Universidad Europea CANARIAS

FACULTY OF SOCIAL SCIENCES

Live English life

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MASTER'S DEGREE FINAL PROJECT IN *COMPULSORY SECONDARY EDUCATION TEACHER TRAINING, UPPER SECONDARY EDUCATION, VOCATIONAL TRAINING, LANGUAGE TEACHING AND SPORTS TEACHING*

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Abstract

Keywords: English; Lifestyle; Speaking; Assessment; Upper Secondary Education.

This didactic program is designed for a whole school year for 1st course of Upper Secondary Education, aimed at providing a full linguistic immersion in the English language within a harmonic and motivating learning experience for students in this age group, typically around 16-17 years old. They have chosen to continue their studies in *Bachillerato* level, having completed the compulsory education stage, so students are expected to be more independent in their studies and take more responsibility for their learning. Their curriculum is more specialised and focused on preparing for university studies. The program is divided into 8 didactic units, following Burlington Books TRENDS I, and it is designed to cover a range of language skills and competencies, including reading, writing, listening, and speaking, to put into practice all grammar and vocabulary. It includes a variety of activities and tasks to keep students engaged and motivated, challenging group work, presentations, debates, and creative writing exercises. Throughout the program, students will also engage in regular grammar and vocabulary exercises, as well as peer feedback and self-assessment throughout the year and unit tests and final exams at the end of each term. Overall, this didactic program is elaborated to provide a comprehensive and engaging English language learning experience for students in 1st course of Upper Secondary Education, while developing important skills and competencies described in the curriculum that will be useful for their future academic and professional life.

1. Introduction and justification

This didactic program is designed for a whole school year of English classes for the 1st course of Upper Secondary Education. The "English as First Foreign Language" subject is a transcendental element of the curriculum and, therefore, a determining element in the teaching and learning process throughout all the stages of modern education. The importance of English worldwide is a fact not only within international communication for travel, diplomacy, the world of science and technologies; but it is also an important factor in the Canary Islands, specially for the students' future career prospects, academic opportunities, employment opportunities and personal growth, due to the growing importance of English in tourism, business, and education. Interesting to remark in the first sessions in order to improve their motivation for the subject. This 1st course of upper secondary education, and the students attending have already experienced in most of their school years the lack of proficiency in oral skills of the teachers in this subject, whereas the methodology has slightly become more engaging with the use of technical resources, although most times only as substitution of the classic pen and paper, and online research instead of encyclopaedic.

This rural and small educational centre is financed by the regional government and does offer all possible options for the students population in the surrounding towns (some students have a 2 hour trip to arrive to school every morning). As demographic data in Spain is not showing any growth, students are less in number, therefore educational centres are less and in further distances, what is much more noticeable in rural areas like this.

1.1. Programming: what is it and why do we do it?

First of all, planning is a fundamental process in education, to organise your time effectively, prioritise your tasks, and most important to ensure that you meet the specific goals and objectives, according to the curriculum.

Programming means creating a schedule that includes the instruments and tools for initial assessment, working towards the achievement of the Didactic objectives, the Specific competences and Basic knowledge distributed throughout the Learning situations by means of didactic resources and curricular materials, with special attention to methodological

approaches appropriate to digital contexts, curricular adjustments or adaptations for students with specific educational support needs, reinforcement and recovery of contents.

Programming includes measures for reinforcement and attention to diversity, incorporation of cross-curricular content; as well as planning of complementary and extracurricular activities, and complementary measures for the treatment of the subject within the bilingual project. Also the programming must consider applicable criteria, instruments and tools for assessment and grading.

Overall, programming the whole school year English classes for 1st upper secondary education helps to create a more organised and effective learning environment, and benefits both teachers and students.

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1.2. Criteria followed to prepare the program

The school's Annual General Programme (AGP) and the Canary Islands Regional Ministry of Education have established as general objectives for this academic year amongst others, the improvement of school performance, working towards an education in values, promoting the use of information and communication technologies as well as the opening of the school to the environment. In order to contribute to the achievement of these objectives, this subject will participate in the centre's activities promoting the values of equality, solidarity, participation, etc..; taking part in those activities that have repercussions both inside and outside the centre. Gender equality will be promoted, as well as opportunities to critically address the use of gender or sex roles.

To get meaningful learning, the selection of the units has been made taking into account the intellectual maturity, tastes and needs of learners at this stage, providing self-esteem-enhancing learning experiences. The different learning styles (visual, auditory, sensory) or the multiple intelligences of students will be taken into account. Measures will be taken for those pupils who require more specific attention, like giving support to students with more difficulties and then gradually withdrawing it; giving priority to the use of open activities over closed ones; providing reinforcement or extension material, and doing a constant monitoring of these students, among other actions, always observing the inclusion principle and the Universal Design for Learning (UDL).

Many aspects will be necessary to take into account as well for the evaluation. This programme and its units focus on trying to facilitate formative assessment, allowing students to reflect on their learning and to set goals, while making the marking process fairer and more objective. This is further explained in point 7, learning assessment.

The presence of ICT in the design of learning situations is essential because they offer an unlimited variety of possibilities for the classroom, they allow immediate and real approximation to different languages and distant cultures, and they enhance oral and written language, the adoption of self-learning strategies, and the approach to people from other cultures and geographical areas (eTwinning among other possibilities). Work will be carried out with Classroom, one of the digital platforms offered by the Regional Ministry of Education of the Canary Islands. It provides for greater flexibility to deal with diverse circumstances in an efficient way, makes teaching processes more transparent, and may even increase families' sense of belonging to the educational centres. Reflecting our digital classes will increase students' chances of success and add to the efficiency of our work.

The methodologies are basically active, cooperative and reflective. The idea is to make the learner the protagonist of his or her own learning and to expose him or her intensively to the second language, which is to be done through lots of listening, task-based learning and project-based learning. Other methodologies are applied, such as thinking-based learning, which shall develop critical thinking; cooperative learning, which, through teamwork facilitates acquisition of social skills, and game-based learning, which aims at motivation and the acquisition of content in an easy and fun way. With non-directive teaching and the basic inductive model, alternated with direct teaching and the deductive model when the teacher's guidance and explanation facilitate the work, together with the role-play (simulated real-life situations) makes all theoretical content apply to students' practical reality. The idea underlying each and every class is to achieve maturity in dealing with the different situations that will occur in everyday life. The reasons for my title: live English life.

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1.3. Regulatory framework

To have a legal backup for all decisions made in order to create this specific didactic program for the course 1st of Upper Secondary Education, it is essential to take into account the

curriculum in the Autonomous Community of the Canary Islands, which is set in the latest Decree 30/2023, of 16 March. It had been only a draft until now, so what we were working with is set out in Decree 83/2016, of 4 July.

Article 27 of the Spanish Constitution of 1978, which frames education as a fundamental right for citizens, is also taken into account and cited. Likewise, important to include in this point the LOMCE 8/2013, of 9 December, and the LOE 2/2006, of 3 May.

The Order of October 9, 2013, which develops Decree 81/2010, of 8 July, and approves the Organic Regulation of non-university public educational centres of the Autonomous Community of the Canary Islands, in relation to its organisation and operation (updated in 2019 by reorganising teaching hours) and where the institutional documents of the centre are consulted: the Annual General Program (PGA), the Educational Plan of the centre (PE), the Norms of Organisation and Functioning (NOF), and the current Management Project (PG).

In addition, we have Law 6/2014, of 25 July, the Canary Law on Non-University Education, and Decree 315/2015, of 28 August, which establishes the organisation of Compulsory Secondary Education and the Upper Secondary Education.

This Didactic Programme also considers the Royal Decree 1105/2014, of 26 December, and the establishment of the competence framework in Order ECD/65/2015, of 21 January, which describe the relationships between the competences, contents and assessment criteria of Primary Education, Compulsory Secondary Education and the Upper Secondary Education; and the Decree 25/2018, of February 26, which regulates attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands.

To conclude this section, it is also essential to follow the provided instructions on the evaluation, promotion, and titling in the stages of Early Childhood Education, Primary Education, Compulsory Secondary Education and Upper Secondary Education, applicable in the 2022-2023 school year, as in Order of January 15, 2001, which regulates extracurricular and complementary activities in non-university public centres in the Autonomous Community of the Canary Islands, and Order of May 24, 2022, which regulates the evaluation and promotion of students in Primary Education, as well as the evaluation, promotion and qualification in Compulsory Secondary Education and Upper Secondary Education, until the implementation of the modifications introduced by Organic Law 3/2020,

of December 29, in the Autonomous Community of the Canary Islands, and the Royal Decree 243/2022, of April 5, which establishes the ordination and the minimum teachings of the Upper Secondary Education.

In this way, and to complete the legislative and legal framework of this didactic programme, it should be noted that there are currently three state educational laws in force, the aforementioned together with the LOMLOE 3/2020, 29 December.

2. Contextualization

In this small town lately there is a quite interesting mixture of nationalities, social cultural and economic levels, with a population of about two thousand people, a very low population density (except for the few houses in the town centre and the social housing buildings), the vast majority of its inhabitants live in rural areas. In terms of employment, this is mainly an agricultural region, with farming and livestock production being the primary economic activities. The almond and celebration of its blooming is the most famous thing of the municipality. The production of wine, cheese, and honey is also an important part of the local economy, and there is a growing tourism industry focused on rural and eco-tourism, with a very well organised weekend farmers market as well known attraction. According to the latest available data from the Spanish National Institute for Statistics, the unemployment rate in the municipality was lower than the average.

2.1. Characteristics of the school environment

The School is in a good situation within the town, surrounded by green and within a short distance of two parks, bus stops, supermarkets, organic grocery shops, various other types of shops, bakeries, bars and restaurants. Free and easy parking along the main avenue and surroundings of the school. The centre itself is secured by walls and fences all around, making it less dangerous to have the open playground next to the road.

2.2. School centre

It is a rural centre in the north-western part of the island, where the total number of students is 215, with a total of 36 teachers. The educational offer is quite broadened with compulsory education, upper secondary education and also different grades for professional specialisation, the basic occupational training in electronics (FP Básica de electrónica), Intermediate level socio-sanitary assistant program (Ciclo de Grado Medio de Auxiliar de Enfermería), and a higher level course for Infant Education (Ciclo Superior de Educación Infantil). The School is a small Canary traditional style building, including an open patio in the middle, with plants and where the school cafeteria is, making the best use of space. Its interior is divided into twelve classrooms, each group has its own main and tutorial room and there are complementary spaces: ICT classroom, Library, Assembly Hall, Audiovisual-Music Classroom, School Radio, Administrative Offices, Teachers' Room, School Cafeteria, Visitors Room and specific classrooms (Technology Workshop, Drawing Workshop, Laboratory, and Socio-sanitary Workshop). The facilities of the centre present in general a good aspect. In recent years, many resources have been allocated to improving them. Everything is equipped with computer resources, not only the MEDUSA classroom, all the basic classrooms, have a computer with projector and a specific audio system. All of them have a blackboard and a whiteboard, and both classrooms for the first and second grade of compulsory secondary education have a smartboard. The specific classrooms have computers for students, with PC tutor equipped with net support and interactive multimedia screen. In recent years, the centre has initiated an important process of equipment implementation, currently having 27 tablets, 135 desktop computers and 18 latest generation laptops, reaching a distribution ratio per pupil of 1:1. In addition, this school has an outdoor court which is not owned but attached to the Centre on the basis of the corresponding agreement. The centre amongst others, participates in the Canary Network CANARIA-INNOVAS in 7 thematic axes., STEAM, Red de emprendimiento, Entrepreneurship Classrooms; and has requested but not confirmed projects like Underwater Robotics. The centre develops the territorial cooperation programme for guidance, advancement and educational enrichment PROA+ in its lever "individualised tutoring" in order to guarantee the school success of all students, paying special attention to those who are in a situation of greater vulnerability. The School has it own projects with special dedication:

Positive parenting to train families through positive models

(Programa Travesía) working on the prevention of early school leaving through methodological innovation.

School Radio. A project that allows the enrichment of linguistic, social and civic competence, providing students with an unbeatable way to develop their creativity.

School Library, promotion of reading activity and poetry classroom. This project involves multiple activities that raise the cultural level of our pupils, from the knowledge of authors, reading their main works, to the creation of their own literary texts.

School newspaper. All the school activities are collected, with the students practising most of the narrative modalities, improving their written expression and the use of ICTs.

Our Centre, our home. A wide-ranging project that gives room for personal initiative and the free expression of the creativity of each pupil or group with painting workshops, photographic competitions, postcards, etc. The aim is to capture in images and murals, all the ideas, opinions and concerns of our students as well as to carry out any idea that contributes to personalise our centre and fill it with creative activities.

School Band and Choir. Artistic project to respond to the musical concerns of our students. This project is also linked to the School Radio project, so they interact in numerous activities.

Web. Communication project that establishes a portal and an information channel for the whole educational community.

The Centre works with several other interrelated Networks for the specific projects:

Red de Escuelas Promotoras de la Salud, Network of Health Promoting Schools aimed at raising awareness among our students about the importance of healthy eating and physical exercise habits as well as the negative effects of risky behaviour with legal and illegal drugs.

RedECOS to raise awareness of the problems of sustainability.

Red Canaria de Escuelas Solidarias, Network of School Solidarity, promoting solidarity with the underprivileged.

Proyecto Globe committed to actions to fight climate change and its consequences.

Huerto Escolar, School Garden, a project that puts students at the forefront of the food chain, learning about the processes and assimilating the importance of agricultural production and its quality.

In addition to these projects, the school will promote all those which provide personal enrichment and increase the range of opportunities for those pupils who are interested in improving and learning in any of the fields covered by these projects.

2.3. Classroom

The reference classroom of the group to which the didactic programming is directed, 1st Upper Secondary Education, is located on the second floor of the right wing, in the furthest right corner of the building, exactly above the toilets, looking out to the court and the adjacent cultural centre. Like all classrooms, it has big windows with blinds that provide multiple possibilities of illumination. I personally prefer to work as much as possible in a natural light environment, except when we use the whiteboard as a screen. Like all the basic classrooms, the students of 1st Upper Secondary Education have a computer with a projector and a specific audio system. The 30 desks and chairs do not leave much space for more, the door is in one corner, the wall next to it filled with the boards, and the teacher's desk in the other corner, and in each of the two opposite corners there is a black open shelves cupboard. The wall opposite the boards are two big windows. The white walls are partially decorated with class made materials: posters, collages, and very well visible the Rights and Rules, as well as a small notice board and some helpful pictograms.

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2.4. Students

Based on my prior observation of all levels and students' attitudes, despite not having known them for an extended period, I must assume that the prevailing conditions are similar enough to be applied to all courses in general, especially given the high number of students in this age group, a total of 30 students (14 boys and 16 girls).

Despite this, there is only one 1st Upper Secondary Education group, which is made up of students mainly from this and the adjacent municipalities, except one who recently moved to the area from abroad and another one evacuated of the volcanic eruption area.One

student repeats this year. There is one Asperger and one TDAH student, and a few very unmotivated with spoiler attitudes. It is a heterogeneous group and in general they show little interest in work. There are 5 students with remarkably higher levels, some with more recent foreign origin and with another mother tongue, some raised here German bilingual.

Humanities and Social Sciences is taken by 15 students and the speciality of Science by another 15. In general, their performance is homogeneous and comparable to their academic performance in the rest of their subjects.

In this learning environment, students work in groups and collaborate with their peers, enabling them to learn from different perspectives and strengthen their communication and teamwork skills. In this academic year, students are at an important transition stage in their education. During this school year, students continue to develop their academic and social skills through a variety of classroom activities and projects. In addition, they are encouraged to explore their interests and strengths, which helps them to make informed decisions about their academic and professional future. The 1st Course of Upper Secondary Education is an exciting and challenging year for students. With all this, and given that English is one of the common subjects taken by students of both modalities, one of the first objectives will be the integration and cohesion of the group, approaching the teaching-learning process from the human and academic diversity, facing the possible difficulties that may arise from the most individualised attention possible, and making use of a variety of instruments for the evaluation of the degree of achievement of objectives and acquisition of competences.

In the case of the pupils we have with Educational Needs and/or Adaptations, these will be   a challenging task, but there are a few strategies to create an inclusive and supportive learning environment for everyone in the classroom. Always try to take the time to get to know the students, understand their strengths, interests, and learning preferences, not only to gain their sympathy and respect, but it will also help to tailor teaching methods to their needs and provide them with the appropriate support at all times. These strategies will be specified further in point 5, attention to diversity.

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3. Curriculum specification

The Canary pedagogical model emphasises the importance of integrating assessment into the planning and design process of learning situations in order to ensure effective assessment of students. Teachers are encouraged to use various assessment instruments and techniques in diverse contexts, media, and formats for the diversity of students, their learning pace and styles. Learning situations are contextualised, related to school plans, projects, or thematic axes established by the Regional Ministry of Education of the Canary Islands. Interdisciplinary content is integrated to achieve stage objectives and develop key competencies.

When designing learning situations, teachers must take into account the objectives and goals to be achieved at the end of the learning situation to facilitate formative assessment and enable students to reflect on their learning, set goals, and ensure fair and objective marking. The development and deepening of different linguistic codes and formats related to more formal and academic registers and contexts are essential in the upper secondary education stage. The learning of foreign languages not only involves managing linguistic aspects but also combining different social codes, taking digital etiquette into account, mastering cultural and paralinguistic or textual aspects, and applying strategies to learn more efficiently. Teachers are useful instruments in guiding and providing feedback to learners, and the school context is vital in using the foreign language as a tool for communication in the classroom and as a tool for learning. Learners should develop skills and abilities that enable them to perform adequately in the foreign language in higher education, personal, public, and professional spheres.

In the upper secondary education stage, learners will broaden and enrich their leisure and critical analysis of reality through different sources, especially regarding the media. They will develop attitudes towards the promotion and protection of the environment, sustainable development, and Canary cultural heritage, contributing to improving democratic coexistence through respect for gender equality and values such as social inclusion.

Learning a foreign language is a central element in the education of Canary learners, providing a platform for accessing other languages and deepening knowledge of the Spanish language, bringing them closer to the multilingual context that the European Union's

language policies seek to promote. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, and Assessment has been used as a guide for the development of this curriculum. In this perspective, "knowing" a language is not just about the ability to understand and use the language. Still, it is also about the ability to do, be, learn, communicate, and have plurilingual and pluricultural competencies that develop all dimensions of the learner.

Canary Islands have become a meeting point for cultures and the transfer of values between them due to continuous migratory flows. The learning of foreign languages has an extraordinary dimension in terms of social relations, study abroad, leisure, professional opportunities, life abroad opportunities, and as a bridge between cultures. The Canary Islands' heritage has been included in the curriculum of the subject with an approach centred on heritage education, raising awareness, and sensitising Canary pupils to the importance of the care, enjoyment, and transmission of heritage, emphasising the identification and enhancement of its value as an inseparable part of society.

3.1. Stage Objectives and output profile

The objective of the stage is to progress in the degree of development of the competences which, in accordance with the student exit profile at the end of basic education, must be achieved by the end of Compulsory Secondary Education.

Royal Decree 243/2022, of 5 April, which establishes the organisation and minimum teaching requirements for the Upper Secondary Education, establishes that this educational stage must contribute to the development in students of the skills that will enable them to:

Exercise democratic citizenship, from a global perspective, and acquire a responsible civic conscience, inspired by the values of the Spanish Constitution, as well as by human rights, which fosters co-responsibility in the construction of a fair and equitable society.

To consolidate personal, affective-sexual and social maturity that allows them to act in a respectful, responsible and autonomous manner and to develop their critical spirit. To foresee, detect and peacefully resolve personal, family and social conflicts, as well as possible situations of violence.

To promote effective equality of rights and opportunities for women and men, to analyse and critically assess existing inequalities, as well as the recognition and teaching of the role of women in history, and to promote real equality and non-discrimination on grounds of birth, sex, racial or ethnic origin, disability, age, illness, religion or beliefs, sexual orientation or gender identity or any other personal or social condition or circumstance.

To consolidate the habits of reading, study and discipline, as necessary conditions for effective learning and as a means of personal development.

To master, both orally and in writing, the Spanish language and, where appropriate, the co- official language of their autonomous community.

To express themselves fluently and correctly in one or more foreign languages.

To use information and communication technologies with competence and responsibility.

To know and critically assess the realities of the contemporary world, its historical background and the main factors of its evolution. Participate in a supportive way in the development and improvement of their social environment.

To have access to the fundamental scientific and technological knowledge and to master the basic skills of the chosen modality.

To understand the fundamental elements and procedures of research and scientific methods. Knowing and critically assessing the contribution of science and technology in changing living conditions, as well as strengthening sensitivity and respect for the environment.

To strengthen the entrepreneurial spirit with attitudes of creativity, flexibility, initiative, teamwork, self-confidence and critical sense.

To develop artistic and literary sensitivity, as well as aesthetic criteria, as sources of training and cultural enrichment.

To use physical education and sport to favour personal and social development. To consolidate habits of physical and sporting activities in order to favour physical and mental well-being, as well as a means of personal and social development.

To strengthen attitudes of respect and prevention in the field of safe and healthy mobility.

To encourage a responsible and committed attitude in the fight against climate change and in the defence of sustainable development.

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To encourage a responsible and committed attitude in the fight against climate change and in the defence of sustainable development.

3.2. Contribution to stage objectives

The subject of First Foreign Language integrates in an inclusive way the stage objectives and contributes to the development of pupils' competences. Therefore, they are not only an essential aspect in the teaching-learning process by being a point of reference for selecting, organising and conducting the learning process, but they are also an effective tool for deciding on the promotion of pupils, as well as on their qualification at the end of the stage.

The objective most directly linked to the subject of First Foreign Language in the Upper Secondary Education stage is that related to expressing oneself fluently and correctly in one or more foreign languages.

However, the subject contributes to the rest of the stage objectives, since they are included both in the assessment criteria and in the specific competences. Aspects such as the reinforcement of reading, study and discipline habits as necessary conditions for learning and as a means of personal development (d), the solvent use of information sources and technological skills (g), as well as the development of artistic and literary sensitivity, and artistic and literary sensitivity and aesthetic judgement as sources of information and cultural enrichment (l), among many others, are developed in a recurrent way, deepening them as we progress through the different units. In addition, the stage objectives will guide us in making decisions on what to teach and how to do it so that students receive training, intellectual and human maturity, as well as the knowledge, skills and attitudes to enter active life responsibly and competently, achieving the competences that are indispensable for their educational and professional future and the skills that will enable them to access higher education.

3.3.   Contribution to key competences

The subject being discussed has a curricular proposal that emphasises the development of competencies in students. The competencies are identified in the progression of the output profile for students at the end of compulsory education. The output profile is specified in key competencies that reflect the educational principles set out in the Organic Law on Education and modified in the Organic Law of 2020. The European Union's Recommendation on key competencies for lifelong learning also influences the output profile. The competencies are not exclusive to any subject or area, and they are mostly transversal in nature. They aim to achieve personal, social, and educational development by the end of compulsory education, and provide common references for education systems in different countries.

The subject of Foreign Language contributes to the acquisition of Competence in Linguistic Communication (CCL) and Multilingual competence (ML). CCL focuses on the student's ability to express themselves fluently, coherently, correctly, and appropriately in different

areas and contexts, using their critical judgement. It also contributes to the development of search and management of information, assessing its reliability, and transforming it into knowledge. ML aims to enable students to handle different languages fluently, appropriately, and with acceptable accuracy in order to respond to their communicative needs with spontaneity and autonomy. It also aims to contribute to pupils' valuing and appreciating other languages and developing attitudes conducive to dialogue between cultures and social cohesion. The subject of First Foreign Language also develops Mathematical competence and competence in science, technology, and engineering (STEM). The students use inductive and deductive methods to draw conclusions about the mechanisms of different languages. The same applies to the use of hypotheses to infer or complete meanings, among other elements, in oral or written texts. Digital competence (DC) is another competence that the students acquire in the subject. It goes beyond the mere creation of digital content or the use of software. Students must become solvent users by carrying out searches and managing information effectively. The students must make optimal use of communication and adopt criteria of validity while taking security measures on the network and respecting digital etiquette. It also covers aspects related to multiple literacies and respect for intellectual property. First Foreign Language also contributes to the Personal, Social, and Learning to Learn Competence (CPSAA). The students develop reflective practice and self-assessment of language use, self-correction, self-reparation, and self-management of emotions. Citizenship Competence (CC) is also developed in the subject. The students learn to respect the rules, show empathy, and participate in social activities from a democratic culture in which they adopt their own judgement. The promotion of Entrepreneurial Competence (CE) is also achieved through the subject by setting goals, complying with deadlines, demonstrating leadership skills, and employing skills that involve negotiation, leadership, communication skills, and being able to reach innovative solutions, among other aspects. Lastly, the subject of Foreign Language contributes to the Competence in Cultural Awareness and Expression (CCEC). The students learn to promote and reflect on the unique aspects and social value of natural, cultural, and artistic heritage. They also communicate effectively in a foreign language, which facilitates social, artistic, and cultural exchange, enabling them to participate in broad social contexts in which ideas, opinions, feelings, and emotions must be maintained, expressed, and manifested with creativity and a critical spirit. These qualities

are fundamental for the construction of their own personal identity and processes of socialisation committed.

3.4. Curricular elements

The competence block is the core of the curriculum of each subject: it integrates the statement of the specific competences, their link with the operational descriptors of the specific competences, their link with the operational descriptors of the exit profile, the assessment criteria and the explanation of the competence block.

The specific competences are connection elements between the key competences and the knowledge that is specific to the subject. As for the assessment criteria, these constitute the references that indicate the level of performance to be achieved by the students. In addition, the contribution of each criterion to the descriptors of the Exit Profile is also established, in such a way as to facilitate the joint assessment of the learning of the subject and the degree of development and acquisition of the competences in the students. With regard to the explanations of the competence blocks, these integrate the learning collected in the block as a whole, provide guidance on the process of development and acquisition of both the specific competences and the key competences; and also offer methodological indications (always with an open, flexible and inclusive perspective) for the design and implementation of competence learning situations. It is for this reason that the explanations of the competence blocks are the most appropriate references for the curricular specification and the elaboration of the didactic programming.

In the Foreign Language curriculum, six specific competences have been established which provide a glimpse of the competency-based nature of the subject itself. In addition, together with twelve assessment criteria per school year described gradually throughout the stage, they point at the specificity of the subject from a holistic approach and taking into account the profile of the student as an active subject in the learning of a Foreign Language.

The following are the specific competencies that students are expected to have at the Upper Secondary Education stage. The first competence, comprehension (C1), requires students to understand and interpret texts, critically assess content and activate appropriate strategies to distinguish between implicit and explicit intentions and opinions. The second competence, production (C2), involves expressing oneself creatively and appropriately, both

orally and in writing, on topics of personal interest or public relevance. The third competence, interaction (C3), involves constructing discourse with others in a respectful and empathetic manner, while applying the rules of linguistic politeness and digital etiquette. The fourth competence, mediation (C4), requires students to explain and facilitate understanding of messages or texts by building bridges and clarifying the opinions and positions of others. The fifth competence, plurilingualism (C5), is based on the use of the linguistic repertoire and reflection on the functioning of language to help students develop and enrich their plurilingual linguistic repertoire. Intercultural competence (C6) is defined in a single assessment criterion. It proposes experiencing the linguistic, cultural and artistic diversity of society, analysing it, critically assessing it and benefiting from it. It is important in Upper Secondary Education to prevent stereotypes and discrimination, and promote responsible and respectful citizenship. Developing awareness of diversity helps students relate to different cultures and establish relationships using a variety of strategies. Intercultural situations in foreign language teaching promote openness to new experiences and rejection of discrimination. All this is aimed at developing a shared culture and sustainable democratic values. These competencies are essential in developing students' strategic thinking, encouraging their participation in cooperative environments of information exchange and preparing them for active citizenship.

The key content knowledge of the subject is integrated both in the assessment criteria and in the explanations of the competence blocks. In the subject of Foreign Language, basic knowledge is decisive for the attainment of the stage objectives and key competences, constituting the set of knowledge, abilities, skills and attitudes essential for the development of any communication situation. They will help students to communicate more efficiently, accurately and correctly, to reflect on the language, to acquire or deepen values, etc........ The Common Framework of Reference for Languages and taking into account the conditions of the pupils, it is crucial that they are contextualised in real situations so that they can be useful and can be used by pupils in communicative situations. In the subject of First Foreign Language, most of the basic knowledge is recurrently revised, as it is addressed throughout all the educational stages, although it is dealt with in greater depth and complexity in a gradual manner. In the two years of the Upper Secondary Education, four blocks of knowledge can be distinguished: Block I "Communication" covers communication functions,

contextual models, and discourse genres using common and specific vocabulary, as well as written and oral communication conventions and strategies. Block II "Multilingualism" focuses on plurilingualism, including reflection on learning and strategies for using linguistic units and self-assessment tools. Block III "Interculturality'' is about encouraging interest in other cultures and addressing sociocultural and sociolinguistic aspects of the foreign language. Block IV "Interpersonal and intrapersonal dimensions'' integrates knowledge on emotional and social factors for optimal personal and social growth.

3.5. Program units

This didactic programme is planned for the school year 2022/2023 as if it were possible to repeat the exact same calendar year. In the event of application to any real life situation of course it would have to be adapted in this sense. As a whole school year has many different holidays, and the plan is taking into account that the teaching hours are four per week, Mondays at 8:15, Tuesdays at 9:10, Thursdays and Fridays both in the last hour, from 13:20 to 14:15; the result is a total of 140 sessions. The first session of all, the first day of the whole course, on Monday the 12th of September (it is my birthday) at 8:15, it is quite likely that we do not have classes as such but explanations, presentations, schedules etc.., and it will be similar on the last hour of the last day before the end of the course, Friday the 23rd of June. Then, due to the Canary peoples' nature, we can assume that on the adjacent Monday and Friday to the short December holidays (6, 7, and 8.12.2022) maybe most or many students won't come to school and it would be incorrect to do anything "important" in the absence of the majority of pupils. This is how I end up with my program for 136 sessions in total, approximately 17 per Didactic Unit, as I am planning to integrate a total of 8 Units. Here is an initial presentation of 8 programming units made for an entire academic year, including the assigned times and a figure that shows the sequencing of the units throughout the school year. The classes will be held 4 hours per week, one hour per day on weekdays except Wednesdays, starting from the 12th of September and ending on the 23rd of June.

Table 1. Sequencing of the units throughout the school year.

Unit	Title	Timing
1	Tech time	13.09.2022 - 10.10
2	Crime Stories	11.10 - 11.11
3	It's a thrill!	14.11 - 20.12
4	Let's talk	09.01.2023 - 06.02
5	What's on?	07.02 - 10.03
6	How much?	13.03 - 17.04
7	In shape	18.04 - 19.05
8	Culture shock	22.05 - 22.06

A very first session of class should be designed to inspire students to continue learning and improving their English skills, and to be motivating and engaging by incorporating a variety of activities that use real-life examples, authentic materials, cultural activities, and technology. It is very important to create a respectful, supportive and encouraging environment in the classroom, where students feel comfortable practising their English skills and asking questions. The goal is to provide students with a positive and supportive learning environment that encourages them to develop their skills and become more confident and effective communicators in English. This very first session will be similar to each other and specially similar to the first session of each Unit in relation to their structure and type of routines and drills. This will be explained in more detail in the specification of the learning situation. In general, when teaching any class, it is important to provide clear instructions and expectations for the students. To start by introducing the topic that will be covered in the class. To give an overview of what students will learn and why it is important, and clearly state the learning objectives for the class, and explain how these objectives will be achieved. This will help students to understand the purpose of the lesson and what they are expected

to accomplish. Share a plan for the time ahead, including a breakdown of the different activities that will be completed during the class period. This will help students to stay focused and engaged throughout the lesson. Always assign homework: Clearly explain any homework assignments that will be given, including the expectations for completion and the due date. This will help students to plan their time and stay on top of their work. Also provide additional or reinforcement activities, such as review materials or optional assignments. This will help students to deepen their understanding of the topic and reinforce their learning. Provide different types of assignments or activities that address the diverse needs of students, including different skill levels, interests, and learning preferences. By communicating expectations clearly at the beginning of the lesson, students are more likely to stay on task and achieve the desired learning outcomes. This said, at the very beginning the class rules need to be set. Reading dos and don'ts is already boring, so the proposal is creative ABC. Dictation is an activity included in most sessions as well. Changing activity after 5-15 minutes mostly, when activities are longer, they will be broken up in smaller tasks.

The following tables provide all the details for every didactic unit.

DIDACTIC PROGRAM OF:ENGLISH AS FIRST FOREIGN LANGUAGE

Grade: 1st year of Upper Secondary Education

Starting point: There are a total of 30 students (14 boys and 16 girls) in only one group, mainly from this and the adjacent municipalities (up to 2 hour journeys to school), except one who recently moved to the area from abroad and another one evacuated from the volcanic eruption area. Humanities and Social Sciences is taken by 15 students and the speciality of Science by another 15. In general, their performance is homogeneous and similar to their academic performance in the rest of their subjects. One student repeats this year. There is one diagnosed with Asperger and one ADAH student, and a few very unmotivated with spoiler attitudes. It is a heterogeneous group and in general they show little interest in work. There are 5 students with remarkably higher levels, some with more recent foreign origin and with another mother tongue, some raised here German bilingual.

No. 1	TITLE: Tech time			
Grade: 1st Upper Secondary Education	**Implementation period:** 13.09.2022 to 10.10		**Nº of sessions: 16**	**Term: First Term**

Description:

Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools.

Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner

To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.

Justification:

The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such

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C2	as meaning inference, in order to respond to specific communicative needs.
C3	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C4	
C5	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C6	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CLC1, CLC2, CLC3, CLC5, MC1, MC2, MC3, STEM1, STEM3, STEM5, DC1, DC2, DC3, PSL2LC1.1, PSL2LC3.1, PSL2LC4, CC3, EC2, EC3, CCAE1, CCAE3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification… Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)		
	EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test		
	Final products and instruments: **Written:** Set of graded tasks for written and audio-visual comprehension. Vocabulary related to technology. A text about social media. An informal email. **Oral:** Pronunciation practice. A set of graded tasks for	**Assessment tools** - Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	**Types of evaluation according to the agent** - **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.

	listening comprehension. Role-play. Conversation. **Technological:** Use of digital material.Interactive vocabulary, grammar, listening and web activities for unit 1	

GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)
SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.
RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.
Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project   based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.
Programs, Plans and Thematic Focus of the Educational Project of the Centre In each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with technologie issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities
Technology project. Green Energy. Project based learning. Cooperative learning and Service learning. .
Links with other areas/subjects/fields: (eliminate the one that is not applicable)
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.

References:	

The sources consulted and used in the design of the programming unit are:

BOC

CANARIAS INNOVA Network

English Official Curriculum for Upper Secondary Education with LOMLOE;

TRENDS 1 - Burlington Books

No. 2	TITLE: Crime stories		
Grade: 1st Upper Secondary Education	**Implementation period:** 11.10 to 11.11	**Nº of sessions: 17**	**Term: First Term**

Description:	Justification:
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.	The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.

CURRICULAR ELEMENTS	
SPECIFIC COMPETENCES	

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.

C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification… Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)

EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test

Final products and instruments:	Assessment tools	Types of evaluation according to the agent
Written: Set of graded tasks for written and audio-visual comprehension. Vocabulary related to crime and the media. A text a failed house burglary A news report, paying special attention to the connectors of purpose	- Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	- **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.
Oral: Pronunciation practice. A set of graded tasks for listening comprehension. Role-play. Conversation about a crime that has taken place. Report on a crime.		
Technological: Use of digital material.Interactive vocabulary, grammar, listening and web activities for unit 2		

GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)

SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved

	for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.
	RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.
	Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.
	Programs, Plans and Thematic Focus of the Educational Project of the Centre In each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities
Halloween Horror. Vocabulary practice. Collaborative writing. Partly online individual work. Best Story Contest. .

Links with other areas/subjects/fields:
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.

References:
The sources consulted and used in the design of the programming unit are: BOC CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; TRENDS 1 - Burlington Books

No. 3		TITLE: It's a thrill!			
Grade: 1st Upper Secondary Education		**Implementation period:** 14.11 to 20.12		**Nº of sessions: 18**	**Term: First Term**

Description:	Justification:
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools.	The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.
Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner	
To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.	

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

	METHODOLOGIES:
	Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification…
	Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)

METHODOLOGICAL FOUNDATION	**EVALUATION: Evaluation techniques :** Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test		
	Final product/s and instruments: **Written:** Set of graded tasks for written and audio-visual comprehension. Vocabulary related to adventure and being adventurous, Various texts about people who practise risky activities. A travel blog entry, **Oral:** Pronunciation practice, Set of graded listening tasks, Role-play, Conversation about a trip, Dialogue to comment on a photograph. **Technological:** Use of digital material, Preparation of a short video recommending yourself as a candidate for a reality TV show, Practice of the interactive vocabulary, grammar, listening and web activities for unit 3.	**Assessment tools** - Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	**Types of evaluation according to the agent** - **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.
	GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)		
	SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.		
	RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.		
	Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.		

	Programs, Plans and Thematic Focus of the Educational Project of the Centre
	In each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities
Thrilling experience but fake. Oral presentations. Pair work. Creativity.   .

Links with other areas/subjects/fields:
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.

References:
The sources consulted and used in the design of the programming unit are: BOC   CANARIAS INNOVA Network   English Official Curriculum for Upper Secondary Education with LOMLOE;   TRENDS 1 - Burlington Books

No. 4	TITLE: Let's talk			
Grade: 1st Upper Secondary Education		**Implementation period:** from 09.01.2023 to 06.02	**Nº of sessions: 17**	**Term: Second Term**
Description:		**Justification:**		
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress		The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of		

in learning. To learn to respect the principles of justice, fairness and equality.	the theme, use of strategies, and application of digital tools.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification… Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)		
	EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test		
	Final products and instruments: **Written:** Set of graded tasks for written and audio-visual comprehension. Vocabulary related to relationships and descriptions. Description of a person, with special attention to the order of adjectives and the use of several adjectives to	**Assessment tools** - Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	**Types of evaluation according to the agent** - **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements

	describe the same noun at the same time.	and difficulties.
	Oral: Pronunciation practice. A set of graded tasks for listening comprehension. Role-play. Conversation about friendship. Conversations to describe a person. **Technological:** Use of digital material. Creation of an online infographic with the results of a previously conducted survey. Practice of the interactive vocabulary, grammar, listening and web activities for unit 4.	

GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)

SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units.
The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.

RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.

Treatment of transversal elements and Strategies to develop education in values:
Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.

Programs, Plans and Thematic Focus of the Educational Project of the Centre
In each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-

InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity,

entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities

Human Rights. Group Activity. Research, Discuss findings, Presentation.
.
Links with other areas/subjects/fields: (eliminate the one that is not applicable)
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.
References:
The sources consulted and used in the design of the programming unit are: BOC CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; TRENDS 1 - Burlington Books

No. 5	TITLE: What's on?		
Grade: 1st Upper Secondary Education	**Implementation period:** from 07.02 to 10.03	**Nº of sessions: 17**	**Term: Second Term**

Description:	Justification:
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.	The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification… Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)		
	EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test		
	Final products and instruments: **Written:** Set of graded tasks for written and audio-visual comprehension. Vocabulary related to films and entertainment. A text about the film Argo. A film review, paying special attention to addition connectors and word order in the sentence. **Oral:** Pronunciation practice. A set of graded tasks for	**Assessment tools** - Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	**Types of evaluation according to the agent** - **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.

	listening comprehension. Role-play. Conversation about a film. Conversation to make plans **Technological:** Use of digital material. Practice of the interactive vocabulary, grammar, listening and web activities for unit 5.		
	GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)		
	SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.		
	RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.		
	Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.		
	Programs, Plans and Thematic Focus of the Educational Project of the Centre IIn each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.		
Complementary and extracurricular activities			
Before and after. Film. Debate. Individual writing. Book trailer contest. .			
Links with other areas/subjects/fields: (eliminate the one that is not applicable)			
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.			

References:
The sources consulted and used in the design of the programming unit are: BOC CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; TRENDS 1 - Burlington Books

No.6	TITLE: How much?		
Grade: 1st Upper Secondary Education	**Implementation period:** 13.03. to 17.04	**Nº of sessions: 17**	**Term: First Term end and start of Second Term**

Description:	Justification:
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.	The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the

C6	response to specific communicative needs. To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification… Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)

EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test

Final products and instruments:	Assessment tools	Types of evaluation according to the agent
Written: Set of graded tasks for written and audio-visual comprehension. Vocabulary related to consumerism and shopping. Specific and explanatory relative clauses. A text on current forms of bartering facilitated by new technologies. An argumentative text, paying special attention to contrast connectors. **Oral:** Pronunciation practice. A set of graded tasks for listening comprehension. Role-play. Conversation to talk about money-related habits. Conversation to make a decision. **Technological:** Use of digital material. Creation of an online infographic with the results of a previously conducted survey. Practice of the interactive vocabulary, grammar, listening and web activities for unit 6.	- Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	- **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.

GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)

SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.

	RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.
	Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.
	Programs, Plans and Thematic Focus of the Educational Project of the Centre In each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities
Role play. Group work. Represent a real life negotiation on given topics.   .

Links with other areas/subjects/fields: (eliminate the one that is not applicable)
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.

References:
The sources consulted and used in the design of the programming unit are: BOC CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; TRENDS 1 - Burlington Books

No. 7	TITLE: In shape		
Grade: 1st Upper Secondary Education	**Implementation period:** from 18.04 to 19.05	**Nº of sessions: 17**	**Term: Second Term to Third Term**

Description:	Justification:
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.	The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centred around English language acquisition, while also emphasising the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL	**METHODOLOGIES:** Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification… Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)		
	EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test		
		Assessment tools	

FOUNDATION	Final products and instruments:	- Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	Types of evaluation according to the agent
	Written: Set of graded tasks for written and audio-visual comprehension. Vocabulary related to sport and a healthy lifestyle. A text on the methods used by some sportsmen and women to achieve success An opinion piece, **Oral:** Pronunciation practice. A set of graded listening comprehension tasks. Role-play. Conversations about competitive sports. Conversations to give advice. **Technological:** Use of digital material. Practice of the interactive vocabulary, grammar, listening and web activities for unit 7.		- **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.

GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)
SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.
RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.
Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.
Programs, Plans and Thematic Focus of the Educational Project of the Centre IIn each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities
Excursion to the Gofio Museum nearby. Guided tour in English. Comments and Questions in real life situations. Reported speech. .
Links with other areas/subjects/fields: (eliminate the one that is not applicable)
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.
References:
The sources consulted and used in the design of the programming unit are: BOC CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; TRENDS 1 - Burlington Books

No. 8	TITLE: Culture shock		
Grade: 1st Upper Secondary Education	**Implementation period:** 22.05 to 22.06	**Nº of sessions: 17**	**Term: Third Term**
Description:		**Justification:**	
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.		The learning context aligns with the English language program implemented by the educational institution. It focuses on language acquisition, comprehension, and production, which are essential components of an English language program. It is centered around English language acquisition, while also emphasizing the development of strategies like perseverance and the use of digital tools. The context aims to enhance students' comprehension and production of written and oral texts, foster confidence and motivation, and promote values such as justice, fairness, equality and cultural diversity. The selection of assessment criteria can be justified based on the desired learning outcomes and the nature of the activities mentioned in the description. The assessment tools align with the various forms of assessment, including reading/listening to texts, production of multi-modal products, discussions, presentations, role-playing, and conversations. These assessment criteria allow for a comprehensive evaluation of students' language proficiency, understanding of the theme, use of strategies, and application of digital tools.	
CURRICULAR ELEMENTS			

SPECIFIC COMPETENCES	
Code:	**Description:**
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:**
	Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification…
	Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)

EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test

Final products and instruments:	**Assessment tools**	**Types of evaluation according to the agent**
Written: Set of graded tasks for written and audio-visual comprehension. Vocabulary related to culture and traditions. The three types of conditional sentences. A text about food that is uncommon in Western culture but traditional in other cultures. An informative text.	- Anecdotal record - Checklists - Interviews - Rubrics - Self assessment forms	- **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students. - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.

Review of all the writing skills acquired during the course.

Oral: Pronunciation practice. Set of graded listening comprehension tasks. Role-play. Conversation to talk about holidays. Conversation to compare pictures.

Technological: Use of digital material. Making a plan. Practice of the interactive activities of vocabulary, grammar, listening and web activities for unit 8.

GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)

SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.

RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.

Treatment of transversal elements and Strategies to develop education in values:
Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.

Programs, Plans and Thematic Focus of the Educational Project of the Centre
IIn each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA-InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities

Summer plans. Collaborative Writing about Cultural differences. Contest

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Links with other areas/subjects/fields: (eliminate the one that is not applicable)

The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.

References:
The sources consulted and used in the design of the programming unit are: BOC CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; TRENDS 1 - Burlington Books

4. Method

The specific competences make explicit the performances that the students must be able to carry out in learning situations which require the basic knowledge of each subject to be addressed, within a framework of inclusive attention to individual differences, and to the singularities and needs of each student. The implementation of the curriculum of the subject implies, therefore, the definition, by the teachers of these contextualised learning situations. The Canary pedagogical model is based on a crucial premise: the necessary integration of assessment in the process of planning and design of these learning situations, in order to ensure a proficient evaluation of the students. It is necessary, therefore, for teachers to use a variety of assessment instruments, techniques and tools, in different contexts, with different media and formats, allowing students to demonstrate what they know, what they feel and think, and what they can do. Providing learning situations with varied and contextualised contexts in which the learners can play an active role. In this sense, situations should be related to school plans and projects, or to programmes and thematic axes established by the Regional Ministry of Education of the Canary Islands. In the same way, sufficient opportunities must be provided for integrating interdisciplinarity as another way of contributing to achieving the stage objectives and developing the key competences.

To this end, a variety of teaching methods and models have emerged, each with its own strengths and weaknesses. The most commonly used methods in the mentioned programmed units are: Task-based learning, Flipped Classroom, Gamification, Cooperative learning, Thinking-based learning: Routines and thinking skills. The teaching models to be used are: Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL), Simulation (SIM), Expository (EXPO).

Task-based learning is a method that promotes active learning, critical thinking, and problem-solving skills, while providing a sense of relevance and practicality to the learning process.

Flipped Classroom allows for more personalised and self-paced learning, while also fostering collaboration, creativity, and communication skills.

Gamification method multiplies the innate human desire for competition and achievement to motivate students to learn and engage with programming concepts. Gamification can

increase student engagement, motivation, and retention, while also developing problem solving, critical thinking, and decisión making skills.

Cooperative learning promotes social and emotional learning, as well as higher-order thinking skills, such as analysis, synthesis, and evaluation.

Thinking-based learning encourages students to use specific thinking routines, such as questioning, reasoning, and analysing, to approach problems and develop solutions. This method is particularly effective in developing creative and innovative thinking skills, as well as transferable skills, such as communication, collaboration, and self-reflection.

Direct teaching (EDIR) is useful for introducing new concepts or skills and can be effective in building foundational knowledge.

Non-directive teaching (END) encourages students to take an active role in their own learning and can be effective in developing problem-solving, critical thinking, and creativity skills.

Basic Inductive (IBAS) is useful for developing deductive reasoning skills and can be effective in developing a deep understanding of programming concepts.

Memory (MEM) emphasises repetition and memorisation. This method is useful for building foundational knowledge and can be effective in developing basic skills.

Deductive (DEDU) method is useful for developing problem-solving skills

4.1. Methodological principles

The methodological principles of didactic programming are designed to promote effective learning and provide a framework for designing and implementing programming lessons. These principles focus on promoting active learning, practicality, engagement, motivation, retention, critical thinking, problem-solving, creativity, communication, collaboration, and self-reflection. By incorporating these principles into programming lessons, educators can create a stimulating and effective learning environment that promotes student success.

Engagement and motivation are essential components of effective learning. Didactic programming principles incorporate a range of techniques to promote engagement and

motivation, including gamification, task-based learning, and cooperative learning. These techniques help to make learning more enjoyable, stimulating, and rewarding.

Critical thinking and problem-solving skills are vital components of programming. Didactic programming principles aim to develop these skills by providing students with opportunities to analyse, evaluate, and solve problems. This approach promotes analytical thinking, decision-making, and problem-solving abilities.

Creativity is an essential component of programming, and didactic programming principles aim to develop creative thinking skills. This is achieved by providing students with opportunities to explore, experiment, and innovate, promoting creativity and innovation.

Communication and collaboration are vital skills in programming, and didactic programming principles promote these skills through cooperative learning and other collaborative techniques. These approaches encourage students to work together, share knowledge, and provide feedback to one another, promoting effective communication and collaboration.

Self-reflection is an important aspect of learning, and didactic programming principles promote self-reflection by encouraging students to reflect on their learning experiences, identify areas of strength and weakness, and develop strategies for improving their learning outcomes.

In relation to the curriculum, here is a more detailed explanation of the methodologies that should be applied in the proposed didactic programming:

The classroom should be a place where learners are immersed in the target language, making it the vehicular language for communication, instruction, and activities. This approach enhances learners' comprehension, retention, and fluency in the target language and enables them to use it in real-life situations. Teachers can achieve full linguistic immersion by creating a language-rich environment, using visual aids, and conducting activities that require learners to communicate in the target language.

The importance of developing multilingual citizenship is also highlighted, as European and Canary societies have unique characteristics, including the coexistence of multiple languages and cultures. Students with a fluent command of a language at the end of their

education will have more opportunities for social promotion and personal development, whether in continuing their academic training or entering the workforce.

The linguistic component of exercises and tasks should be sequenced in a gradual manner, moving from simpler to more complex tasks. Teachers can create a roadmap of activities that scaffold learning and offer learners the opportunity to practise and revise what they have learned. This approach helps to avoid overwhelming learners and ensures that they master one concept before moving on to the next.

Teachers should select teaching materials and resources that are innovative, varied, flexible, and adapted to the interests, needs, and tastes of the group. These materials should be relevant to the programmed tasks and promote gender equality. Teachers can use a wide range of materials, such as audiovisual materials, authentic materials, and real-life materials, to bridge the gap between learners and the reality of the foreign language and culture. The use of ICT tools and resources is also highly recommended, as they provide an unlimited variety of resources for the classroom.

Varied Teaching Models and Groupings, taking into account the different teaching models (direct, non-directive, role-playing, research, etc....), varied groupings (individual, in pairs, small groups, large groups), as well as the different learning styles (visual, auditory, sensory) or the multiple intelligences of pupils. This approach ensures that learners with different learning styles and preferences are provided for and that they are actively involved in the learning process.

Attending to Pupils with Specific Needs: Teachers should take measures to attend to those pupils who require more specific attention. This may involve providing support and scaffolding for pupils with the most difficulties, providing reinforcement or extension material, and carrying out more constant monitoring of these pupils, among other actions, always observing the principle of inclusivity and the Universal Design for Learning (UDL).

Overall, the proposed didactic programming aims for a learner-centred approach that prioritises immersion, sequencing, innovation, and inclusivity. The use of a variety of teaching materials and resources, as well as the consideration of different teaching models and groupings, ensures that learners are actively engaged in the learning process and are

motivated to learn. The attention given to pupils with specific needs and the promotion of multilingual citizenship underscores the program's commitment to inclusivity and equality.

4.2. Strategies

Considering the methodological guidelines given in the curriculum of the subject in the corresponding regional regulations the following is a detailed description of the proposed teaching strategies, some of the most common strategies used in English teaching in Spain (and also applied in this programme) include the following:

Communicative Language Teaching (CLT): This approach emphasises communication as the primary goal of language learning, with a focus on real-life communication scenarios. The aim is to develop students' ability to communicate effectively in English in a variety of situations, using authentic language and real-life contexts.

Task-based learning: This approach focuses on the use of real-world tasks and activities that require students to use English in meaningful and purposeful ways. This approach encourages students to develop their language skills in a more natural and spontaneous way, by using English to complete tasks and solve problems.

Content-based instruction: This approach integrates language learning with the study of other academic subjects, such as history, science, or literature. This approach aims to develop students' language skills while also teaching them about other subjects in English.

Technology-enhanced learning: Technology is increasingly being used in English language teaching to enhance the learning experience and provide students with opportunities for self-directed learning, motivating them for new challenges. This involves the use of digital tools, such as online language learning platforms, language learning apps, and social media to support language learning.

Cooperative learning: This approach encourages students to work together in small groups to complete tasks and activities, using English to communicate with each other. It promotes collaboration, critical thinking, and problem-solving skills, as well as providing opportunities for language practice.

Flipped Classroom: This approach can be particularly effective for developing students' speaking and listening skills.

Take on the effort and time to get to know each student and their close environments, emphasise on group cohesion and collaboration; make them feel at ease and adapt the levels individually , and we can justify with the Affective filter hypothesis, that uses the metaphor of the filter or sieve to talk about the emotional state, according to which if you are in a relaxed state, the input will get through better, but if you are in a state of high anxiety, you will have almost no intake.

Full linguistic immersion: Golden class rule (Almost Always ENGLISH) and attention catcher when Spanish is heard adopt a tone of a typical tell off with AA (shake head) - "EyEy" (nod). To this we can add BB (Acting as Spanish grandmother NOO BEBE) of disapproval, and relate it to BB for Best Behaviour, Daily Dictation, Always Out and many more play on word examples will arise when reminding these in every session.

4.3. Types of activities

There are several types of activities that will be done in my programed classes for this group of 30 students in 1st of Upper Secondary Education:

Reading and comprehension exercises: Selecting texts that are suitable for the level and interests of the students can help them improve their reading skills and comprehension of the English language. In every designed unit are exercises that focus on specific aspects such as vocabulary, grammar, and syntax.

Writing exercises: These include writing paragraphs or essays on specific topics or responding to questions, as well as filling the peer assessment. With constant feedback and guidance to improve the students' writing skills and help them express their ideas in English.

Speaking and listening exercises: These activities include discussions, debates, presentations, or role-playing exercises. These activities help students develop their oral communication skills, improve their pronunciation, and expand their vocabulary.

Vocabulary and grammar exercises: The book and the web provide loads of designed exercises that focus on specific aspects of vocabulary and grammar, such as verb tenses, prepositions, and phrasal verbs. These exercises include fill-in-the-blank exercises, sentence transformation exercises, and multiple-choice questions. In most cases, they will be done

orally or online, as parts of a challenge, game and very important to review at the end of each unit.

Cultural activities: The programme incorporates activities that expose the students to the culture of English-speaking countries, such as watching movies, listening to music, or reading literature. This can help the students understand the language in context and appreciate the diversity of English-speaking cultures.

Technology-based activities: From individual online research to cooperative learning tasks such as online quizzes, interactive games, or virtual tours, the ICT integration always helps to engage students and enhance their learning experience.

Project-based activities: There are group projects that require the students to use English to research and present a topic of interest. This can help the students improve their research skills, critical thinking, and collaboration skills.

My idea is to include all this activities in the daily routine from the second class onwards like for example in the following situations:

At the beginning of each class, we practise salutations and small talk about date, time, weather, and the "Times Today" flipped classroom activity that will consist of one student practising public speaking with previously researched information about anything that happened on a day like that in history and any field. The student must name at least 5 facts, and out of these one has to be invented and recognized by the fellow students as false, the odd one out. The activity finishes with peer assessment. Each day one student (in turns along the school year each one could do this individual work at least three or four times).

4.4. Groups

Various groupings are considered in every unit, justified their relevance for the achievement of the learning selected for this programme. The full name of the type of grouping and the corresponding acronyms: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET), mobile or flexible teams (EMOV), expert groups (GEXP), fixed groups (GFIJ), homogeneous groups (GHOM), interactive groups (GINT).

The types of groupings proposed for the didactic programming are varied groupings (individual, in pairs, small groups, large group) always formed as heterogeneously as possible and trying not to allow fixed groups all the time. Except for Memory and with Direct teaching that must be individual work, as well as of course cooperative learning cannot be individual; in most proposed types of methods, strategies or activities the groupings are intended to be changed so that almost all of them can be applied to any method used, like Task-based learning, Flipped Classroom, Gamification, Cooperative learning, Thinking-based learning, Routines and thinking skills, and they are all intended to be used at some point in every didactic unit or as complementary activity.

4.5.   Complementary activities

Apart from all the related online individual activities that can be done extra either as homework or in class to help clarify, reinforce contents and support struggling pupils, as well as by highly motivated and outstanding students to grow further. For each unit we can find at least one original example that will enrich the subject:

Unit 1 Technology project. Green Energy. Project based learning. Cooperative learning and Service learning.

Unit 2 Halloween Horror. Vocabulary Practice Game. Collaborative writing. Online individual work. Best Story Contest.

Unit 3 Thrilling experience but fake. Oral presentations. Pair work. Creativity.

Unit 4 Human Rights. Group Activity. Research, Discuss findings, Presentation.

Unit 5 Before and after. Film. Debate. Individual writing. Book trailer contest.

Unit 6 Role play. Group work. Represent a real life negotiation on given topics.

Unit 7 Excursion to the Gofio Museum nearby. Guided tour in English. Comments and Questions in real life situations. Reported speech.

Unit 8 Collaborative Writing about Cultural differences. Contest.

4.6. Organisational criteria: spaces and other necessary items

The importance of space for learning is unquestionable, so this planning aims to make it functional, versatile, comfortable, stimulating, dynamic and technological. School learning is inconceivable without motivation. Therefore, it is very important to value the students' work. The ordinary classroom of each group will be used to display and, at the same time, to share the pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsals..

4.7. Teaching materials and resources

The didactic and real-life teaching materials and resources selected will be innovative, varied, flexible and adapted to the interests, needs and tastes of the group, in accordance with the specific context of application and relevant to the programmed tasks, will be considered to act as a bridge between the learners and the reality of the foreign language and culture, providing meaningful and self-esteem-enhancing experiences, and gender equality will be promoted, as well as opportunities to critically address the use of gender or sex roles.

Description of all the didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks , Guides for the elaboration of tasks, Transcription of oral texts.

5. Attention to diversity

In this section, all the diversity of the students must be considered, and mainly rely on the **Universal Design for Learning**. The diversity of the student body, taking into account the diagnosis of any SEN, and the appropriate measures to be taken to promote their school development are explained in the following subsections.

5.1. General aspects and regulations

In addition to Decree 25/2018, the following regulations may be relevant to consult and mention in the didactic programming, based on the characteristics of the students:

Instructions of the General Directorate of Educational Planning, Innovation, and Promotion for the evaluation, attention, and educational response to students with high intellectual abilities (2013).

Order of December 13, 2010, which regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands.

Resolution of February 9, 2011, which issues instructions on the procedures and deadlines for the educational attention of students with specific educational support needs in schools of the Autonomous Community of the Canary Islands.

Resolution of May 22, 2018, which issues instructions for the organisation of the educational response to students who cannot attend educational centres on a regular basis, as well as for the operation of hospital classrooms, Home Educational Care, and therapeutic centres supported with public funds in the Autonomous Community of the Canary Islands.

It is important to consult and take into account these regulations to ensure that the educational response to the diverse needs of the students is appropriate and inclusive.

5.2. Ordinary measures

All the ordinary measures to be adopted with the students of our group are listed:

Providing a quiet workspace will help minimise distractions. To have special needs students sitting in specific areas, mostly best in the front row, and buddy them up with willing peers.

To use clear and concise language to provide clear explanations is very important. When giving instructions for an assignment or task, break it down into smaller, more manageable steps. Also establish clear and structured consistent routines, and provide the students with a clear outline of what will be covered in each class, including a set time for breaks and transitions. This can help Aspergers, ADHD and foreign students to understand better what is expected of them and prevent them from feeling overwhelmed.

Using visual aids such as diagrams, charts, and pictures can help them to better understand abstract concepts. To give the students opportunities to take breaks as needed to release energy and reduce restlessness, also to encourage the students to incorporate movement into their learning experience, such as fidgeting with a stress ball or standing up during class discussions will be very helpful, specifically for the ADHD.

Differentiated instruction: adapting all teaching methods and materials to the needs, interests, and abilities of each student to promote their learning and motivation. Of course with 30 in class it is practically impossible, but we always find a common point to work on, or split in a few for the main types of students in our class, like for the German bilinguals a common thing, for the "spoilers" something a little easier, for the special needs with more visual elements, etcetera.

Flexible grouping: organising students into groups according to their level, interests, and learning style, and promoting collaborative work among them. Swapping members and doing heterogeneous groups as much as possible. Buddy up special needs with good learners. Encourage peer support assigning a "buddy" or a small group of classmates to work with the students with special needs on group projects or activities.

Support and guidance: providing personalised attention to each student, helping them to set goals and providing feedback on their progress is also very difficult to do in each session with all students at the same time, but teachers have to pay special attention to each and every one along the units.

Work closely with the student's parents and the school psychologist, to develop a plan that meets their needs and helps them succeed in the classroom.

Positive reinforcement: Recognize the student's efforts and achievements, even if they are small, and provide positive feedback to help build their confidence and motivation,

promoting a positive and supportive learning environment, recognizing and rewarding effort and achievements so they feel comfortable and relaxed to engage in the activities. No day is the same and this is also quite hard to achieve best results with every individual in every class, but for this using a specifically designed check-list is very helpful as well.

Use of ICT: incorporating technology into teaching and learning, using resources such as interactive whiteboards, educational apps, and digital textbooks to enhance engagement and motivation, online research, pod-casts as homework...

5.3. Extraordinary measures

In this case the following will be described as they are applying for the appropriate students:

Universal Design for Learning (UDL): incorporating multiple means of representation, expression, and engagement into teaching to ensure that all students can access and participate in the learning process. For the whole group cohesion as well.

Individualised Education Plan (IEP): a written plan that sets out the educational goals, accommodations, and modifications for a student with specific educational support needs, such as our student with Asperger's or ADHD.

Curricular adaptations: modifying the curriculum and assessment to meet the specific needs of a student, such as adapting the pace or level of the content, or providing alternative forms of assessment has not been necessary in any of our cases as their levels are obviously mild and they both have managed to get to the level at the same age as the rest of classmates, although all teachers have agreed to be more permissive with typical small errors made due to their condition, at the time of evaluation with marks..

5.4. Other measures

In the case of the existence of other measures in which our students are involved, it could possibly be although usually temporarily the case of the students coming from abroad at any time of the school year

PROMECO: a program that supports students at risk of early school leaving, providing personalised attention and guidance to help them stay in school and succeed

academically. We would probably apply in lower levels as Upper Secondary Education is voluntary although for some students mandatory from their parental pressure.

Language support: providing language support to students who speak languages other than Spanish, such as bilingual support or Spanish as a second language classes, to help them integrate and succeed academically. This is also a bilingual buddy student, or a specific language teaching in one to one with a Spanish teacher for example in English class time..

6. Education in values, plans and programs

The aim is to provide a quality education to future generations. The inclusion of values in education is a fundamental aspect in any educational program nowadays, as it is crucial to address the principles of coexistence that we all should adhere to and the social dynamics that bring us together. In fact, every educational program must incorporate guidelines on shared values and the importance of communal living. This is also seen as a moral obligation and social responsibility for us teachers, and with times and society values changing, many controversial situations have arisen in this aspect.

We must consider as legal framework the following:

• Artículo 19 del Decreto 315/2015, de 28 de agosto, que establece la distribución de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias. This article specifies the aspects related to the organisation and implementation of these educational levels in our community. This decree aims to respond to the needs of each student.

• Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. How we are going to contribute to the development of education in values and in what precise values is specified in the Curriculum

Values education aims to educate pupils and provide them with personal and social maturity to enable them to act autonomously. The idea of equality as a way of thinking and having good values will be promoted in all students, seeking greater solidarity and understanding. In this programming several objectives should be considered, among them we have to highlight the equality between men and women and any kind of gender discrimination, an area that has made great progress in recent years but still has a lot of

room for improvement, and for this it is essential that future generations are well educated. Also, the program aims to encourage responsible use of information and communication technologies (ICTs) among adolescents. I will present the various programs in which the institution participates through the RED CANARIA-Innovas network. The following sections highlight the significance of values-based education, as all students must be fully aware of these matters.

6.1. Education in values from the subject

Specifically, from our subject, English as Foreign Language, the ways how we are going to contribute to the development of education in values and in what precise values is specified in the Curriculum, within the stage objectives, with the Personal competence, the Citizenship competence, and the competence of Cultural Conscience and Expression. Also C3, the specific competence of Interaction, includes values to teach. Key Competence Knowledge of Communication, and Personal and interpersonal dimensions specifically its point 2 (Interpersonal relationships, collaboration, and teamwork); 3 (Empathy, appreciation, and respect); 5 (Self-confidence, initiative, and assertiveness); and 9 (Appreciation and valuing of diversity). To achieve all of this, students have a specific set of activities such as collaborative learning with pairs or group work, discussions and reflections on the religious and cultural differences of the pupils themselves within the class and in the world. In addition, students will work with different fragments of related texts in class sessions.

6.2. Development of linguistic communication

Specifically, from our subject, the way we are going to contribute to the development of the linguistic communication of our students will be depending mainly on the teachers skills and students motivation. In general, the objective of this course is full linguistic immersion, I personally like the "AA" Almost Always trick mentioned previously. The teacher will conduct all classes in English and try to avoid communicating with them in any other language. When doing so, it should be a short clarification or translation, a word or sentence, rather than a detailed explanation. Communication skills are developed and improved with writing and oral practice, so we teachers provide relevant and engaging texts, written in books or online, oral in pod-casts, songs, videos and multimodal texts. This will be carried out in each and every one of the didactic units, also to enable students to learn English on a continuous basis.

To improve familiarity with the culture and cultural diversity of this subject is also intended in every single didactic unit of this programme.

6.3. ICT integration

As we have seen throughout this programme, the integration of ICT is essential in the development of the units, as the use of ICT will be fundamental in the subject of English for 1st of USE pupils, thus trying to find the most dynamic way of learning and educating in values of equality. Therefore, the purpose of this section is for pupils to make responsible use of ICT.

For this reason, without making excessive use of technology, it is considered that students should have a basic knowledge of technology, as it will be essential throughout the course. It will be the means by which they communicate with teachers and even have to upload their homework to the school platform. In class, students will work in this medium to carry out different tasks and presentations. The ICT is to enable them to select good information and use useful resources more quickly and appropriately in the context of education.

To integrate responsible use of ICT (Information and Communication Technology) in the teaching of values, considering that students should have a basic knowledge of technology, there are several approaches to consider:

We need to balance our Screen Time and discuss from the very first day the importance of maintaining a healthy balance between online and offline activities. Teach students about the potential negative effects of excessive screen time and encourage them to practise self-regulation and mindfulness in their technology use.

Critical Evaluation of Online Information: Teach students how to critically evaluate online sources for credibility, accuracy, and bias. Help them develop skills to discern reliable information from misinformation or fake news. Encourage critical thinking and fact-checking when conducting research or accessing online information.

Digital Communication and Netiquette: Teach students appropriate and respectful online communication skills. Discuss the importance of positive and constructive interactions in online platforms, such as social media, discussion forums, or online collaboration tools.

Teach them about netiquette (online etiquette) and how to engage in respectful online discussions.

Copyright and Intellectual Property: Educate students about the importance of respecting copyright laws and intellectual property rights when using digital resources. Teach them about proper citation and giving credit to original creators. Encourage the use of creative Commons-licensed materials and teach them how to properly attribute and share content.

Digital Citizenship Education: Incorporated in the first Unit, specific on digital citizenship, covering topics such as online safety, privacy, ethical use of technology, cyberbullying, and digital footprint. Teach students about their rights and responsibilities as digital citizens and how to navigate the digital world responsibly.

Internet Safety and Cybersecurity: In Unit 2 we can emphasise the importance of safe and secure online behaviour. Teach students about strong passwords, protecting personal information, recognizing phishing attempts, and avoiding online scams. Raise awareness about the potential risks and consequences of irresponsible online actions.

Responsible Social Media Use: Educate students about responsible and ethical use of social media platforms. In several units we have the opportunity to include in discussion topics such as privacy settings, online reputation management, digital footprint, and the potential impact of online posts and comments on themselves and others. Encourage positive online behaviour and respectful interactions in social media spaces.

Integrating these aspects into our teaching of values will help students develop responsible and ethical behaviour in their use of technology while promoting positive digital citizenship.

6.4.   Centre plans and programs

In this point, the programme of the Canarian Network of Educational Centres for the Innovation and Quality of Sustainable Learning (RED CANARIAInnovAS) is presented in the different plans in which our centre is linked to and will participate with curricular and extracurricular activities. The purpose is to promote improvements in learning processes through innovative and creative proposals in organisational, pedagogical, professional, and participatory areas, to promote more inclusive educational practices and demonstrate

commitment to sustainable development, based on the ethics of sustainability and caring for people and their environment to sustain life.

The CANARIAS-InnovAS NETWORK focuses on creating interactive, exploratory, competency-based, and transformative learning contexts, both physical and virtual, through:

Designing didactic proposals that take into account the considerations of the thematic axes.

Prioritising the educational practice that addresses the physical, emotional, cognitive, and social aspects of students.

Encouraging learning spaces that go beyond the classroom and involve the educational community with the environment.

Contributing to raising awareness about caring for people and sustaining life and the planet.

Focusing learning on action, cooperation, group work, creativity, peaceful conflict resolution, commitment, and shared responsibility.

Providing incentives for improvement through assessment and monitoring of actions.

The programme's different axes, that will be teaching values of cultural and educational interest to students are explained in the list below:

Thematic Axis 1: Promotion of Health and Emotional Education: This axis focuses on promoting physical and mental well-being among students. It emphasises the development of healthy habits, self-care, and emotional intelligence. The aim is to enhance students' overall health and equip them with the necessary skills to manage their emotions, build positive relationships, and make informed decisions regarding their well-being.

Thematic Axis 2: Environmental Education and Sustainability: This axis aims to raise awareness about environmental issues, sustainability, and the importance of preserving and protecting the environment. It involves educating students about ecological principles, sustainable practices, conservation of natural resources, and promoting a sense of responsibility towards the environment. It encourages students to adopt environmentally-friendly behaviours and become active contributors to a more sustainable future.

Thematic Axis 3: Equality and Affective, Sexual, and Gender Education: This axis focuses on promoting equality, respect, and understanding among students regardless of gender or sexual orientation. It aims to challenge gender stereotypes, eliminate discrimination, and

foster a safe and inclusive learning environment. It involves educating students about diversity, gender equality, healthy relationships, consent, and respect for others, promoting a society based on equal rights and opportunities for all.

Thematic Axis 4: Linguistic Communication, Libraries, and School Radio: This axis emphasises the development of effective communication skills, language proficiency, and a love for reading. It promotes the use of language as a tool for expression, understanding, and fostering meaningful connections. It encourages the use of libraries as valuable learning spaces and promotes the use of school radio as a platform for communication, expression, and sharing of ideas within the school community.

Thematic Axis 5: Social, Cultural, and Historical Heritage of the Canary Islands: This axis focuses on promoting awareness and appreciation of the social, cultural, and historical heritage specific to the Canary Islands. It involves exploring and celebrating the rich traditions, customs, history, and contributions of the local community. It aims to instil a sense of pride, identity, and respect for the cultural diversity and heritage of the Canary Islands among students.

Thematic Axis 6: Cooperation for Development and Solidarity: This axis emphasises the importance of cooperation, global citizenship, and fostering a sense of solidarity among students. It promotes understanding and empathy towards different cultures, societies, and global issues. It encourages students to actively participate in initiatives and projects that contribute to sustainable development, social justice, and the well-being of others, both locally and globally.

Thematic Axis 7: Art and Cultural Action: This axis highlights the value of artistic expression, creativity, and cultural engagement. It encourages students to explore various art forms, such as visual arts, music, dance, and theatre, as means of self-expression, communication, and cultural appreciation. It promotes participation in cultural activities, events, and initiatives that contribute to the enrichment of the school community's artistic and cultural life.

6.5. Specification of the institutional plans of the centre

For The general objectives of the centre's projects, both within the INNOVAS network and the independent ones, are the following:

- Contribute to the development of educational innovation in line with the seventeen Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development.

- Facilitate the necessary training to promote innovative and experimental methodologies that enhance learning processes.

- Establish collaborative and comprehensive work to encourage interdisciplinary relationships and the participation of the educational community in educational processes.

- Contribute to the holistic development of students through methodological proposals that promote competency-based learning, school radio, information and communication technologies, virtual learning environments, and service-learning (APS).

- Provide meaningful contexts to integrate learning related to health, the environment and sustainable development, cooperation and solidarity, equality and affective, sexual and gender education, linguistic communication, school libraries, emotional education, art promotion, interculturality, and incorporate the cultural, historical, geographical, natural, ecological, social, and linguistic aspects relevant to the Canary Islands, fostering knowledge and respect for the community.

- Promote the educational and collective participation of families and their active role through parent-teacher associations (AMPAS), involving them in the educational processes of their children.

- Foster the educational and collective participation of students and their active role through associations and committees, emphasising their importance as agents of change and mentoring.

- Promote a culture of participation and shared leadership within the educational institutions themselves.

 In order to achieve these, each didactic unit has been related to one or several of the axes and to the independent projects of the centre, as detailed in the charts annexed.

7. Learning Assessment

The assessment of the Foreign Language subject is a transcendental element of the curriculum and, therefore, a determining element in the teaching and learning process.

It is necessary to refer to the corresponding state and regional regulations regarding the evaluation, promotion, and qualification of students for this academic year 2022/2023 that are taken into consideration throughout this programme. The most recent document was published by the Canary Government on 18th of November 2022, and gives instructions on evaluation, promotion and titling in the stages of Infant Education, Primary Education, Compulsory Secondary Education and Upper Secondary Education, applicable to the 2022-2023 school year.

The evaluation is a fundamental process in all didactic programmes, it is a procedure by which the pupil is constantly examined through article 28, Decreto 315/2015, de 28 de agosto. Therefore, a continuous assessment is sought during the course where the evolution of the pupil can be observed and any type of educational intervention necessary to improve their performance can be carried out. In this case, the assessment will be established according to the subject (English) and will be based on the curriculum of 1st Upper Secondary Education; in fact, we will also consult for this section article 2, of the Orden de 3 de septiembre 2016. Furthermore, the work of the teaching staff will be fundamental throughout this process, as they will have to evaluate the learning of the students, but also all the processes of their speciality in teaching, in order to make the different improvements in the didactic programming. This is stated in articles 20.4 and 30.1, Decreto 1105/2014, de 26 de diciembre. "El profesorado evaluará tanto los aprendizajes del alumnado como los procesos de enseñanza y su práctica docente." (p. 4).

7.1.   Procedures and assessment tools

The planning of assessment processes will enable us teachers to orient the sessions practise towards the achievement of the stage objectives, the contribution to specific competences and the operational descriptors of the output profile's key competences. In order to achieve these results a combination of the different types of assessment will be used: hetero-assessment, that will be carried out by us, the teacher, in the traditional way of marking 0-10 but also with valuable feedback and feedforward in the units' oral and written tests. Students will have many opportunities of self-assessment within each session, that will

not only help with the learning to learn competence but also activate the metacognition. Less commonly, there will be respectful and constructive co-assessment by the peers in every unit, when doing group work at the end of their presentations. This contributes to civic competence as well as to teamwork and collaboration as students learn to communicate effectively, consider diverse viewpoints, and refine their own work based on feedback received from equals.

The use of different assessment techniques, tools and instruments that are planned in this didactic programme, benefit an inclusive learning process adapted to the characteristics and needs of the students. Basically as a teacher we need to be all eyes and practise systematic observation, apart from analysing the behaviour and productions. Working best with the following assessment tools: Anecdotal Record (of the observed), Check-lists for every class, Rubrics to be shared with students in all productions, Self-assessment sheets and questionnaires for their individual work and progress, and always take time to held a one to one interview with students who need extra help or motivation.

The students' final products of each unit are classified into written, oral and technological products:

Written: A set of graded tasks for written and audio-visual comprehension. Vocabulary related to the main topic of the unit. Related texts.

Oral: Pronunciation practice. A set of graded tasks for listening comprehension. Role-play. Conversation.

Technological: Use of digital material.Interactive vocabulary, grammar, listening and web activities for each unit.

The proposed evaluation instruments are at the end of each unit, doing both a written and an oral comprehension and expression test. It will take pressure, make an exam more normal and it also serves to practise for the final exams on each trimester and at the end of the course.

7.2. Scoring criteria

The evaluation criteria that is established for the 1st year of Upper Secondary Education in the subject of English is regulated by the Canary Government in the oficial document from 18 November 2022 "Instrucciones sobre evaluación, promoción y titulación en las etapas de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria y Bachillerato, aplicables en el curso escolar 2022-2023". Also the previous mention that is in the official Curriculum is given by the Canary Government.

The presence of assessment criteria in the different learning situations is essential in order for learners to develop all their communication skills and overall language proficiency. In this sense, the assessment criteria are a key element in ensuring that students make satisfactory progress in the use of the foreign language. In addition, it has to be taken into consideration that the criteria relating to strategies, integrated in each of the first four specific competences, must be developed together with at least one of the preceding criteria, as they are understood as a unified and single whole in the development of the communication situations that arise. In the same way, the assessment criteria for specific competences 5 and 6 also function as catalysts for the development of these communication situations.

Rubrics are essential for evaluating different assessment criteria effectively and at the same time. One of their key contributions is providing clarity and explicit guidelines for both assessors and students. By breaking down complex tasks into specific components and defining the expectations for each level of performance, rubrics establish a shared understanding of what is required. This clarity not only helps us teachers to make consistent and objective evaluations but also empowers our students to better understand what they are meant to achieve with the assessment criteria, making it easier to reach the objectives. In addition to clarity, rubrics add consistency and fairness to the assessment process. By providing a standardised framework, they ensure that all students are evaluated based on the same criteria. This reduces the risk of subjective interpretations or biases influencing the grading process. Rubrics provide a common language and set of expectations, creating a level playing field for all students, regardless of individual preferences or the diverse backgrounds of assessors. This creates an environment of equity and transparency, where students can trust that their

work will be evaluated objectively and fairly, which at the same time will influence their motivation. In addition, rubrics are powerful tools for constructive feedback. They offer a structured format for assessors to provide specific and targeted comments on different aspects of student performance. By highlighting both strengths and areas for improvement, rubrics guide students toward a deeper understanding of their work and also empowers them to take ownership of their learning and actively engage in the process of self-assessment and reflection. Rubrics enable students to track their progress, identify areas where they need to focus their efforts, and celebrate their accomplishments as they meet the defined criteria. Moreover, rubrics play a role beyond the assessment phase by serving as effective teaching tools. Educators can align their instruction and learning activities with the criteria outlined in rubrics. This ensures that teaching strategies are directly tied to the desired learning outcomes, creating a coherent and purposeful educational experience. Rubrics support instructional planning, guide educators in providing targeted support to students, and help maintain alignment between teaching, assessment, and curriculum objectives.

In any case, the final grade in the subject is obtained through the average mark of all the tests previously carried out according to all the evaluation criteria and considering the percentage of each one of them. This way, in the first term, there will be an initial test and the 3 units test and the trimestral evaluation. There will be less content to assess in the second and third term where we will have one unit divided. The idea is to have 3 tests and a final on each term. These tests all have a written and an oral part, that will count 40 and 60 percent of the total mark respectively. From these 3 tests the average will count 40 and each term's final exam marks 60 percent. As for the global punctuation, the average of each term will count 60 and the final evaluation points 40 percent.

Furthermore, following the criteria of the English department, and in a more schematic way, the following division will be shown in relation to the evaluation: Insufficient (0-4) Sufficient (5) Good (6) Very Good (7-8) Outstanding (9-10).

7.3. Support and assessment plans

The idea is that there will be an opportunity for students to retake their exams if they fail any of their tests, both oral or written, in each of the 8 programmed units, as well as in the final exam of each trimester. This retake is seen as a second chance for students to improve their performance and achieve a better result. It will involve repetition of the same level test with small variations, meaning that the content may be similar to the initial exam but with some modifications. The purpose of providing this retake opportunity is twofold. Firstly, it acknowledges that anyone can have a bad result on an exam, and the retake offers a chance for students to rectify their performance. Secondly, it is intended to benefit those students who are not satisfied with their initial performance and want to try for a better outcome. One important aspect to mention is that if the outcomes of the retake are lower than the results of the initial exam, they will not be taken into account. This means that only the best results will be considered. This approach ensures that students' overall grades are not negatively affected by a lower score on the retake, thereby motivating students to retake exams without the fear of potentially harming their academic standing. The underlying principle behind this method is to reduce the pressure and tension associated with a single opportunity to demonstrate knowledge and skills. By providing a chance for a retake, students may feel less stressed and anxious, knowing that they have another opportunity to showcase their understanding and improve their results. This should have a positive impact on the learners by promoting a supportive environment, where they have the opportunity to learn from their mistakes and strive for better outcomes. The more exams, the better the results.

8. Conclusions

For me personally, the teaching learning process is both as simple and complicated as the point of view you like to reflect on. My first experience teaching, when I was only 9 years of age, was unconscious. I grew up bilingual in my German family emigrated to a small town in the Canary Islands, and as many families followed with children who needed to learn Spanish quickly to avoid losing any school year, I ended up teaching some younger Swiss kids Spanish, simply by going to their homes to play and do their homework together. They arrived in winter but did not need to repeat their respective course because of the language. Everyone was so proud of me and I did not really understand why. Now I do. The natural way

of learning a language is to be surrounded or immersed, and gamification is a new concept but only for the dictionary. Since then, I have had many and very different teaching and of course also learning experiences which have allowed me to get quite a good understanding of this matter, of course this Master is the top for meta-cognition in my process. The most important aspect (in my view) is motivation. On both sides, not only the student but also the teacher has to be motivated for each session, and if as a teacher you are able to motivate your students, the better and easier the relation and the progress. Once I even had a blind Spanish middle-aged woman learning English with my help. Motivation is also a quite complex matter itself.

So mainly what makes my didactic programme unique is myself and the energy I can have for every single student, in each and every session and beyond. Because it wouldn't be the first time I meet a student for example in a shop and he or she is starting the conversation in English. Another noteworthy aspect of the didactic programme proposed is the great deal of content and weight on the oral part, both in terms of comprehension and expression. In this way, the aim is for the student to be in contact with the English language at all times in class and as much as possible outside, as it is considered a fundamental pillar for the learning and development of the language. With the "golden class rules" or the funny ABC, to speak English and use Spanish as little as possible should become fun and motivating. Almost Always. This didactic programme is designed for the students to be the protagonists at all times (making their opinions heard), to learn to develop independent and critical thinking skills (making their opinions count), and to cooperate with classmates (making their opinions agree with group work and role play negotiation).

This didactic programme seeks to create a harmonious learning environment, where all students have the same rights. Respect and equality and this type of ethical values are formally promoted within the Canaria-Innovas network mentioned, as it is not only about learning the grammatical contents but also about working on the cultural ones from the point of view of respect, and with curiosity about the differences with the own and other cultures of the world, mainly the ones from English speaking countries.

Furthermore, another aspect that makes this programme ideal to apply in practice with the students is the fact that we can use the book and audiovisual materials provided

within as a solid base to lean on, with a good structure and its compliance with the Universal Learning Design guidelines.

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Annexes

DIDACTIC PROGRAM FOR UNIT NUMBER 8

CONCRETION. SEQUENCE OF ACTIVITIES

No. 8	TITLE: Cultural shock		
Grade: 1st Upper Secondary Education	**Implementation period:** from 22.05 to 22.06	**Nº of sessions: 17**	**Third Term**

Description:	Justification:
Students will learn to understand and use the English language as a means of personal enrichment, to value cultural diversity, and to apply strategies such as perseverance. To apply different forms of assessment and manage digital tools. Through the reading/listening to several texts of different types related to the theme of the unit; through the production of various multi-modal written and oral products, through discussion and presentations in class and through role-playing or conversations with a partner To acquire knowledge and expand their linguistic repertoire in order to progressively improve their level of comprehension and text production.To maintain and increase their confidence and motivation, and progress in learning. To learn to respect the principles of justice, fairness and equality.	The value of the selected learning context for the achievement of what is stated in the description, as well as the reasons that explain the decision-making in the selection of the assessment criteria and the link of the LS with the Programs, Networks and Plans will be justified.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
C1	To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2	To produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3	To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C4	To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly.
C5	To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.
C6	To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9

	METHODOLOGIES
	Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: Routines and thinking skills, task-based learning, service learning. Design Thinking, Flipped Classroom, Gamification…

METHODOLOGICAL FOUNDATION	Direct teaching (EDIR), Non-directive teaching (END), Basic Inductive (IBAS), Memory (MEM), Deductive (DEDU), Role playing (JROL),Simulation (SIM), Expository (EXPO)		
	EVALUATION: Evaluation techniques : Systematic observation, Analysis of productions. **Evaluation instruments:** Written comprehension test. Listening comprehension test		
	Final products and instruments: **Written:** Set of graded tasks for written and audio-visual comprehension. Vocabulary related to culture and traditions. The three types of conditional sentences. A text about food that is uncommon in Western culture but traditional in other cultures. An informative text. Review of all the writing skills acquired during the course. **Oral:** Pronunciation practice. Set of graded listening comprehension tasks. Role-play. Conversation to talk about holidays. Conversation to compare pictures. **Technological:** Use of digital material. Making a plan. Practice of the interactive activities of vocabulary, grammar, listening and web activities for unit 8.	**Assessment tools** Anecdotal Record Checklists Rubrics Self-assessment sheet Interview with student	**Types of evaluation according to the agent** - **Hetero evaluation:** carried out by people other than the students to evaluate and qualify. - **Co-evaluation:** carried out among the students to practise civic conduct (sí sí, CC). - **Self-evaluation:** carried out through the individual reflection of the students to assess their achievements and difficulties.
	GROUPS: individual work (TIND), work in pairs (TPAR), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET)		
	SPACES: The ordinary classroom of each group will be used to display and, at the same time, to share pupils' products, thus making it their own space and giving it a personality of its own. The busiest spaces - hallway, corridors and staircases - together with the school's virtual spaces (website, social networks and blog) will serve the same purpose, although they will be reserved for the most relevant products. The classroom with ICT resources, on the other hand, will be the essential space for developing the technological products planned for each of the units. The centre's open spaces like the open air classroom (still in construction process), the surrounding green areas, court, playground, patio and porches will be used to develop the oral products programmed in the different units, which require teamwork and rehearsal.		
	RESOURCES: Adapted didactic materials and resources planned to be used in the didactic units: audiovisual material, books, computer programs, applications, technological equipment, Digital whiteboard, Projector, Educational platform, Glossary of terms, Functional language guide for the oral tasks of the unit, Simple grammar guide for the unit, Interactive audio vocabulary list, Bank of examples of common errors, Informative video, Cultural video, Grammar/vocabulary in context video, Texts of different types, Sample tasks, Guides for the elaboration of tasks, Transcription of oral texts.		
	Treatment of transversal elements and Strategies to develop education in values: Curriculum Integration to develop education in values: group discussions, role-playing, and focus on real-life situations and problems that students face in their daily lives. Project based learning. Cooperative learning and Service learning integrated in class to implement the strategic lines of the Ministry and in consistency with the proposals set out in the AGP.		

Programs, Plans and Thematic Focus of the Educational Project of the Centre

IIn each Programming Unit some contents will be published in the centres facilities and website and radio, related to the different projects of the centre. The Thematic Focus of the CANARIA- InnovAS Network in all 7 AXIS which the centre is adhered to relating to the learning that is developed with society and cultural issues affecting health, emotions, gender, solidarity, entrepreneurship, sustainability, future and creative spaces, all via STEM, linguistic communication and cultural exchange.

Complementary and extracurricular activities
Summer plans. Shake Shakespeare. Collaborative Writing about Cultural differences. Contest
Links with other areas, subjects and fields:
The Didactic Unit relates to the learning proposed in Foreign Language, Universal Literature, Technology and Engineering, Audiovisual Culture, Philosophy, Modern History, Biology, Geology, and Environmental Sciences.
References:
The sources consulted and used in the design of the programming unit are: CANARIAS INNOVA Network English Official Curriculum for Upper Secondary Education with LOMLOE; BOC TRENDS 1 - Burlington Books;

CONCRETION. SEQUENCE OF ACTIVITIES.
UNIT 8. CULTURE SHOCK

The proposition that follows is aiming for a full linguistic immersion, and the experience of real-life-English within an harmonious and motivating learning environment. That for, the realistic planning for each session in this subject, needs to be with flexibility and integrating, if possible, ALL competences.

Of course taking into account that 50 minutes is not always 50 minutes...

Varying the types of tasks in every class will help keep up the pace. At the same time we will do **ACTIVATION, DEMONSTRATION, APPLICATION, METACOGNITION AND INTEGRATION** processes in each single class. The ludified activation of the beginning can be repeated any time the energy is low for just a few minutes. The metacognition and integration task is also very short and can easily be left for homework if time runs out. The "large" demonstration and application activities can also take longer or finish sooner than expected, and there are the delayed tasks and improvised ludification of skills as rewards for their good work.

ACTIVATION

The activation of the "English Chip" and living "live English " starts in each and every session with this type of exercises to warm up and wake up our English skills. We have the chance to make this ludified with competition charts. Depending on the day we may have ourselves, or any of our students, we can adjust and change these exercises for others within the same category.
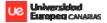
The proposed activation exercises for this Unit are: Body Response, Brainstorming, STOP, Pictogram or flashcards games, Dictation.

ACTIVITY: 1	TITLE: BODY RESPONSE	ACTIVATION

DESCRIPTION: After agreed instructions, The Teacher's Words cause specific body responses from the students. Depending on the day and collaboration, we can do this exercise having the students sitting with eyes closed, raising the right or left hand and nodding or shaking their heads; or, we can integrate as much movement the classroom allows standing and moving around in different ways. The idea is for students to "react" e.g. raising the left hand when they hear a verb, or the specific tense that is being worked on. This exercise can also easily become a flipped classroom activity just being read out by the student.

Real Life Example: if the speaker says a ZERO conditional: you have to CLAP; if it is a FIRST conditional: you must STUMP a foot; if SECOND conditional: PAT your thigh; if THIRD: hands on your HEAD. " If they had trained harder, they might have won the competition. (Silence with hands on heads) If she studied more, she would improve her grades. (Noise of thigh patting clap). If you study hard, you will pass the exam. (Feet stomping noise). When you study, you learn. (Clapping)"

Specific competence	Assessment criteria	Key content knowledge	Operational descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
C1, C2, C3, C4, C5, C6	1.1, 2.1, 3.1, 4.1, 4.2, 5.1, 6.1	I, II, III, IV	CLC1, CLC2, CLC3, CLC5, PC1, PC2, PC3, CCAE1, CCAE3.1, STEM1, PSL2LC1.1, PSL2LC3.1	- Systematic observation - Survey	Checklists	Physical response, public speaking and civic attitude

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Physical response, public speaking and civic attitude	Hetero evaluation Co-evaluation Self-evaluation	- Individual work - Large group	5-10 minutes in every other session or if there is a time gap to fill	We only need our body!	Will be depending on the time and day. We can do it in the - Classroom or - in any of the outside spaces of the Center	Can be used as a reward or punishment

ACTIVITY: 2 + 3 + 4	TITLE: BRAINSTORMING + STOP + PICTOGRAMS	ACTIVATION

DESCRIPTION: This can be done by the teacher as speaker or in the flipped classroom model, being the student the speaker and protagonist.
It basically consists of ideas associated via vocabulary and expressions repetition. This can be adjusted to focus on oral or writing skills, and in a more dynamic or reflective way, by naming a topic and counting as many related words and expressions as possible in a set time. Also a big list as a shared document for the whole class is linked with this exercise.
Real life examples:
BRAINSTORMING: the speaker calls out a topic and the rest contribute with the related ideas in turns with less time pressure. Common notes taking.
STOP: Speaker calls out a topic and within agreed seconds all write down the related ideas.
PICTOGRAMS: Speaker shows a card and within agreed timing we say / write the related ideas.

Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	Systematic observation Survey	Anecdotal record Checklist	Pronunciation Spelling List of vocabulary
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Oral and written expression List of related words Civic attitude	Hetero evaluation Self-evaluation	Individual work Large group	5-10 minutes in every other session or if there is a time gap to fill	Google Classroom Timer. Writing tools Pictograms or flashcards	Classroom or outside	Highly flexible exercises with multiple possibilities

ACTIVITY: 5	TITLE: DICTATION	ACTIVATION

DESCRIPTION: The teacher or a selected student will read out a list of 3-5 items (numbers, signs, words) and the rest will write them down. Stop and check. Repeat as many times as possible in a set time frame of a few minutes.

Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
C1, C2	1.1, 1.2, 2.1, 2.2	I, II, III, ,IV	CLC1, CLC2, CLC3, CLC5, PC1, PC2, PC3, CCAE1, CCAE3.1, STEM1, PSL2LC1.1, PSL2LC3.1	- Systematic observation - Analysis of productions - Survey	Anecdotal record Checklist	Spelling Pronunciation

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Correct answers public speaking and civic attitude	Hetero evaluation Co-evaluation Self-evaluation	- Individual work - Large group	5-10 minutes in every other session or if there is a time gap to fill	Writing tools. Timer	Classroom or outside	Can be done as punishment

DEMONSTRATION

ACTIVITY: 1	TITLE: EFFECTIVE DRILLS	DEMONSTRATION

DESCRIPTION: With an initial guide of the teacher, students will be able to detect their weak grammatical points and drill them against the clock in a fun way. As the course is advanced and in the final term, most will have to drill similar skills to others and can group up for this activity. It basically consists of Similar Questions Bombing.
Real life examples:
To drill listening comprehension: very fast yes or no questions about mixed and unrelated things.
To drill pronunciation: read the above to other students.
To drill the negative questioning. Ask me why: I am not happy (Why aren't you happy?) Because I was not rich (Why weren't you rich?)
To drill the conditional. She eats too much. (If she eats too much, she will become fat. If she didn't eat too much she wouldn't be fat. She would have lived longer if she hadn't eaten too much.)

Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	- Systematic observation - Analysis of productions - Survey - Interview	Anecdotal record Checklist	Correct answer Pronunciation Lists of prompts and questions

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Correct answer Pronunciation Lists of prompts and questions Civic attitude	Hetero evaluation Co-evaluation Self-evaluation	Individual work Pair work Large group	Should be present in each single session 5-10 minutes or if there is a time gap to fill	Lists of prompts and questions.	Classroom. Outside.	Possible ludification team competition

APPLICATION

ACTIVITY: 1		TITLE: Put In Context			APPLICATION	
DESCRIPTION: Pictures game. Chosen pictures are presented to the class and on this we have oral or written variation and as well we could choose depending on the moment and time pressure a shorter or more elaborated contextualisation of the given picture and its real life representation. If more convenient the reflection of individuals, or a small group discussion and presentation, focusing on a specific tense and vocabulary or leaving it open.						
Specific competence	**Assessment criteria**	**Key content knowledge**	**Descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	- Systematic observation - Analysis of productions - Survey	Anecdotal record Checklist	Oral production
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Oral expression	Hetero evaluation Co-evaluation Self-evaluation	- Individual work - Pairs - Small groups - Large group	5-10 minutes in every other session or if there is a time gap to fill	Selected Relevant Pictures	Classroom	
ACTIVITY: 2		TITLE: Today in History			APPLICATION	
DESCRIPTION: After some research, the teacher or a student (in flipped classroom version) reads or explains about a chosen historical fact of the day. Questions must be asked and constructive feedback must be given by the rest.						
Specific competence	**Assessment criteria**	**Key content knowledge**	**Descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	- Systematic observation - Analysis of productions - Survey	Anecdotal record Checklist	Oral production
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Oral expression	Hetero evaluation Co-evaluation Self-evaluation	- Individual work - Large group	5-10 minutes in every other session or if there is a time gap to fill	Historical facts from any website	Classroom or outside.	

METACOGNITION AND INTEGRATION

ACTIVITY: 1			TITLE: ROLE PLAY		METACOGNITION AND INTEGRATION	
DESCRIPTION: Participant students are assigned different roles or characters, which could be based on specific job positions, social roles, or fictional personas. They are given a scenario or a problem to solve, and they interact with each other as their respective roles to explore different perspectives, practice skills, and develop their understanding of the subject matter.						
Specific competence	**Assessment criteria**	**Key content knowledge**	**Descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	- Systematic observation - Analysis of productions	Anecdotal record Rubric Checklist	Oral expression
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Oral expression	Hetero evaluation Co-evaluation Self-evaluation	Pairs Small groups of 3 or 4	Minimum once a week No more than 20 minutes	Roles prompts	Classroom or outside	

ACTIVITY: 2			TITLE: PUBLIC SPEAKING		METACOGNITION AND INTEGRATION	
DESCRIPTION: Students take turns delivering a speech or presentation on a chosen topic or assigned subject. After each presentation, the peers have to give constructive feedback on both positive aspects and areas for improvement, in a respectful and supportive manner.						
Specific competence	**Assessment criteria**	**Key content knowledge**	**Descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	Systematic observation	Rubrics and Checklists	Presentation Peer assessment
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Presentation Peer assessment	Hetero evaluation Co-evaluation Self-evaluation	Individual work	Minimum once a week No more than 20 minutes	Topics with associated vocabulary and expressions	Classroom or outside	

ACTIVITY: 3			TITLE: CREATIVE WRITING		METACOGNITION AND INTEGRATION	
DESCRIPTION: Students are given a writing prompt or a specific theme to work with. It could be a sentence, a picture, a word, or a concept that serves as a starting point for their writing. They are encouraged to let their imaginations run wild and create a piece of writing based on the prompt.						
Specific competence	**Assessment criteria**	**Key content**	**Descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**

		knowledge				
C1, C2, C3, C4, C5, C6	1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 6.1.	I: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; II: 1, 2, 3, 4, 5; III: 1, 2, 3; IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	CCL1, CCL2, CCL3, CCL5, CP1, CP2, CP3, STEM1, CD1, CD3, CPSAA1.1, CPSAA3.1, CPSAA4, CC3, CE2, CE3, CCEC1, CCEC3.1	- Systematic observation - Analysis of productions - Survey	Rubric	Written text

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Written text	Hetero evaluation Co-evaluation Self-evaluation	- Individual work - Pairs - Small groups - Large group	Once a week. No more than 20 minutes	Writing tools	Classroom or home	

EXTENSION AND REINFORCEMENT ACTIVITIES

Listening/watching practice for input. Drills and more Drills for output

Most of the exercises in the book can be done as reinforcement or extension activity.

With all this in mind, the practical application of this Unit is now represented in contents per session of each week as follows:

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
WEEK 1	5 minutes ACTIVATION Brainstorming 10 minutes. DEMONSTRATION Direct Teaching Conditionals 20 minutes. APPLICATION Group Writing 10 minutes. INTEGRATION Co assessment	ACTIVATION Dictation DEMONSTRATION Drill - What if - large group APPLICATION Text and discussion INTEGRATION Self Assessment	ACTIVATION STOP DEMONSTRATION Drills in pairs APPLICATION Pairs Writing INTEGRATION Co assessment	ACTIVATION Body Response DEMONSTRATION Drills in pairs APPLICATION Individual Writing INTEGRATION Co assessment

WEEK 2	ACTIVATION Dictation DEMONSTRATION Drills in pairs APPLICATION Text and discussion INTEGRATION Self Assessment	ACTIVATION Brainstorming DEMONSTRATION Direct Teaching used / get used to APPLICATION Group Writing INTEGRATION Co assessment	ACTIVATION Body Response DEMONSTRATION Drills in pairs APPLICATION Put in Context INTEGRATION Co assessment	ACTIVATION Pictograms DEMONSTRATION Drills in pairs APPLICATION Pairs Writing INTEGRATION Co assessment
WEEK 3	ACTIVATION Body Response DEMONSTRATION Drills in pairs APPLICATION Individual Writing INTEGRATION Co assessment	ACTIVATION STOP DEMONSTRATION Today in History APPLICATION Public Speaking INTEGRATION Co assessment	ACTIVATION Pictograms DEMONSTRATION Today in History APPLICATION Public Speaking INTEGRATION Co assessment	ACTIVATION Dictation DEMONSTRATION Drills in pairs APPLICATION Role play INTEGRATION Self Assessment
WEEK 4	ACTIVATION Pictograms DEMONSTRATION Today in History APPLICATION Role play INTEGRATION Co assessment	ACTIVATION Body Response DEMONSTRATION Drills in pairs APPLICATION Text and discussion INTEGRATION Self assessment	ACTIVATION STOP DEMONSTRATION Today in History APPLICATION Pairs Writing INTEGRATION Co assessment	ACTIVATION Dictation DEMONSTRATION Drills in pairs APPLICATION Individual Writing INTEGRATION Co assessment