's diary, analysis of the productions made and oral exchanges, dialogues and debates. Moreover, for students with diversity, an integrative evaluation will be carried out in which all the work performed by the student will be evaluated.

7.2 Evaluation criteria

The evaluation criteria will be related to the basic skills of the subject, so they will be evaluated using practically the same percentage for most of the criteria. So criteria 1 and 2 related to understanding oral information (Listening), will have an evaluative percentage of 20%; criteria 3, 4 and 5 related to oral production (Speaking) will also have an evaluative percentage of 20%; criteria 6 and 7 related to reading comprehension (Reading), and criteria 8 and 9 related to writing will have another 20% of the final mark, respectively. On the other hand, criterion number 10 related to cultural and sociolinguistic knowledge will have an evaluative percentage of 10%, leaving another 10% of the total sum of the final evaluation for the participation and interest of students in the subject.

As stated in article 11 of Decreto 315/2015, of August 28, in Compulsory Secondary Education, the results of the evaluation will be expressed numerically without the use of decimals and a scale between 1 and 10 will be used, accompanied by specific terms such as: *INSUFICIENTE* (INS) that corresponds to the grades 1, 2, 3 and 4 on the scale, *SUFICIENTE*(SUF) that corresponds to grade 5, *BIEN* (BI) that corresponds to a 6, *NOTABLE* (NT) that is equivalent to a 7 or 8, and *SOBRESALIENTE*(SB) that corresponds to the grades 9 and 10. Finally, the results obtained in the evaluation in relation to the competences acquired by the students will be grouped under the terms, "*INADECUADO*", "*ADECUADO*", "*MUY ADECUADO*" and "*EXCELENTE*" according to Decreto 315/2015, of August 28. It will be understood that students whose results are collected within any of the last three terms will pass the competences corresponding to the stage of their academic year.

7.3 reinforcement plans.

All those students with difficulties in learning the subject will have an adaptation of activities depending on the degree of difficulty they present. In addition, the evaluation will be done in a continuous and inclusive way, promoting not only the education of young people in the subject but also their promotion, motivation and participation in it. To encourage the promotion of all the evaluation criteria of the subject, resit activities will be carried out for each of the criteria.

For criteria 1 and 2 linked to Listening, the student can choose between two different activities to pass that part. The first one consists in listening to a dialogue proposed by the teacher and then answering a multiple-choice questionnaire. The second activity proposed by the teacher will be to listen to segments of a song and fill in the blank spaces on the file. For criteria 3, 4 and 5 linked to speaking, the teacher will propose different ways for the student to be evaluated. Criteria 3 and 4 will be worked on through debates and interviews between students. Finally, for students who have not passed criterion number 5, they must choose a given topic during the school year and make a brief personal opinion about it. Criteria 6 and 7 associated with reading will be worked on through a small text on a topic related to the content taught in the classroom. It can be an online article about an exotic place, a traditional meal, or a review about a movie. The student will read the text carefully and then must answer a number of multiple-choice and true and false questions. To work on criteria 8 and 9 related to writing, the student will be proposed to make a small writing of one page in length dealing with the subject of street food or different celebrations of festivities such as Christmas or Halloween, this activity will also be worked on with criterion number 10.

To specify this resit plan, the student with ADD who is in the first year of secondary education must also be taken into account. Her evaluation process will be carried out in a continuous and integrative way, rewarding the student in the areas that she passes without difficulty and providing greater support for those whose academic performance is lower. The exam for this student will be divided into two sessions and the format adapted. For the student with severe behavioural problems, an adaptive evaluation will also be carried out, in which the student will be evaluated in a continuous and formative way. In case the student has a calm attitude during the exam, he will be placed near the teacher to provide greater support. In the event that the student has a negative or aggressive attitude, he will be asked to take the exam in an adjoining class under the supervision of a support teacher.

8. CONCLUSION

This programming has been carried out with the intention of breaking with the traditional teaching-learning process. The new generations of teachers have the important task of innovating in the instruction of students, focusing the content on practice to encourage the acquisition of knowledge. In addition, the use of ICTs in the classroom must be addressed since young people are very familiar with electronic devices and have grown up in the digital age. This digital incorporation in the classroom must be done consciously, focusing its use on the performance of tasks supervised by the teacher, since a misuse of these technologies can seriously harm the youngest. That is why this program combines the teaching of content in a more traditional way. In addition, the use of technology is an important factor in the classroom for the performance of tasks and projects, as mentioned above, always under the supervision of the teacher. The combination of traditional teaching factors and innovative aspects makes this programming an opportunity for students to experience a new type of teaching, in which students are the main protagonists and the teacher is simply a guide in learning and promoting a positive climate in the classroom. Taking into account that at the end of the didactic units a project will be proposed to the students, the entrepreneurial spirit of the students, autonomy and creativity will be encouraged, promoting, in turn, teamwork to develop collaborative learning. These forms of learning promote that the most advantaged students provide help to the students who need it, and in turn the students who present greater difficulties are enriched by the knowledge of their peers.

To conclude, although there is still a long way to go to change the traditional education system and promote an innovative education focused on the student as the protagonist, the new generations of teachers must foster active, participatory and inclusive teaching, which as a personal opinion, favours to a greater extent the learning and academic progress of students.

The development of this work has consolidated in me an immense desire to teach, to train students through the use of different methodologies and to promote learning using attractive and motivating means, which prior to the realisation of this final work I was completely unaware of.

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Annexed:

Annex 1: Assessment Criteria

1. *Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo. Competencias: CL, CD, CSC*

2. *Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales de mensajes breves y 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.*

Competencias: AA, SIEE

3. *Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. Competencias: CL,CD,CSC*

4. *Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo.

Competencias: CL,CD,CSC

5. *Aplicar las estrategias más adecuadas para elaborar producciones orales fonológicas o dialógicas breves y claras, 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. Competencias: AA, SIEE*

6. *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. Competencias: CL, CD, CSC*

7. *Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales 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. Competencias: AA, SIEE*

8. *Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. Competencias: CL, CD, CSC*

9. *Aplicar las estrategias adecuadas para redactar textos breves y de estructura simple, 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. Competencias: AA, SIEE*

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. Competencia: CL, CSC, SIEE, CEC.

Annex 2: Learning Standards.

- 1. Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara.*

- 2. Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas.*

- 3. Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores.*

- 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.*

- 5. Comprende, en una conversación formal, o entrevista 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.*

- 6. Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones sobre temas educativos, ocupacionales o de su interés.*

7. *Identifica la información esencial de programas de televisión sobre asuntos cotidianos o de su interés articulados con lentitud y claridad, cuando las imágenes ayudan a la comprensión.*

8. *Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual 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.*

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.*

11. *Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional, intercambiando información suficiente, expresando sus ideas sobre temas habituales y dando su opinión sobre problemas prácticos.*

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.*

13. *Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara.*

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.*

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.*

16. *Capta las ideas principales de textos periodísticos breves en cualquier soporte.*

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.*

18. *Comprende lo esencial 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.*

20. *Escribe notas y mensajes, 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 relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad.*

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.*

23. *Escribe correspondencia personal en la que se establece y mantiene el contacto social, se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales; se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias 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.*

Annex 3: Learning Situation (in Spanish *Situación de aprendizaje (SA)*)

N.º 8		TITLE: My adventurous life		
Grade: 1CSE		Implementation period: from week nº31 to week nº33	Nº of sessions: 12	Trimester: 3rd
Description: In this unit the descriptions of landscape and places in the city will be worked, it will be done through the visualisation of documentaries about exotic places, later questions about the video will be answered, students will be taught how to give and ask directions in English, this will be worked through multiple answer questions in applications such as Quizzes at home and in class through a role play, for which the teacher will give a map to the students with different points such as the hospital, the store, the park ... one student will act as a lost tourist who asks for directions to get to one of these points and the other student must guide him through the city. A list of verbs in present and simple past will also be made, differentiating regular verbs from irregular verbs to favor the rote learning of grammar by the student. Students will hold a discussion about what they did last week to strengthen the learning of narratives in the past. Finally they will be proposed two final projects, one is the creation of a chat in which they talk about a problem in the past (being late to an event, a robbery, the loss of a mobile, an unexpected storm) with a friend or a relative. The second is to choose an international place and create a tour, they can use the addresses that have been previously explained in the unit or use an exotic place or a theme park. For this last work they have total freedom of creation, you can make a digital tour, you can draw the route or record a video doing it, the requirements are to do the work individually or in pairs, use the directions in English and that all students participate in the explanation of the route.		Justification: This unit will be related to the content of the previous units, as the descriptions have been a topic worked on before. With this unit you want to strengthen the previous contents and check if the learning process of the students occurs optimally. Activities will be combined with analog and digital resources to emphasise that learning can be produced by various means and check what type of teaching favours students the most in order to adapt the resources to the needs of the pupils. It will continue with the use of oral activities on everyday events to promote the communication of the students and the projection of videos that fosters the motivation in the learning of content. Finally, two innovative projects have been chosen as the final products of the unit, the first, a chat or whatsapp simulation in which students can learn in a fun way. In the second, they are given freedom to carry out the final product, to promote the creativity and initiative of the students.		
CURRICULAR FOUNDATIONS				
EVALUATION CRITERIA			COMPETENCES	
Code: SPLW C01	01	1. Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo.		LC,DC,AA,SIE
SPLW C03	01	3. Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.		
SPLW C04	01	4. Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, 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 y educativo.		

SPLW C08 01 SPLW C09 01	<p>8. Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.</p> <p>9. Aplicar las estrategias adecuadas para redactar textos breves y de estructura simple, 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.</p>	
CONTENTS		ASSESSABLE LEARNING STANDARDS
<p>1. Componente funcional</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>2. Componente lingüístico</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 morfo-sintácticas y discursivas.¹</p> <p>2.3 Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p>2.4. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> <p>3.Estrategias de producción:</p> <p>3.1. Planificación</p> <p>3.1.1.Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (reparar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).</p> <p>3.1.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.).</p> <p>3.2. Ejecución</p> <p>3.2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>3.2.2. 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>3.2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).</p>		<p>1,2,3,4,6,7,8,19,20,21,23</p>
TEACHING MODEL: Direct teaching (EDIR), Guided investigation(INV), Concept formation(FORC), Expository(EXP), group investigation(IGRU)		
METHODOLOGICAL FOUNDATIONS: Cooperative learning, Master class, Project based learning, thinking based learning, Gamification, flipped classroom.		
CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES:		

METHODOLOGICAL FOUNDATION	Linguistic competence is the fundamental basis of the subject, so the teacher will propose the fulfilment of activities that involve a high degree of communication, either through debates on readings proposed in the classroom, through opinions on videos or documentaries, or through communicating daily facts of the lives of the students. All these activities are aimed at promoting communication and understanding of students. Digital competence is closely linked to activities, designed with technological resources to break down the traditional barriers of teaching English. The realisation of games on platforms, the creation of whatssaps or presentations and videos for the performance of the final products of the unit seek to motivate the students with the development of the tasks. Finally AA and SIEE will be shown in the autonomous work, creativity and initiative of creation of the final projects of the didactic unit.
	GROUPS: Individual work (TIND), work in pairs(TPAR),Great group (GGRU), Small group (PGRU), Heterogeneous groups(GHET)
	SPACES: Classroom with ICT Resources
	RESOURCES: ICT resources(tablets, computers, mobile phones) Analogic and interactive blackboard.

CONCRETION. SEQUENCE OF ACTIVITIES

ACTIVITY: 1	TITLE: Describe your surrounding	ACTIVATION				
DESCRIPTION: The first activity of the didactic unit will be divided into three sessions, the teacher will explain through photographs to make descriptions of places and the vocabulary necessary for these descriptions, both of exotic places and of cultural sites and monuments in the city. The students will carry out an activity grouped in pairs, the teacher will provide them with a series of photographs and they must try to describe the image to the partner. Finally, the teacher will display photographs of places on the board and will individually ask the students to make the description. The next session will consist of a presentation made by the teacher in Canvas or PowerPoint explaining the addresses in English, this will be done clearly, accompanying the explanation with gestures and images to make the information more accessible to students. After the explanation the students must make flashcards about the addresses, in one letter they will put a drawing of the indication and in another its meaning will be written.The third session will focus on the development of a memory game in pairs with the flashcards created in the previous session. In addition, when the students finish this game, the teacher will provide them with a Kahoot to practice the content of the unit and carry out a self-evaluation and an alphabet game will be made on the grammar and vocabulary of the previous sessions that will be evaluated by the teacher.						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW 01 C01 SPLW 01 C04	1, 2, 3, 4, 6, 7,8, 9, 10.	1,2	LC,DC,AA,SIE	Systematic observation and questionnaires.	Teacher's class diary, surveys and questionnaires.	Kahoot Alphabet game.
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations

Flashcards Memory Game Oral description of photographs.	Self-evaluation: Kahoot. Heteroevaluacion:Alphabet Game	Great group (GGRU) Individual Work (TIND) Work in pairs (TPAR)	Three Sessions	Teacher's class diary Kahoot Alphabet game (Educaplay) Presentations Pendrive Interactive blackboard.	Classroom assigned to the 1 course of Compulsory Education.	For students with greater difficulty, or the student diagnosed with behavioural problems, personalised and individual explanations of grammar will be made and the activities will be carried out with the help and supervision of the teacher.
ACTIVITY: 2		TITLE: What if we were adventurous?			DEMONSTRATION	
<p>DESCRIPCIÓN: The next activity will be divided into four sessions, The third session will be aimed at viewing a documentary about an adventurer or adventurers who tell their experiences in exotic places and titles such as <i>Down to Earth with Zac Efron</i>, <i>Expedition Happiness</i>, or <i>Departures</i> can be chosen to watch in English version. At the end of the documentary, a form will be distributed to the students with questions about the audiovisual piece, which they must answer and deliver to the teacher in the next class and a debate will be developed. In the second session the grammar on the indications will be reviewed and the students will be asked to work on the creation of a role play in which one student will represent a lost tourist and the other student must give him indications on how to get to the desired place. To do this, the teacher will provide them with simple maps with locations such as the hospital, the park, the library... so that the students stand in it and carry out the dialogue. The last session corresponding to this activity will be used in which the students represent the role play that they have developed the previous class.</p>						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW 01 C01 SPLW 01 C03 SPLW 01 C04	1, 2, 3, 4, 6, 7,8, 9, 10.	1,2,3	LC,DC,AA,SIE	Systematic observation, correction of forms and rubrics	Teacher's class diary, forms or doodle and corubrics	Form Role play
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Debate Development of Role play	Heteroevaluation: Form Perevauation + Heteroevaluation: Role play	Great group (GRU) Individual work(TIND) Work in pairs (TPAR)	Four sessions	Teacher's class diary ICT Resources (computers, tablets, mobile phones) Netflix platform Interactive blackboard	Classroom assigned to the 1 course of Compulsory Education.	For students with problems in the understanding of the language, the viewing of the documentary with English subtitles will be proposed, if the problem persists, the language of the subtitles will be changed to Spanish. In

				Projector Maps		addition, the role play will be adapted and these students must carry out an activity that consists of answering directions that the teacher will ask them individually.
ACTIVITY: 3		TITLE: what happened yesterday?			APPLICATION	
<p>DESCRIPTION: The third activity includes three sessions, in the first the simple past will be explained to the students through a presentation designed by the teacher and then there will be a fill the gaps exercise created by the teacher that facilitates the learning of grammar. In the second session the students will create a list with verbs in simple present and simple past to foster the rote learning of the same, a multiple-choice quiz will be made on the verbs and a mimic game about verbs will be carried out. In the third session the students will create a list with verbs in simple present and simple past to foment the learning of the same, a multiple answer kahoot will be made on the verbs and an oral activity will be carried out in which the students will make a dialogue explaining what they have done last week, the previous weekend or yesterday, to promote the use and learning of the simple past in the communicative competence of the students.</p>						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW 01 C01 SPLW 01 C04	1, 2, 3, 4, 6, 7,8, 9, 10.	1,2	LC, DC, AA	Systematic observation, questionnaires and rubrics	Teacher's class diary, quiz and corubrics	Quiz Dialogue
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Fill in the gaps List of verbs Mimic game	Self evaluation: Quiz Heteroevaluation: Dialogue	Great group(GGRU) Individual Work (TIND) Work in pairs(TPAR)	three sessions	worksheet Quiz made by the teacher in Quizzizz application ICT Resources Interactive blackboard	Classroom assigned to the 1 course of Compulsory Education.	For students who have greater problems in learning verbs, they will be provided with the list already made and must look for an image related to each verb, thus favoring learning through visual support. In addition, the dialogue will be adapted allowing them to make a brief explanation about an event that occurred yesterday or they can even carry out the activity in writing with the help of the teacher.

ACTIVITY: 4		TITLE: You are our guide now			METACOGNITION AND INTEGRATION	
DESCRIPTION: The last activity of this unit will consist of three sessions that the students will use in the planning and development of the final project of the unit, in which the students must briefly explain a tourist tour. For the project students will be grouped in pairs or small groups of three people maximum and they have to choose an international place, it can be a tour of a natural place, a cultural city or they can even choose to tour an amusement park. The development of the project will involve the search for information of the student, the planning of the route and a small explanatory video of maximum 8 minutes on the route. The project will be created in the classroom but its culmination will be autonomous work carried out by the student outside school hours.						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW 01 C03 SPLW 01 C08 SPLW 01 C09	,8, 9, 10, 19, 20, 21, 23.	1,2,3	LC,DC,AA,SIE	Systematic observation and rubrics	corubric	Final project: Touristic tour
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Information search. File of the project. Development of the project. Video.	Coevaluation + heteroevaluation of the project	Work in pairs(TPAR) Small Group(PGRU) Heterogeneous groups (GHET)	three session	ICT Resources Pendrive Interactive blackboard	Classroom assigned to the 1 course of Compulsory Education.	To promote the development of the project and the learning process of students with problems in the subject, these students will be grouped into small heterogeneous groups and thus favor the collaborative development of the activity. In addition, the teacher will provide extra support to groups or students who need it for the performance of the tourist tour.

EXTENSION AND REINFORCEMENT ACTIVITIES

As reinforcement activities for students with greater difficulties in the subject, a greater number of gamification activities will be carried out to encourage the learning of the content, word-search will be carried out, written descriptions of photographs with the help of the classmates, small videos will be displayed and brief questionnaires of true and false will be carried out and as a final project we will ask them for a brief tour of their house or school to foment the use of the instructions. In addition, to work on the past, there will be an oral question-answer activity between the teacher and the student.

As an extension activity for the most advantaged students, they will be asked to make a blog with an entry entitled (The trip of my life), where they must reflect on a trip they have made, tell the characteristics of the place and their experience. Another activity will also be proposed in which they will be given as an object of analysis a virgin natural destination, such as a hidden beach, the Amazon, the Alps, Everest and must make a list with objectives that must be carried out to preserve the environment. This activity will relate the unit with the program Take care of your environment with which the school works.