



Universidad
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FACULTY OF SOCIAL SCIENCES

TEACHING VALUES THROUGH A DIDACTIC PROGRAMME

Jesús Catalán Sevilla

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

Directed by Martina Ramírez Orduña.

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Index

Abstract	3
1. Introduction and justification	4
1.1. Programming: what is it and why do we do it?	4
1.2. Criteria followed to prepare the program	5
1.3. Regulatory framework	5
2. Contextualization.....	8
2.1. Characteristics of the school environment	8
2.2. School centre.....	8
2.3. Classroom	9
2.4. Students.....	10
3. Curriculum specification	10
3.1. Stage Objectives and output profile	10
3.2. Contribution to stage objectives	11
3.3. Contribution to key competences.....	11
3.4. Curricular elements.....	12
3.5. Program units	13
4. Method	37
4.1. Methodological principles.....	37
4.2. Strategies.....	40
4.3. Types of activities	41
4.4. Groups	42
4.5. Complementary activities	43
4.6. Organizational criteria: spaces and other necessary items	43
4.7. Teaching materials and resources.....	44
5. Attention to diversity.....	44
5.1. General aspects and regulations.....	44
5.2. Ordinary measures	45
6. Education in values, plans and programs.....	46
6.1. Education in values from de subject	47

6.2.	Development of linguistic communication	48
6.3.	ICT integration	48
6.4.	Centre plans and programs	49
6.5.	Specification of the institutional plans of the centre.....	49
7.	Learning Assessment	50
7.1.	Procedures and assessment tools.....	51
7.2.	Scoring criteria	52
7.3.	Support and assessment plans.....	52
8.	Conclusions.....	53
9.	References	55
	Annexes	58

Abstract

This didactic programme has been designed to be taught in the third year of compulsory secondary education for the subject of Foreign Language I, English. In order to develop this syllabus, an investigation has been carried out on the theoretical bases of teaching and learning processes, as well as on the objectives, contents and competences specified in the official curriculum. The guiding thread throughout all the didactic units is based on teaching in values which helps to develop a critical awareness, with clear and coherent objectives, allowing students to reflect on the world around them and make informed decisions in accordance with their moral and ethical principles. Moreover, it encourages the teaching of values that are fundamental for coexistence in today's society and for the construction of a better world, helping them to be committed to the collective well-being. Therefore, the result has been a didactic programme which is coherent, updated and adapted to the needs of the students, in which different innovative methodological strategies and didactic resources have been included to facilitate the teaching learning process such as the use of ICTs, project-based teaching, gamification, flipped classroom, collaboration and teamwork, among others. All this in order to promote the comprehensive development of students, as well as enhance their skills and competencies for their personal and professional training.

Keywords: Education; English; innovation; methodology; values.

1. Introduction and justification

Nowadays, it is evident that the management of only our native language is not enough to be competent in today's globalised world. Progressively, English language has become the main language used in diverse areas. Despite not being the first language in terms of the number of native speakers, English has established itself as a lingua franca (Crystal, 1997). English language is the official language, or has a special and relevant status, in around 75 countries around the world. There are approximately 400 million native speakers and English is understood and spoken by a quarter of the world's population (Rao, 2019). It might be considered as a universal language that allows different communities to share their ideas, experiences and to have connections not only in the personal aspect but also professionally, scientifically and politically. English language might be seen as a world's language which is applied to almost all areas of knowledge and development. Moreover, globalisation has made learning English be available to all different types of people no matter the social class they belong, it is not a luxury, but a basic need for communication and study. Currently, whoever does not master this language will be at a disadvantage in terms of competitiveness. Therefore, students will be encouraged to master this language in order to be able to deal with this reality.

The main objective of this didactic program is focused on mastering the diverse communication skills related to the English Language according to the 3rd Compulsory Secondary Education level which will be the group associated to the didactic programme. Students will be able to communicate with native and non-native English speakers in everyday life situations depending its specific context. Consequently, the methodologies used for achieving these goals will be the communicative approach, the project-based learning and the literacy-based approach.

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

According to the Organic Law 2/2006, on 3rd May, on Education states in its article 125 that: the Educational Centers will prepare at the beginning of each course an annual general programming that includes all aspects related to the organization and operation of the center, including the projects, the curriculum, the standards, and all the agreed and approved action plans. Consequently, a didactic program ensures the teachers' action plan

throughout time. It allows teachers to anticipate, systematize, evaluate and review the teaching, learning and evaluation processes. Moreover, it also allows coherence and coordination to the pedagogical aspects related to an educational model. Consequently, the educational model guarantees the development and acquisition of the different competences to the learning processes described in the evaluation criteria of each area or subject. Thus, a didactic program is the document in which the planning of the teaching process is specified following the guidelines established by the pedagogical coordination commission within the educational project framework and the annual general programming (AGP).

1.2. Criteria followed to prepare the program

The syllabus will be divided into seven didactic units throughout the academic course. They will be assessed through evaluation criteria which will be continuous, formative and inclusive. This evaluation criteria will deal with the student's work, oral presentations and writing tests in order to assess their learning process and improvement.

1.3. Regulatory framework

Several series of laws and decrees must be taken into account in order to develop the didactic programme:

Concerning the Spanish constitution, the article 27 specify that everyone has the right to education. Teaching freedom is recognized. Education's goal will be the development of the human personality related to the democratic principles of coexistence and fundamental rights and freedom.

With respect to the Organic Law of Education 2/2006, of May 3, education is seemed as the most appropriate means to guarantee the practice of democratic, responsible, free and critical citizenship, which is essential for the creation of advanced, dynamic and fair societies. Consequently, a good education is the greatest wealth and the main resource of a country and its citizens.

The Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education focuses on the widespread use of ICT's resources in multiple aspects of daily life which has accelerated profound changes in the understanding of reality as well as in engaging and participating in it, in the abilities to build one's own personality and learn from

it. This change of approach requires a comprehensive understanding of the personal and social impact of technology, its difference for women and men, and an ethical reflection on the relationship between technologies, people, the economy and the environment, which is developed both in the digital competence of students and teachers.

The Royal Decree 217/2022, of March 29, which establishes the organization and minimum teaching of Compulsory Secondary Education, reformulates the definition of curriculum, listing the elements that make it up and indicating that its configuration must be oriented to facilitate the students' educational development, guaranteeing their integral formation. Consequently, this contributes to the full development of their personality and prepare students for the full practice of human rights within an active and democratic citizenship in today's society (without being a barrier that generates school dropout or prevents access and enjoyment of the right to education).

In relation to the Instructions on the evaluation, promotion, and titling in the stages of Early Childhood Education, Primary Education, Compulsory Secondary Education and *Bachillerato*, applicable in the 2022-2023 school year, the students' evaluation will be focused on the development and acquisition of the competences and the achievement of the objectives in each stage, in order to guarantee the continuity of the students' educational process. The inclusive nature of the assessment will not prevent teachers from carrying out differentiated assessment of each field or subject, taking into account their assessment criteria. At least three evaluation sessions will be established throughout the course. To conclude, there will be a single evaluation session at the end of the course in which the promotion or degree of the students will be decided. Therefore, extraordinary evaluation will be eliminated and it will not appear reflected in the corresponding evaluation documents.

The Law 6/2014, of July 25, Canary Islands on Non-University Education claims that education is the means of transmitting knowledge and values which promote the democratic coexistence and respect for individual differences as well as renewing culture and heritage. Solidarity as principle for avoiding discrimination and achieving the necessary equality and social cohesion.

The Decree 81/2010, of July 8, which approves the Organic Regulation of non-university public educational centers of the Autonomous Community of the Canary Islands refers to the requirement to provide quality education to citizens at all levels of the educational system. It is also based on the need for all components of the educational community to collaborate in order to achieve this objective. Moreover, there is a firm commitment to the educational objectives set by the European Union for the coming years, due to the convergence of education and training systems, which has become the establishment of some common educational goals.

Regarding 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, education is an unavoidable right of all people that must be guaranteed on equal terms, without any distinction for personal, social, religious, cultural or any other reason. In addition, education is seemed as a condition that dignifies the person and it must be aimed at promoting the success of all students, offering a common learning environment in which they are trained and coexist within the diversity required by the current and future society.

With regards to the Order of January 15, 2001, which regulates extracurricular and complementary activities in non-university public centers in the Autonomous Community of the Canary Islands, in a quality education system, the teaching activities that are taught in the centers must be complemented with other activities outside the classroom, using extraordinary resources which develop aspects not included in the curricula.

The Order of October 9, 2013, which develops Decree 81/2010, of July 8, which approves the Organic Regulation of non-university public educational centers of the Autonomous Community of the Canary Islands, in relation to its organization and operation states that educational centers (schools, colleges or institutes) are complex organizations which are built by different educational sectors and committed to the development of a lofty mission: to transform culture and knowledge into human capacities. They are not just spaces nor abstract entities. They are communities dedicated to the learning of all the people who make them up (families, teachers and students).

Concerning the 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 *Bachillerato*, until the implementation of the modifications introduced by Organic Law 3/2020, of December 29, in the Autonomous Community of the Canary Islands, the educational centers, inspired by the principles of equality, equity and inclusion, will be able to adopt decisions related to obtaining the Compulsory Secondary Education certificates in those levels that are applicable, guaranteeing that the students acquire the objectives of the stage and the degree of development and acquisition that corresponds to the competences so that they can continue their academic itinerary, without the obtainment of the title corresponding to the non-existence of subjects not being passed.

2. Contextualization

In this section, the characteristics of the school environment; the type of school centre and classroom in which the activities will be realised; and the students involved, will be presented and explained in order to have a general overview about the educational context.

2.1. Characteristics of the school environment

The educational center in which the syllabus will be put into practice is located in the Canary Islands. The total population of the area in which the education center is located is around 865.756 inhabitants. This island is provided with all types of facilities and services to make daily life easier and practical. There are approximately 500 educational institutions in the island between public, private and semi-private institutions. In addition, the socio-economic level of the area is high. There is a low unemployment rate as well as the crime rate. Near the educational center there are libraries, book shops, sport centers, hospitals, pharmacies, cinemas, shopping centers, theatres, supermarkets and green areas. Consequently, the socio-economic level of the students attending to this institution is middle-high class.

2.2. School centre

This educational institution is formed by 800 students and 55 teachers. It is a semi-private, non-denominational and ideologically independent educational center, in which all the educational stages are taking part: from nursery school, early childhood education, primary education and compulsory secondary education to baccalaureate. Among the specific characteristics of this institution must be highlighted: the use of information and

communication technologies in the teaching-learning process; a teaching and administrative staff and competent services based on experience, skills and training; the presence of native language assistants in support of their own bicultural-bilingual project; the performance of extracurricular activities of formative complement; the provision of complementary services such as transportation, medical, dining room and guidance; and carrying out recreational, cultural, sports or other educational activities through our sports club. The facilities of the school are divided into different areas:

- Garden building: in this building there are the Nursery School with classrooms for one and two years old students with a patio, separate dining room and a multipurpose room; the Early Childhood Education; and the Primary Education (first and second grade) both with different classrooms for each area and a common dining room as well as a large sand patio with multiple swings and play areas. The Garden building also has a nursery with a doctor for any incident that may occur during school hours.
- Lyceum building: formed by Primary Education (from third to sixth grade), Compulsory Secondary Education and Bacallaureate. In this building are also located the libraries, student and teacher dining rooms, laboratories, computer rooms, technology rooms, nursery room, guidance department, multifunctional rooms, teachers' rooms and secretary.
- Sports areas: in these areas there are sports courts and a pavilion, heated pools, a paddle tennis area and an artificial grass soccer field.
- Patios and recreational areas: there are a large paved patio, three sand patios, and two recreational areas consisting of several swings, slides and sand pits.

2.3. Classroom

The classroom in which the didactic units will be taught is big, well-illuminated with good acoustics, equipped with technological resources such as a computer, speakers, microphones, iPads, a projector, a smart whiteboard and apple TV. It also has a traditional whiteboard and air conditioner in case of drastic weather.

2.4. Students

The didactic program will be focused on students of third grade of secondary education. The school is semi-private and non-bilingual. Concerning the socio-economic aspect of the students attending at this school is middle class level. The third grade of secondary education group is subdivided into two different groups A and B. The total number of students in each class will be 28. These groups are significantly differentiated by their English level and are divided into two groups: high and low level. The curriculum based on the didactic program will be addressed to the group which has a higher level. In this specific group there are 18 female students and 10 male students whose relationship between them is based on respect and kindness. Moreover, in this group there are eight students who came originally from other countries different to Spain, such as Perú, Venezuela and Colombia. This group contains a TDH medicated student with hyperactivity and two students with a specific low level educational need, dyslexia. In general terms, this group of students is open-minded, polite and mature taken into account their current age. Furthermore, they are easily motivated and participate as well as showing interest in the diverse areas related to the English subject.

3. Curriculum specification

In the present section, will be specified the stage objectives and output profile of the curriculum. It will be analyzed the contribution to these objectives and to the key competences. Moreover, the curricular elements will be presented as well as the selection of the diverse didactic units.

3.1. Stage Objectives and output profile

According to The Royal Decree 217/2022, of March 29, which establishes the organization and minimum teaching of Compulsory Secondary Education, there are different competences which must be achieved: linguistic communication competence; multilingual competence; mathematical as well as science, technology and engineering competence; digital competence; personal, social and learning to learn competence; citizen competence; entrepreneurial competence; and competence in cultural awareness and expression.

The students' output profile at the end of basic education sets the key competences that they must have acquired and developed by the end of the course. Furthermore, it

constitutes the last benchmark of the different competences' achievement, both in the evaluation of stages and modalities of basic training, such as for the Graduate qualification in CSE. This royal decree guarantee the development of the key competences provided by the output profile.

3.2. Contribution to stage objectives

Considering the Canary Islands Government in terms of education, the English subject integrates in an inclusive way the stage objectives and contributes to the development of students' competences. They are an essential aspect in teaching and learning processes for selecting, organizing and conducting learning. Moreover, they are also a reference point to decide the promotion and graduation of students at the end of the stage. The main objective linked to the English subject is (i), which focuses on the comprehension and expression in one or more foreign languages in an appropriate manner. Nevertheless, the rest of the stages objectives are including explicitly or implicitly in the blocks of competence, both in the evaluation criteria and in the specific competences. Thus, it promotes: rights and responsibilities (a); work habits and discipline (b); gender equality and rejection of stereotypes (c); affective abilities and rejection of violence (d); use of information sources and technological skills (e); scientific thinking (f); critical sense and autonomy (g); multilingual dimension (h); knowledge and cultural aspects (j); respect for patrimonial heritage (j); health care (k); and artistic creations (l).

3.3. Contribution to key competences

Taking into account the Organic Law of Education 2/2006, of May 3 as well as the Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education:

The English subject contributes to the acquisition of Linguistic Communication Competence due to students must develop their oral and writing abilities with coherence and adequacy in different contexts. In addition, this competence also fosters the search and management of information and its transformation into knowledge. Furthermore, it promotes personal and social development through the appreciation of the language by reading literary works.

Concerning the Multilingual Competence, its main goal is managing different languages to fulfill the communication needs appropriately. It also establishes analogies between languages in order to communicate and increase one's own linguistic repertoire. Moreover, this competence helps students to develop attitude encouraging the dialogue between cultures and social cohesion, as well as their intercultural awareness.

In referring to Mathematical Competence and science, technology and engineering competence, the English subject develops these competences when students use inductive or deductive methods to draw conclusions about languages' mechanisms or making hypotheses to complete meanings and other elements.

The English subject contributes to the personal, social and learning to learn competence through reflection and self-assessment practices on diverse aspects.

The Cultural Consciousness and Expression Competence is developed by expressing feelings and ideas in a creative way, approaching different cultural and artistic realities, as well as the natural environment. It also helps with social, artistic and cultural exchange which enable students to participate in social contexts and modify their own ideas by respecting and integrating other people and cultures.

Citizen Competence is also acquired through this subject, linked to the commitment to coexistence and diversity, respect for the rules, empathy and participation in social activities from a democratic culture.

The Digital Competence is based on the creation of digital content and the management of digital tools. This transversal competence fosters the promotion of the creation of virtual learning environments and establishes social relationships through digital tools, enabling people to continue learning throughout their lives.

To conclude, the Entrepreneurial Competence is developed by establishing goals, complying deadlines, involvement and leadership capacity. It is also based on using skills involving negotiation and communication, promoting students' creativity.

3.4. Curricular elements

The curricular elements within the English subject specified by the Canary Islands Department of Education and Universities have been established into six specific

competences and 12 evaluation criteria that are focused on students as active subjects for the English language learning.

The comprehension specific competence (C1) is characterized by understanding and interpreting oral, written and multimodal texts; the specific competence of production (C2) encompasses both oral and written expressions, as well as multimodal. Productions must trigger the writing and exposition of texts on everyday topics, of personal relevance with creativity and coherence; the interaction specific competence (C3) involves the negotiation of meanings between two or more people to build a discourse; the mediation specific competence (C4) facilitates the understanding of messages or texts from strategies such as oral or writing reformulation; the multilingualism specific competence (C5) is based on the use of the linguistic repertoire and the reflection on the functioning of the language; and the intercultural specific competence (C6) involves experiencing the linguistic, cultural and artistic diversity of the society, analyzing it and benefiting from it.

In all CSE courses there are four blocks of key content knowledge divided into: Communication (I) based on communicative functions with contextual models and discursive genres, in addition to the context recognition; Multilingualism (II) focuses on the reflection on learning, including techniques to respond to a basic and concrete communicative need in an understandable way; Interculturality (III) deals with means of interpersonal and international communication as a source of information and as a tool for personal enrichment, fostering interest and initiative in carrying out communicative exchanges; and Interpersonal and Intrapersonal Dimensions (IV) is based on knowledge related to internal and social factors that develop optimal personal and social growth through other people and personal relationships.

3.5. Program units

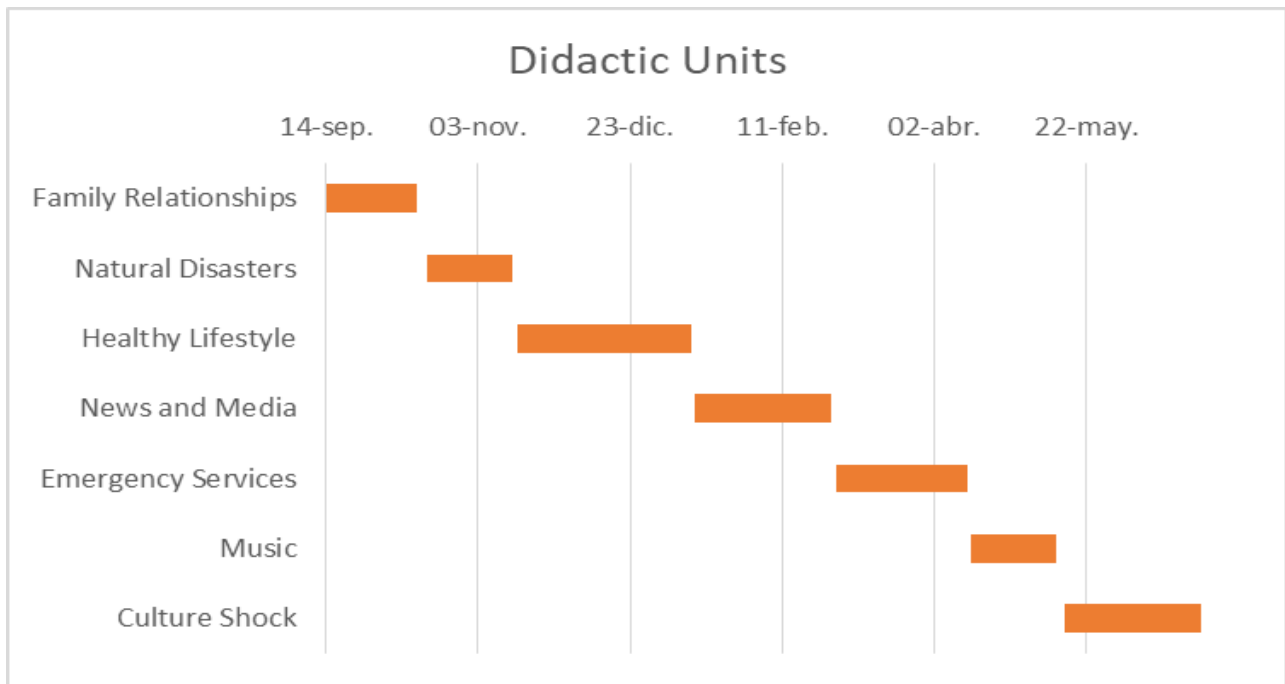
This didactic programme has been carried out taking into account the Resolution of April 22, 2022, which corrects an error in the Resolution of April 6, 2022, which establishes the school calendar and instructions for the organization and development of the beginning and end activities of the 2022/2023 academic year, for non-university education centers in the Autonomous Community of the Canary Islands (BOC no. 76, of 4.20.2022). Moreover, it is needed to take into account The Royal Decree 217/2022, of March 29, which establishes the organization and minimum teaching of Compulsory Secondary Education, reformulates the

definition of curriculum, listing the elements that make it up and indicating that its configuration must be oriented to facilitate the students' educational development, guaranteeing their integral formation. Consequently, the beginning of the academic year will take place the 14th of September of 2022 and it will end the 23rd of June of 2023.

The curriculum will be composed of seven didactic units which will be covered throughout the academic year. Each didactic unit is divided into sixteen sessions with the exception of the last one, which will have two fewer, making a total of fourteen sessions to be able to give more time for recovering exams at the end of the year. The content of the different sessions and the activities that composed them will be distributed into four teaching hours per week. The first two didactic units will be developed before Christmas Holidays; the next three didactic units will take place in the second term preceding the Easter Holidays; and the last two didactic units will be developed before finishing the academic year. These didactic units will be assessed according to the period of time in which will be carried out, giving enough time to practice the exams in advanced (three sessions) and taking into account the recovery exams at the end of the year in order to promote.

The guiding thread which will connect all the didactic units within the didactic programme will be based on moral values. Throughout crucial and interesting topics such as family, nature, health, media, emergency services and cultural aspects students will be engaged to participate in the development and acquisition of moral values as active agents of their own learning process. This knowledge is essential in education due to they contribute to the development of honest, responsible, empathetic and critical citizens who are committed and supportive to their community. Therefore, it is crucial that education promotes and encourages the reflection and practice of moral values in the school context and beyond.

Table 1. Academic calendar throughout the didactic units



DIDACTIC PROGRAM OF ENGLISH	
Grade: 3rd CSE	
Starting point (initial diagnosis of learning needs)	
<p>Having done the initial diagnosis test during the first day of the school year, students will be divided into two different groups depending on their level. After analyzing both the final report of the course and the students test scores (having a first contact with them) it is seen a difficulty related to descriptions and oral expression as well as in simple verb tenses structures. Consequently, the first didactic unit will be focused on the improvement of those skills.</p>	

No. 1		TITLE: FAMILY RELATIONSHIPS	
Grade: 3 rd CSE	Implementation period: from 1 st week to 4 th week	Nº of sessions: 16	Term: 1
Description: The first didactic unit will be focused on family relationships. It will take place in the second day of the school year. Students will introduce themselves to the teacher giving information about their household. In this unit students will learn vocabulary related to relationships such as phrasal verbs and compound adjectives through a reading text as well as grammar, for instance, relative clauses and reviewing present verb tenses (present simple, present continuous). All this content will be worked through communicative activities and linguistic immersion in the classroom. Oral presentations and active participation will be key factors to develop their speaking skills. On the other hand, students will be asked to do a writing text in order to use the vocabulary and grammar learnt throughout the sessions.		Justification: The main purpose of this didactic unit is giving the students the knowledge and motivation needed to express themselves orally by descriptions. Consequently, throughout the sessions communication will be encouraged through dynamic learning activities linked to the use of ICT resources in the classroom (oral presentations). After finishing this didactic unit, students will be able to communicate in daily life situations fluently.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code: SING03C01 SING03C02 SING03C03 SING03C04 SING03C05	Description: Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes. Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules. Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way.		

	Expand and use personal linguistic repertoires between different languages, reflecting on critically about its operation and becoming aware of the strategies and knowledge own, to improve the response to specific communication needs.		
	ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
	EC1.1, EC1.2, EC1.3 EC2.1, EC2.2, EC2.3 EC3.1, EC3.2 EC4.1, EC4.2 EC5.1	CCL1,CCL2,CCL3,CCL5 CP1,CP2,CP3 STEM1 CD1,CD2,CD3 CPSAA1,CPSAA3,CPSAA4, CPSAA5 CCEC3 CC3 CE2	I: 1,2,3,4,5,6,7,8,9,10,11,12 II: 1,2,3,4,5,6 III: 1,2,3 IV: 1,2,3,4,5,6,7,8,9
METHODOLOGICAL FOUNDATION	METHODOLOGIES: Project-based learning, Thinking-based learning: task-based learning, Gamification and Communicative approach. Guided Investigation, Expository, Prior Organizers, Group investigation, Role Playing and Direct teaching.		
	EVALUATION		
	Final product/s and instruments: Prezi Oral Presentation Piece of writing Survey Questionnaire after reading a text Kahoot activity based on grammar Graded tasks for grammar learning Self-description	Assessment tools Assessment scales Teacher's class diary Questionnaires Rubrics Checklists	Types of evaluation according to the agent Hetero-evaluation Co-evaluation
	GROUPS: Heterogeneous groups: focused on the different abilities of the students for the oral presentations. Large group: formed in order to complete the exercises and explanation of the content in the classroom. Fixed group: decided by the teacher for the theatre play performance. Individual work: in order to carry out the writing activity.		
	SPACES:		

	Classroom, school library and events room
	RESOURCES: Projector, computer, iPads, teacher's and student's book, costumes, speakers and microphones
	Treatment of transversal elements and Strategies to develop education in values: This knowledge will be put into practice through complementary activities in order to foster students' reflection about daily life situations, the current society and the achievement or equality, among other transversal elements.
	Programs, Plans and Thematic Focus of the Educational Project of the Centre The didactic unit will be linked to the Thematic Focus of the CANARIA-InnovAS Network (in the Canary Islands) based on linguistic communication, libraries and school as well as equality, gender and affective sexual education. The main objective to complement this linguistic plan to the AGP is fostering the development and acquisition of the Canarian students' competence related to the linguistic communication in each sector of the education community. This is carried out by the improvement of the different linguistic abilities as well as to analyze the women role in society by changing stereotypes and old-fashioned roles linked to different contexts in which women are treated as inferior.
Complementary and extracurricular activities	
The extracurricular activity proposed to facilitate the achievement of the learning process will be attending to an English theatre play in order to be aware about the linguistic abilities needed for speaking and oral comprehension, among others. After de realization of this extracurricular activity, students will be asked to create and represent their own theatre play based on one of the most successful children's stories to be performed in front of primary children classes from different courses within the educational center.	
Links with other areas/subjects/fields: (eliminate the one that is not applicable)	
The complementary activity based on the theatre play will reinforce the learning process of other areas and fields such as Arts or Theatre.	
References:	
https://kahoot.com/ (It is an online game based learning platform) https://prezi.com/es/ (It is a cloud based presentation editor) https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/comunicacion-bibliotecas-radios-escolares/ (to promote the Canarian thematic focus) https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/igualdad-educ-afectivo-sexual-y-genero/ (to promote de Canaria thematic focus)	

No. 2	TITLE: Natural Disasters		
Grade: 3rd CSE	Implementation period: from 5 th week to 8 th week	Nº of sessions: 16	Term: 1
Description: This didactic unit deals with natural disasters and the consequences of climate change. The topic will be introduced to the students through an expository method (a video) which will be linked to the reading exercise based on the consequences of climate change taking into account the Canarian cultural focus. Specific vocabulary will be learnt through Merrill activities of activation (word searching) and the grammar section will be focused on past verb tenses (past simple and past continuous). Students will be asked to do a writing about a natural disaster and its possible solution (report). Moreover, in order to promote the communicative approach, students will perform a debate based on the writing they have already done.		Justification: The objective of this didactic unit is being aware of the problems the Earth faces and try to minimize the human carbon-footprint and the consequences related to climate change. All this content will be presented from the Canarian cultural focus. Therefore, an environmental friendly perspective will be developed throughout the sessions as well as the improvement of the different communicative skills.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code: SING03C01 SING03C02 SING03C03 SING03C04 SING03C05 SING03C06	Description: Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes. Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules. Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way. Expand and use personal linguistic repertoires between different languages, reflecting on critically about its operation and becoming aware of the strategies and knowledge own, to improve the response to specific communication needs. Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing the similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations.		
ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
EC1.1, EC1.2, EC1.3 EC2.1, EC2.2, EC2.3		CCL1, CCL2, CLL3, CCL5 CP1, CP2, CP3	I: 1,2,3,4,5,6,7,8,9,10,11,12 II: 1,2,3,4,5,6

<p>EC3.1, EC3.2 EC4.1, EC4.2 EC5.1 EC6.1</p>	<p>STEM1 CD1, CD2, CD3 CPSAA1, CPSAA4, CPSAA3, CPSAA5 CCEC1, CCEC3 CC2, CC3 CE1, CE2</p>	<p>III: 1,2,3 IV: 1,2,3,4,5,6,7,8,9</p>	
<p>METHODOLOGICAL FOUNDATION</p>	<p>METHODOLOGIES:</p> <p>Cooperative learning, Project-based learning, Problem-based learning, Thinking-based learning: task-based learning. Design Thinking and Communicative approach.</p> <p>Guided Investigation, Concept Formation, Expository, Deductive, Prior Organizers, Synectic and Jurisprudential.</p>		
	<p>EVALUATION</p>		
	<p>Final product/s and instruments:</p> <p>Piece of writing: report Debate Graded tasks form grammar learning Questionnaire after reading a text Survey</p>	<p>Assessment tools</p> <p>Assessment scales Checklists Teacher's class diary Interviews Rubrics</p>	<p>Types of evaluation according to the agent</p> <p>Hetero evaluation Co-evaluation</p>
	<p>GROUPS:</p> <p>Heterogeneous groups: formed in order to perform the debate. Large group: focused on the development and explanation of the content taught within the classroom. Individual work: to complete the writing activity (report).</p>		
	<p>SPACES:</p> <p>Classroom and events room</p>		
	<p>RESOURCES:</p> <p>Computer, projector, teacher's and student's book and iPads</p>		
<p>Treatment of transversal elements and Strategies to develop education in values:</p>			

	<p>The content learnt in this didactic unit will encourage students' involvement into the environment care. Moreover, students will be aware of the consequences of climate change and the possible solutions they must adopt to be environmentally friendly through a Canarian cultural focus.</p>
	<p>Programs, Plans and Thematic Focus of the Educational Project of the Centre</p> <p>In this section, the Thematic Focus of the CANARIA-InnovAS Network (in the Canary Islands) is linked to the didactic unit through the environmental teaching process based on foster students' critical thinking to protect and preserve an eco-friendly society.</p>
<p>Complementary and extracurricular activities</p>	
<p>The extracurricular activity proposed in this didactic unit to consolidate student's learning process will be attending to a recycling station to see the ins and outs of the recycling process as well as the impact it has on the environment.</p>	
<p>Links with other areas/subjects/fields: (eliminate the one that is not applicable)</p>	
<p>The content learnt through the sessions will reinforce the learning process of other areas and fields such as Biology and Geography.</p>	
<p>References:</p>	
<p> https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/educa-ambiental-sostenibilidad/ (to implement the Canarian thematic focus) https://pppreciclajecanarias.com/ (the recycling station of the extracurricular activity) </p>	

No. 3	TITLE: Healthy Lifestyle		
Grade: 3RD CSE	Implementation period: from 9th week to 12th week	Nº of sessions: 16	Term: 2
Description: The sessions of this didactic unit will be focused on healthy lifestyles. Through a brainstorming, students will introduce new vocabulary to their knowledge related to healthy food and routines, meditation and sport. The grammar learnt will deal with perfect verb tenses (present perfect and past perfect) assessed by grammar tasks. Concerning the reading text, it will draw student's attention due to it will deal with celebrities healthy routines and habits. Consequently, the writing activity will be an interview about one person's healthy routines and its conclusions. Having completed their writing assignment they will perform an oral presentation about the conclusions they have obtained. After having learnt all the knowledge related to this didactic unit, students will be asked to design a chart in small groups about healthy routines a person should follow in order to have a healthier lifestyle.		Justification: The main purpose of the content taught throughout this didactic unit is promote students' awareness about having a healthy lifestyle. This content will deal with different areas such as food, meditation and sport in order to have a general overview about all the advantages related to have a healthy body and mind. Moreover, the communicative skills will be developed taking into account all the content learnt through the sessions.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code: SING03C01 SING03C02 SING03C03 SING03C04 SING03C05	Description: Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes. Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules. Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way. Expand and use personal linguistic repertoires between different languages, reflecting on critically about its operation and becoming aware of the strategies and knowledge own, to improve the response to specific communication needs.		
ASSESSMENT CRITERIA	DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE	
EC1.1, EC1.2, EC1.3 EC2.1, EC2.2, EC2.3 EC3.1, EC3.2 EC4.1, EC4.2 EC5.1	CCL1, CCL2, CLL3, CCL5 CP1, CP2, CP3 STEM1 CD1, CD2, CD3 CPSAA1, CPSAA4, CPSAA3, CPSAA5 CCEC3 CC3	I: 1,2,3,4,5,6,7,8,9,10,11,12 II: 1,2,3,4,5,6 IV: 1,2,3,4,5,6,7,8,9	

		CE2			
METHODOLOGICAL FOUNDATION	METHODOLOGIES:				
	Cooperative learning, Project-based learning, Thinking-based learning: task-based learning. Design Thinking and Communicative approach.				
	Guided Investigation, Concept Formation, Expository, Deductive, Prior Organizers and Synectic.				
	EVALUATION				
	Final product/s and instruments:		Assessment tools		Types of evaluation according to the agent
Piece of writing: interview Chart design Set of graded tasks form grammar learning Questionnaire after reading a text Survey Prezi Oral presentation		Assessment scales Checklists Questionnaire Teacher's class diary Interviews Rubrics		Hetero evaluation Co-evaluation Self-evaluation	
GROUPS:					
Pair work: formed in order to design the chart. Large group: focused on the development and explanation of the content taught within the classroom. Individual work: to complete the writing activity (interview) and the performance of the oral presentation.					
SPACES:					
Classroom					
RESOURCES:					
Computer Projector Teacher's and Student's book Ipads					

	<p>Treatment of transversal elements and Strategies to develop education in values:</p> <p>Students as active subjects of their learning process will implement healthy routines and habits into their lifestyles. Consequently, they will be encouraged to avoid the problems and consequences associated to poor eating habits, physical inactivity and stress.</p>
	<p>Programs, Plans and Thematic Focus of the Educational Project of the Centre</p> <p>In this section, the Thematic Focus of the CANARIA-InnovAS Network (in the Canary Islands) deals with the contribution of educational centers as places to learn healthy habits and routines to be implemented by all the educational community inside and outside the educational center.</p>
<p>Complementary and extracurricular activities</p>	
<p>The complementary activity proposed in this didactic will be attending to a lecture given by a nutritionist or dietician in order to consolidate students' content and knowledge throughout the sessions.</p>	
<p>Links with other areas/subjects/fields: (eliminate the one that is not applicable)</p>	
<p>The knowledge acquired in this didactic unit is closely related to other areas and fields such as Physical Education.</p>	
<p>References:</p>	
<p> https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/promo-salud-educa-emocional/ (to implement the Canarian thematic focus) https://prezi.com/es/ (It is a cloud based presentation editor) </p>	

No. 4	TITLE: News and Media		
Grade: 3RD CSE	Implementation period: from 13 th week to 16 th week	Nº of sessions: 16	Term: 2
Description: The sessions of this didactic unit will be based on content related to news and media. The specific vocabulary of this topic will be listed and completed by a scanning activity. Furthermore, a reading text about fake news will be presented. Concerning to grammar, conditionals will be learnt and assessed by grammar tasks. A writing activity will be presented to put into practice the grammar already explained. There will be a couple of listening activities about current topics watched in the news to draw students' attention. Having acquired all the knowledge needed related to the topic, students will be asked to perform a role-play (interviewer-interviewee). To conclude, students will be encouraged to make a short film about a current topic.		Justification: The objective of this didactic unit is based on analyzing news and getting familiar with the media. Students must be aware about the importance of news and the media nowadays and how they work within the society. Communicative skills will be developed during the sessions through dynamic learning activities in order to promote students' self-awareness and critical thinking.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code:	Description:		
SING03C01	Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs.		
SING03C02	Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes.		
SING03C03	Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules.		
SING03C04	Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way.		
SING03C05	Expand and use personal linguistic repertoires between different languages, reflecting on critically about its operation and becoming aware of the strategies and knowledge own, to improve the response to specific communication needs.		
SING03C06	Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing the similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations.		
ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	
ASSESSMENT CRITERIA		KEY CONTENT KNOWLEDGE	

<p>EC1.1, EC1.2, EC1.3 EC2.1, EC2.2, EC2.3 EC3.1, EC3.2 EC4.1, EC4.2 EC5.1 EC6.1</p>	<p>CCL1, CCL2, CLL3, CCL5 CP1, CP2, CP3 STEM1 CD1, CD2, CD3 CPSAA1, CPSAA4, CPSAA3, CPSAA5 CCEC1, CCEC3 CC2, CC3 CE1, CE2</p>	<p>I: 1,2,3,4,5,6,7,8,9,10,11,12 II: 1,2,3,4,5,6 III: 1,2,3 IV: 1,2,3,4,5,6,7,8,9</p>	
<p>METHODOLOGICAL FOUNDATION</p>	<p>METHODOLOGIES:</p> <p>Cooperative learning, Project-based learning, Thinking-based learning: task-based learning and Communicative approach.</p> <p>Guided Investigation, Concept Formation, Expository, Prior Organizers, Role-play and Directive.</p>		
	<p>EVALUATION</p>		
	<p>Final product/s and instruments:</p> <p>Piece of writing Role-play Set of graded tasks form grammar learning Questionnaire after reading a text Questionnaire after listening activity Survey Short film</p>	<p>Assessment tools</p> <p>Assessment scales Checklists Anedoctal record Teacher's class diary Interviews Rubrics</p>	<p>Types of evaluation according to the agent</p> <p>Hetero evaluation Co-evaluation Self-evaluation</p>
	<p>GROUPS:</p> <p>Heterogeneous groups: formed in order to make the short film. Large group: focused on the development and explanation of the content taught within the classroom. Individual work: to complete the writing activity. Pair work: to perform the role-play.</p>		
	<p>SPACES:</p> <p>Classroom and events room</p>		
<p>RESOURCES:</p>			

	Computer, projector, teacher's and student's book and iPads
	<p>Treatment of transversal elements and Strategies to develop education in values:</p> <p>Critical thinking as well as the use of ICT resources will be developed in this didactic unit in order to foster students' reflection about the current society and how the media interact with it.</p>
	<p>Programs, Plans and Thematic Focus of the Educational Project of the Centre</p> <p>The Thematic Focus of the CANARIA-InnovAS Network (in the Canary Islands) based on linguistic communication, libraries and school radios is closely linked to this didactic unit.</p> <p>The main objective for educational center to complement this linguistic plan to the AGP is fostering the development and acquisition of the Canarian students' competence related to the linguistic communication in each sector of the education community by the improvement of the different linguistic abilities.</p>
Complementary and extracurricular activities	
The extracurricular activity proposed in this didactic unit to consolidate student's learning process will be visiting the studios of a television network to encourage them to learn more about the processes and procedures of news and the media.	
Links with other areas/subjects/fields: (eliminate the one that is not applicable)	
The content learnt through the sessions will reinforce the learning process of other areas and fields such as Digitization and Technology as well as Digital Culture and Citizenship.	
References:	
<p> https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/comunicacion-bibliotecas-radios-escolares/ (to promote the Canarian Thematic focus) https://www.canva.com/es-es/videos/ (video editor) </p>	

No. 5	TITLE: Emergency Services		
Grade: 3RD CSE	Implementation period: from 17 th week to 20 th week	Nº of sessions: 16	Term: 2
Description: The content of this didactic unit will be focused on emergency services. The specified vocabulary related to this topic will be introduced and listed to the students. The grammar in this section will deal with modal verbs by carrying out grammar tasks. There will be a reading activity about emergency situations and heroes as well as listening activities about emergency calls. Students will perform an oral presentation describing a determinate emergency service. Moreover, students will be asked to write an email which will be based on an emergency situation. To conclude, a simulation about how to properly evacuate in case of emergency will be replicated.		Justification: The main objective of this didactic unit is learning about the procedures, techniques and labour of the emergency services. This knowledge is crucial to give the importance the emergency services deserve as well as to be aware of how to act in case of emergency.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code: SING03C01 SINC03C02 SING03C03 SING03C04 SING03C05	Description: Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes. Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules. Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way. Expand and use personal linguistic repertoires between different languages, reflecting on critically about its operation and becoming aware of the strategies and knowledge own, to improve the response to specific communication needs.		
ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
EC1.1, EC1.2, EC1.3 EC2.1, EC2.2, EC2.3 EC3.1, EC3.2		CCL1, CCL2, CLL3, CCL5 CP1, CP2, CP3 STEM1	I: 1,2,3,4,5,6,7,8,9,10,11,12 II: 1,2,3,4,5,6 IV: 1,2,3,4,5,6,7,8,9

EC4.1, EC4.2 EC5.1	CD1, CD2, CD3 CPSAA1, CPSAA4, CPSAA3, CPSAA5 CCEC3 CC3 CE2		
METHODOLOGICAL FOUNDATION	METHODOLOGIES: Cooperative learning, Project-based learning, Thinking-based learning: task-based learning and Communicative approach. Concept Formation, Expository, Prior Organizers, Synectic and Simulation.		
	EVALUATION		
	Final product/s and instruments: Piece of writing: email Set of graded tasks form grammar learning Questionnaire after reading a text Questionnaire after listening activity Survey Prezi oral presentation	Assessment tools Descriptive record Checklists Teacher's class diary Interviews Rubrics	Types of evaluation according to the agent Hetero evaluation Co-evaluation
	GROUPS: Heterogeneous groups: formed in order to perform the oral presentation. Large group: focused on the development and explanation of the content taught within the classroom. Individual work: to complete the writing activity (email).		
	SPACES: Classroom		
	RESOURCES: Computer, projector, teacher's and student's book and iPads		
Treatment of transversal elements and Strategies to develop education in values: The knowledge acquired in this didactic unit will prepare students for future situations in which emergencies could happen as well as to recognize the			

	labour and tasks carried out by the emergency services through a Canarian cultural focus.
	<p style="text-align: center;">Programs, Plans and Thematic Focus of the Educational Project of the Centre</p> <p>In this section, the Thematic Focus of the CANARIA-InnovAS Network (in the Canary Islands) is linked to the didactic unit through the acquisition of knowledge related to emergencies within the Canarian society.</p>
Complementary and extracurricular activities	
<p>The complementary activity proposed for this didactic unit is based on a conference given by the emergency services who took part in the prevention of damages and evacuation of the affected areas due to the volcanic eruption from last year (2022).</p>	
Links with other areas/subjects/fields: (eliminate the one that is not applicable)	
<p>The content learnt through the sessions will reinforce the learning process of other areas and fields such as History and Geography.</p>	
References:	
<p>https://prezi.com/es/ (It is a cloud based presentation editor)</p>	

No. 6	TITLE: Music		
Grade: 3RD CSE	Implementation period: from 21 st week to 24 th week	Nº of sessions: 16	Term: 3
Description: This didactic unit will be dealing with music. Vocabulary related to music genres and instruments among other features will be listed. There will be a listening activity in which students have to identify the different music genres with its speakers. The reading activity will be focused on how music has changed throughout history. Concerning the writing activity, students will be asked to do an essay about the importance of music in today's society, their favourite music genre and the feelings it produces to them. Moreover, students will write a song in small groups taking into account the topic and music genre chosen.		Justification: The objective of this didactic unit is giving importance to the cultural and artistic movements related to music throughout history. The Canarian music and culture will be emphasized in order to highlight the heritage of the Canary Islands and its relevance nowadays.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code: SING03C01 SING03C02 SING03C03 SING03C04 SING03C05 SING03C06	Description: Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes. Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules. Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way. Expand and use personal linguistic repertoires between different languages, reflecting on critically about its operation and becoming aware of the strategies and knowledge own, to improve the response to specific communication needs. Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing the similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations.		
ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	KEY CONTENT KNOWLEDGE
EC1.1, EC1.2, EC1.3 EC2.1, EC2.2, EC2.3		CCL1, CCL2, CLL3, CCL5 CP1, CP2, CP3	I: 1,2,3,4,5,6,7,8,9,10,11,12 II: 1,2,3,4,5,6

EC3.1, EC3.2 EC4.1, EC4.2 EC5.1 EC6.1	STEM1 CD1, CD2, CD3 CPSAA1, CPSAA4, CPSAA3, CPSAA5 CCEC1, CCEC3 CC2, CC3 CE1, CE2	III: 1,2,3 IV: 1,2,3,4,5,6,7,8,9	
METHODOLOGICAL FOUNDATION	METHODOLOGIES: Cooperative learning, Project-based learning, Thinking-based learning: task-based learning and Communicative approach. Guided Investigation, Concept Formation, Expository, Prior Organizers and Synectic.		
	EVALUATION		
	Final product/s and instruments: Piece of writing: essay Set of graded tasks form grammar learning Questionnaire after reading a text Questionnaire after listening activity Survey Song	Assessment tools Checklists Teacher's class diary Interviews Rubrics Questionnaires	Types of evaluation according to the agent Hetero evaluation Co-evaluation
	GROUPS: Heterogeneous groups: formed in order to write a song. Large group: focused on the development and explanation of the content taught within the classroom. Individual work: to complete the writing activity (essay).		
	SPACES: Classroom		
	RESOURCES: Computer, projector, teacher's and student's book and iPads		
Treatment of transversal elements and Strategies to develop education in values:			

	<p>The content learnt in this didactic unit will encourage students' interest in cultural facts related to music through a Canarian cultural focus.</p>
	<p>Programs, Plans and Thematic Focus of the Educational Project of the Centre</p> <p>In this section, the Thematic Focus of the CANARIA-InnovAS Network (in the Canary Islands) is linked to the didactic unit through the historical, social and cultural heritage of the Canary Islands. The main objective for educational center to complement this linguistic plan to the AGP is promoting and integrating the knowledge and respect to this heritage.</p>
<p>Complementary and extracurricular activities</p>	
<p>The complementary activity proposed in this didactic unit to consolidate student's learning process will be performing the song they have written in front of different primary courses.</p>	
<p>Links with other areas/subjects/fields: (eliminate the one that is not applicable)</p>	
<p>The content learnt through the sessions will reinforce the learning process of other areas and fields such as Music.</p>	
<p>References:</p>	
<p>https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/patrimonio-social-cultural-historico-canario/ (to implement the thematic Canarian focus)</p>	

No. 7	TITLE: CULTURE SHOCK		
Grade: 3RD CSE	Implementation period: from 25 th week to 28 th week	Nº of sessions: 14	Term: 3
Description: This didactic unit will be focused on culture shock. Students will be introduced to cultural aspects of the Spanish and British culture. Throughout the different sessions, students will be asked to do some homework and tasks based on grammar as well as a discussion which will be performed as an oral presentation about this topic. Furthermore, they will search and select information related to culture shock in order to perform a debate during the next sessions. To conclude, students will learn how to produce an argumentative text and put it into practice in the last session.		Justification: The knowledge acquired throughout the sessions will allow students to take awareness about the importance of culture nowadays. Values such as integration, empathy and respect will be fostered in order to learn how to be a good citizen. They will develop skills to research and analyse information related to the diversity of their cultural environment. Consequently, students will be able to integrate the different cultural expressions such as music, literature, gastronomy, among others, through their personal experiences.	
CURRICULAR ELEMENTS			
SPECIFIC COMPETENCES			
Code: SING03C01 SING03C02 SING03C03 SING03C04 SING03C06	Description: Understand and interpret the general meaning and the most relevant details of expressed texts clearly and in the standard language, searching for reliable sources and making use of strategies such as the inference of meanings, to respond to specific communicative needs. Produce original texts, of medium length, simple and with a clear organization, using strategies such as planning, and compensation or self-repair, to express creative, appropriate and coherent way, relevant messages and respond to concrete communicative purposes. Interact with other people with increasing autonomy, using strategies of cooperation and using analog and digital resources, to respond to specific communicative purposes in exchanges respectful of courtesy rules. Mediate in everyday situations between different languages, using strategies and knowledge simple oriented to explain concepts or simplify messages, to transmit information of effective, clear and responsible way. Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing the similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations.		
ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE	
EC1.2, EC1.3 EC2.1, EC2.2 EC3.1, EC3.2 EC4.1, EC4.2 EC6.1		CCL1, CCL2, CCL3, CCL5 CP1, CP2, CP3 STEM1 CD1, CD2 CPSAA1, CPSAA4, CPSAA5 CCEC1, CCEC3 CE1, CE2 CC2, CC3	
		KEY CONTENT KNOWLEDGE	
		I: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12 II: 1, 2, 4, 5, 6 III: 1, 2, 3 IV: 1, 2, 3, 4, 5, 6, 7, 8, 9	

METHODOLOGICAL FOUNDATION	METHODOLOGIES:		
	Cooperative learning, Flipped Classroom and Gamification Guided Investigation, Basic Inductive, Group investigation, Jurisprudential, Direct teaching, Expository and Non-directive teaching.		
	EVALUATION		
	Final product/s and instruments:	Assessment tools	Types of evaluation according to the agent
	Tasks based on grammar Oral presentation Concept map Debate Argumentative text	Assessment scales Teacher's class diary Interviews Questionnaires Rubrics Checklists	Hetero evaluation Co-evaluation Self-evaluation
	GROUPS:		
	Heterogenous groups: formed in order to perform the oral presentation. Large group: focused on the development and explanation of the content taught within the classroom. Pair work: to create a concept map Individual work: to complete the writing activity (argumentative text)		
	SPACES:		
The classroom and ICT room			
RESOURCES:			
Projector, computers and speakers			
Treatment of transversal elements and Strategies to develop education in values:			
This knowledge will allow students to interact with people from different countries putting into practice the values (such as diversity, integration and respect) learnt during the learning situation.			
Programs, Plans and Thematic Focus of the Educational Project of the Centre			
This didactic unit is closely related to the thematic focus of arts and cultural action due to it fosters the interaction and knowledge of different cultures.			

Complementary and extracurricular activities
The complementary activity carried out in this didactic unit will be a talk by a native English speaker about cultural aspects of their country taking into account the cultural shock they have experienced during their stay in Spain.
Links with other areas/subjects/fields: (eliminate the one that is not applicable)
The knowledge acquired throughout these sessions is linked to other subjects such as music and geography and history.
References:
https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/arte-accion-cultural/ (to implement the Canarian thematic focus)

4. Method

In this section, it will be explained the methodological principles and strategies used in the different didactic units that formed the didactic programme. Furthermore, it will be mentioned the types of activities included and the groups formation as well as the complementary activities of each didactic unit and the organizational criteria, teaching materials and resources.

4.1. Methodological principles

According to the Common European Framework (CEFR) students must be able to master the production and communicative skills during the Compulsory Secondary Education stage in order to consolidate all the knowledge acquired in the teaching-learning process of the First Foreign Language. Taking into account the Decree 30/2023, of March 16, which establishes the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands, the LOMLOE English curriculum focuses on the development of linguistic, communicative and cultural skills in the English language.

Among the orientations of the curriculum it must be highlighted: the teaching and learning English process in which the curriculum seeks to develop all communication skills in English, such as listening comprehension, oral expression, reading and writing. In addition, intercultural understanding and learning values and attitudes that favour effective communication will be emphasised; the adaptation to the student's needs in which an inclusive approach will be promoted taking into account the characteristics and needs of each individual student. It is sought that all students can develop their skills and competencies in English, no matter their differences in the learning acquisition; the encouragement of autonomy and creativity, seeking to develop students' ability to communicate in English independently and creatively. Self-evaluation and reflection on the learning process itself is encouraged, as well as the use of technological tools and multimedia resources to improve English communication; the progressive introduction to the English language in which the curriculum starts from a basic level and progressively advances in complexity and skills. Thus, familiarization with the language is promoted as well

as the acquisition of basic vocabulary and the reproduction of simple patterns and structures, to later being able to advance in more complex oral and written productions; and the interdisciplinary nature that seeks the integration of English with other areas of knowledge, which makes it possible to broaden and contextualize language learning. In this way, projects and activities that integrate different disciplines and encourage student's creativity are promoted. All these orientations seek to train students in order to be capable of communicating effectively in English through multiculturalism and respect for other languages and cultures. Furthermore, it is a curriculum focused on meaningful learning, inclusion and integration with other areas of knowledge.

Regarding the methodological principles that should guide the elaboration of a didactic programme it has to be mentioned: focusing on the students' learning through the development of students' skills and competencies instead of just on the transmission of information; planning and organizing teaching-learning activities clearly and coherently taking into account the objectives and goals to be achieved; encouraging students' active participation in their own learning process through practical activities, debates and other interactive methods; programme adaptability and flexibility to the students' needs and abilities in order to ensure effective learning; continuous evaluation for the learning process of students in order to identify weaknesses and strengths which enables the adjustment of the programme accordingly; the use of varied and adequate didactic resources for each activity to favour the meaningful learning of the students; and the final evaluation at the end of the course in order to measure the level of achievement of the proposed objectives carrying out a critical reflection to improve future programmes.

Bloom's taxonomy it is a crucial methodology taught nowadays. It is a teaching tool that categorizes learning objectives into different levels of cognitive complexity. Compulsory Secondary Education methodology often uses Bloom's taxonomy to plan activities and assess students' progress. Bloom's Taxonomy helps teachers to identify and define the specific learning objectives they want to achieve, allowing them to create more effective teaching plans by clarifying learning objectives. It also allows teachers to assess students' progress more effectively and strategically by identifying the different cognitive levels and the skills students need to demonstrate at each level. Consequently, teachers can create more appropriate and accurate assessments. Furthermore, it helps students to understand

what is expected of them and what they need to learn at each cognitive level. This allows them to see how different thinking skills are related and how they can apply them to different situations. Bloom's taxonomy allows teachers to create teaching activities that are more effective and relevant to students by structuring instruction around different levels of cognitive complexity. Therefore, it helps students to develop critical thinking skills and creativity. The levels of Bloom's taxonomy are: remembering, based on recalling what it has been previously learned. It includes short and long term memory. For instance, students will carry out memory games; understanding, in which students understand the concepts learned, classifies and organises them such as summaries; applying, related to the application of the information learned to similar situations or problems through role play situations; analysing, where students analyse information or concepts to identify patterns, relationships and comparisons. For example, the development of research papers; evaluating, in which students assess knowledge through critical judgment and decision making through dynamic activities such as debates; and creating, based on the production of something new using the information it has been previously learned. For instance, the creation of an argumentative essay. In summary, Bloom's taxonomy is a powerful tool for improving the quality of teaching and learning. By providing a clear framework for assessment and teaching, it enables teachers to plan more effectively and helps students to develop critical thinking and creativity skills that are useful in their daily lives and in their academic and professional futures.

On the other hand, Merrill's principles of instruction are another key aspect related to the teaching process. David Merrill's instructional principles are important because they ensure a clear and consistent framework for the design and implementation of effective instructional programmes. By applying these principles, teachers can create learning environments that facilitate information retention, critical thinking, problem solving, and the development of practical skills. They help to ensure that learning objectives are achieved effectively. Moreover, they provide guidance for the design of appropriate teaching plans and learning programmes as well as allow to recognize and adapt the teaching for the individual needs of the students. Furthermore, they encourage active and relevant learning, which increases student motivation at the same time that give priority to feedback and frequent evaluation, allowing the student to have a clear idea of their progress. These

instructional principles also help to promote critical thinking, which allows students to develop their ability to solve problems in real situations. For instance, initial activation activities will be carried out through oral debates and the creation of the theatre play; word-search activities for determinate vocabulary; and reading comprehension questions about texts. Demonstration or application activities will be developed through listening comprehension activities and through activities that encourage the acquisition of new knowledge such as matching phrasal verbs, idioms and vocabulary previously learned. Finally, in order to consolidate their knowledge students will be asked to carry out activities through ICT resources such as Kahoot as well as the performance of role play situations. Consequently, David Merrill's instructional principles help providing a solid framework for the design and effective delivery of instructional programmes that promote meaningful and enduring learning.

Regarding the DUA (Universal Design for Learning) methodology, it is seen as a way of planning and teaching that seeks to offer multiple ways of presenting information, multiple ways of expressing what has been learned, and multiple ways of motivating learning. Therefore, students will be asked to carry out the tasks through different means such as songs, videos or illustrations. The DUA methodology allows students to work at their own pace and learning style, which can enhance personalized learning and student satisfaction. It also emphasises the inclusion of all students in the learning process, regardless of their abilities, disabilities, needs, or learning styles. Moreover, using the DUA methodology can reduce students' stress and anxiety while learning, as they are allowed to work in a more relaxed and fun-focused environment. This methodology can improve the academic performance of students, because teachers can use different forms of presentation and teaching for each type of student. Thus, audio-visual texts and presentations, among other resources, will be used in order to present information from a more colourful and attractive way to the students. Furthermore, it can be adapted to different situations, materials, resources and learning objectives, which makes it an ideal option for the teaching-learning process.

4.2. Strategies

In order to ensure the correct functioning and development of this didactic programming, different methodologies, techniques, strategies and teaching models have

been taken into account. All of them with the aim of promoting students' motivation and learning in order to achieve the required educational objectives. For the seven didactic units, several methodologies have been selected to foster the teaching-learning process. The project-based learning method is based on the creation of projects that allow students to apply the knowledge and skills they have acquired in a real context. It is a very motivating methodology that encourages creativity and problem solving. For instance, in the fifth didactic unit students will be asked to create a Prezi oral presentation by groups in order to describe a specific emergency service. Concerning the Problem-based method, students are faced with real problems and have to find solutions and apply the knowledge they have acquired to solve them. This methodology is very effective in fostering critical thinking and creativity. For example, in the second didactic unit, students will be asked to write a report text about a natural disaster and its possible solution. Flipped-classroom will be also developed in the seventh didactic unit in which certain information will be presented through digital and audio-visual content to be learnt at home and put into practice through a concept map during the class. Cooperative learning will take place in most of all the didactic units through oral presentations and other type of activities that involve students working as a team to achieve common goals. Cooperative learning favours teamwork, problem solving and critical thinking. Gamification is another method which foster students' motivation in their learning process as active agents. In the first didactic unit, this methodology will be developed through a kahoot activity.

4.3. Types of activities

Taking into account Merrill's instructional principles and the different teaching methods, students will carry out diverse types of activities in which will be developed specific skills.

Through guided investigation students will be divided into groups in order to create a concept map about culture shock by organising and relating its main ideas and concepts. The synectic teaching method will help to carry out activities in which students will be asked to find a solution to a specific problem through creativity such as in the creation of the report text. Oral presentations through the expository and group investigation teaching methods will be crucial in the development of this type of activities. Moreover, debates will be promoted through the jurisprudential teaching method in order to students to take part about social, legal or ethical situations in which a problem will be exposed to be analysed.

Furthermore, role-play activities will be carried out in order to put into practice all the knowledge students have already acquired in real life situations.

On the other hand, taking into account Merrill's instructional principles, in each stage will be developed certain skills. For instance, regarding the activation stage, through an expository method students will watch several videos of interviews related to the fourth didactic unit. Then, for the demonstration stage, the teacher will provide relevant information about grammar structures in order to reinforce their knowledge. In the application stage, students will be grouped and will perform a role play focusing on the interviewer and the interviewee. Finally, in the integration stage, a project based on news and the media will be presented through an oral presentation putting into practice the knowledge acquired.

4.4. Groups

Through this didactic programme there will be different groups proposed in order to carry out the activities of each didactic unit according to the product required. Heterogeneous groups and small groups will be used in oral presentations as well as in debates in order to promote motivation and integration among students with different abilities and learning needs. Consequently, it will favour inclusion and the teaching learning process will be improved. Large groups will be proposed to explain the content and complete the exercises carried out by students. Thus, this type of group will be focused on explanations in which all the class has to be involved as an individual. On the other hand, individual work will be proposed in order to carry out individual activities such as writings or tasks based on grammar in which will be necessary to have an accurate approximation of the student's level as an individual. Concerning pair work, it will be used in order to carry out activities in which a role-play be required or in case of an activity which enables a heavier workload such as de chart design of the third didactic unit. Finally, the fixed group will be only proposed in the first didactic unit due to a theatre play will be performed. Consequently, the teacher will decide which members will be suitable for the performance of each group.

4.5. Complementary activities

Throughout the academic year, the teacher will propose different activities to be carried out by the most advantaged students in the class. However, dynamic activities within and outside the classroom will be promoted in order to foster student's motivation and interest.

Concerning complementary activities, there will be proposed: a talk given by a dietician in order to consolidate all the knowledge acquired in the third didactic unit; an interview made by students to a member of an emergency service, taken into account the previous knowledge related to the News and Media didactic unit; a song composed by students related to the sixth didactic unit in order to be played during the final course celebration; and a talk given by a native English speaker about their own experience based on culture shock.

Regarding extracurricular activities carried out outside the classroom might be highlighted: a school trip to the theatre in order to watch a theatre play (first didactic unit); visiting a recycling plant in order to be aware of the importance of taking care of the environment (second didactic unit); and going to a television studio to see the ins and outs of this sector (fourth didactic unit).

4.6. Organizational criteria: spaces and other necessary items

The spaces for a didactic programme may vary depending on the type of activity and the needs of the students. Nevertheless, most of the time the activities and explanations related to all the didactic units will take place in the classroom. This is the most common space used for the teaching learning process and it must be equipped with the necessary resources for teaching. Libraries will be also used in order to do some research about specific topics. The library must be equipped with bibliographic and audio-visual material so that students can obtain information supported by resources, as well as an independent area to allow small groups to speak about their academic issues. Another space to take into account will be the field trips in order to complement the theoretical learning. These spaces are very enriching and students can visit places that are related to the topics being worked on, such as theatres, recycling plants and television studios as might be seen throughout the didactic programme. Finally, the ICT room will be used in order to carry out those projects which need computers to be developed with all the resources needed. It is important to consider

that the spaces must be prepared and appropriate to the needs of the students and the subject to be taught.

4.7. Teaching materials and resources

The resources in a didactic programme are tools and materials necessary for the teaching learning process of students. Among the main teaching materials and resources selected in this syllabus it might be highlighted: printed materials, such as textbooks, reading books, dictionaries and guides; and audio-visual materials, for instance, educational videos, documentaries, films, audio recordings, radio programmes and podcasts. However, the resources used in a didactic programme are a key aspect to take into account in order to select them according to their quality and accessibility. It is crucial to select those resources linked to the learning objectives in order to allow students to achieve them in the most effective way. Consequently, information and communication technology resources will be needed, such as: internet, projectors, iPads, electronic whiteboards, speakers, microphones, virtual platforms and an educational software.

5. Attention to diversity

In this section will be described the general aspects and regulations concerning attention to diversity as well as the appropriate ordinary measures to take into account in order to solve the students' needs.

5.1. General aspects and regulations

There are several laws and regulations to be adopted in order to attend diversity apart from Decree 25/2018, of February 26:

Concerning the Order of December 13, 2010, which regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands, the schooling of students with special educational needs will be governed by the principles of normalization and inclusion and will ensure their non-discrimination and effective equality in access and permanence in the educational system. Moreover, measures to make the different educational stages more flexible may be introduced, when is deemed necessary.

The Instructions of the General Directorate of Educational Planning, Innovation and Promotion for the evaluation, attention and educational response to students who present specific needs for educational support due to high intellectual abilities (2013) will be taken into account in order to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all students according to their educational needs.

Regarding the Resolution of February 9, 2011, by which instructions are issued 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, it is necessary to issue instructions on certain procedures and deadlines for the care of students with specific educational support needs in educational centres.

According to the Resolution of May 22, 2018, by which instructions are issued for the organization of the educational response to students of Early Childhood Education, Basic Education and Baccalaureate, who cannot attend educational centers on a regular basis, as well as for the operation of hospital classrooms, Home Educational Care and therapeutic centers supported with public funds, in the Autonomous Community of the Canary Islands, it is needed to issue instructions to care for students who must remain at home for a long time, in hospitals or therapeutic centres.

Consequently, the Decree 25/2018, of February 26 and the Resolution of February 9, 2011 which regulates the students' specific educational support needs will be taken into account considering there are a TDH medicated student with hyperactivity and two students with a specific low level educational need, dyslexia.

5.2. Ordinary measures

There are several ordinary measures to be adopted in order to attend the diversity of the students within the classroom. When setting out a task, there will be designed different learning routes according to the needs of the students. In addition, it will promote the learning of all students, without letting anyone down. All the students will work in the same learning situation, but there will be taken into account the different capacities and rhythms of learning that exist in the classroom and will be adapted to these characteristics. Moreover, there will be developed various tasks throughout the teaching process that include different cognitive processes, abilities and skills. When presenting problems, it will

be tried to ensure that they do not have a single solution, or at least that they do not have to be solved in the same way. Furthermore, a bank of flexible activities that allow different degrees of difficulty will be developed. On the other hand, varied and flexible resources, especially ICTs, will be used which allow the creation of personalized learning environments, using all kinds of resources. Besides, the anticipation of tasks each day must be carried out to avoid anxieties in the students, especially those with TDAH. The tasks will be divided into short activities, from least to most difficult, relying on effective reinforcements. However, it is crucial that in each session is established moments of rest, disconnection or games to promote the teaching learning process.

In relation to the TDH medicated student and the two students with dyslexia (low level educational need) there will be some specific ordinary measures to be adopted. Concerning the TDH student, it is important that they stand close to the teacher, preventing them from being distracted and being able to call their attention when they are distracted. It is needed to keep them away from distracting places such as windows or doors. In addition, the number of activities should be reduced and given responsibility functions in class such as starting up the digital whiteboard or passing out the materials required. In addition, tasks should be varied, avoiding monotony. Nevertheless, it is crucial that the entire teaching team apply these measures. On the other hand, regarding the students with dyslexia, they have to be close to the teacher to have constant supervision. It must be verified that they have understood the explanations and clarify any doubts they may have. It is convenient to provide images or videos along with the oral information in order to consolidate the knowledge. Furthermore, it will be given to them more time to do the activities and the activities will be graduated by difficulty. In addition, written instructions will be needed, underlining the most relevant parts.

6. Education in values, plans and programs

In this section will be described the importance of values from the subject and the integration of the information and communication technologies as well as the development of linguistic communication within the classroom. Moreover, it will be listed the plans and programs of the educational centre.

6.1. Education in values from de subject

Education in values is a key aspect when designing a didactic programme. Values are the principles that guide our way of thinking, feeling and acting. They are essential for coexistence, solidarity and the construction of a fair and democratic society. For this reason, education in values will be an intrinsic characteristic of this didactic programme. Throughout the didactic programme, the values that will be worked on and transmitted to the students will be identified. Some examples of the values to be addressed within the didactic units are the following: empathy, collaboration, responsibility, integrity, solidarity, passion, sensitivity and respect.

The first didactic unit based on family relationships will deal with values such as empathy and tolerance. Through exercises such as oral presentations and self-descriptions these values will be promoted. The second didactic unit focuses on natural disasters, so some of the values that are linked to this topic will be collaboration, respect and care for the environment. It will be emphasised through individual activities such as the interpretation and creation of written texts or more dynamic and group activities such as debates. The third didactic unit is based on healthy lifestyles, so the promoted values will be responsibility, learning and balance. These values will be carried out through a complementary activity based on a talk by a nutritionist and the design of a chart on healthy routines and habits. The fourth didactic unit will focus on the news and the media, integrating values such as critical analysis and integrity. In this way, activities related to fake news and how news are presented to the population, such as the elaboration of headlines will be exposed. The fifth didactic unit is based on emergency services, so the main value to be highlighted will be solidarity. Listening activities on emergency calls and a talk about the situation that the Canary Islands experienced with the eruption of the volcano last year will facilitate the acquisition of this value, among others. The sixth didactic unit focuses on music. Therefore, all values related to culture will take part in this unit. Activities such as a reading text about the evolution of music over time and the composition of a song, will favour values such as passion and sensitivity. Finally, the seventh and last didactic unit based on culture shock will deal with values such as tolerance and respect. Debates and oral presentations will be the activities par excellence to expose these values.

6.2. Development of linguistic communication

Linguistic communication competence is a crucial aspect in the teaching learning process of a language. This competence is divided into different sections: speaking, writing, reading and listening. Each and every one of these communicative skills are essential for the learning process and for mastering a determinate language. In order to promote this competence, activities will be organised and adapted to the educational level of students' group. Likewise, these activities will be carried out throughout the academic year, covering all the sections in order to develop the students' communicative abilities.

Written communication will be promoted through production of texts in all the didactic units. Thus, a report text will be produced in the second didactic unit; an interview in the third didactic unit; an email in the fifth unit; an essay in the sixth didactic unit; and an argumentative text in the seventh and last didactic unit.

Linguistic immersion will be carried out throughout all the sessions in the academic year. Consequently, this method will help students get used to hearing and speaking in this foreign language all the time, due to it will be used as the vehicular language during the teaching learning process. Regarding oral communication, it will be developed through oral presentations and debates as might be seen in the first, second, third, fifth and seventh didactic units. Moreover, a role play will take place in the fourth unit as well as the performance of a song in the sixth didactic unit. Concerning listening comprehension, students will be asked to carry out listening activities in the fourth, fifth and sixth didactic units. Furthermore, listening comprehension will be promoted through the teacher's explanations, the audio-visual materials used and the talks of the guests in the third, fourth and seventh didactic units.

To conclude, the reading comprehension skill will be fostered throughout all the didactic units. Having to read and understand written texts related to the topics of each didactic unit. Afterwards, students will be asked to complete some tasks and questionnaires related to the reading texts.

6.3. ICT integration

The integration of Information and Communication Technologies (ICTs) in the classroom is a crucial process in current education, since technology has become an essential tool for

the learning process. The incorporation of ICTs in education allows expanding resources and enriching the learning environment. There are multiple possibilities offered by ICTs, such as access to updated and truthful information, the use of educational programmes and software tools, and the possibility of accessing multimedia and digital resources. In addition, the integration of ICTs within the classroom offers the opportunity to develop digital skills in students, such as the ability to search, select and evaluate information. Creativity and innovation are also encouraged, as students can create and share their own works. Thus, teachers and students will integrate these ICTs throughout all the didactic programme in order to promote the teaching learning process. Teachers will present learning situations and information to students through educational programmes such as moodle or google classroom at the same time that create presentations, quizzes and games through canvas, prezi or kahoot. On the other hand, students will be asked to produce: a chart design in the third didactic unit; a short film in the fourth didactic unit; a song in the sixth didactic unit; a concept map in the seventh unit; and several oral presentations throughout the didactic programme. Therefore, they will have to use different ICTs resources in order the properly develop the work assignments required.

6.4. Centre plans and programmes

This educational centre is linked to the The Canarian Network of Educational Centres for Innovation and Quality of Sustainable Learning (RED CANARIA-InnovAS). The purpose of this red is to promote improvements in learning processes through innovative and creative proposals. It is related to the organizational, pedagogical, and professional fields, to foster inclusive educational practices and to demonstrate the commitment to sustainable development, based on the ethics of sustainability and caring for people and their environment.

6.5. Specification of the institutional plans of the centre

Several thematic focuses will be taken into account in order to develop the different didactic units. The thematic focuses based on linguistic communication, libraries and school as well as equality, gender and affective sexual education will be developed in the first and fourth didactics units. The main objective to complement this linguistic plan to the AGP is fostering the development and acquisition of the Canarian students' competence related to the linguistic communication in each sector of the education community. The second

didactic unit will be linked to the environmental education and sustainability thematic focus which fosters critical and innovative thinking to promote the transformation and construction of a sustainable society in order to discover and cultivate skills in our students to solve environmental problems. The thematic focus based on health promotion and emotional education will be linked to the third didactic unit in order to promote healthy eating practices and habits, improved self-esteem and a positive attitude about their body image. Finally, the sixth and seventh didactic units will be related to the thematic focuses based on art and cultural action as well as the Canarian social, cultural and historical heritage. Therefore, it will be promoted learning contexts in which students know, appreciate and respect the most relevant cultural, historical, geographical, natural, social and linguistic aspects of the Canary Islands.

7. Learning Assessment

In order to assess students in an appropriate way it is needed to take into account the Royal Decree 984/2021, of November 16, which regulates evaluation and promotion in Primary Education, as well as evaluation, promotion and qualification in Compulsory Secondary Education, Baccalaureate and Vocational Training. Moreover, it is needed to bear in mind the order of September 3, 2016, which regulates the evaluation and promotion of students who are studying the stages of Compulsory Secondary Education and the Baccalaureate, and establishes the requirements for obtaining the corresponding titles, in the Autonomous Community of the Canary Islands.

The evaluation must be continuous, formative, summative and inclusive in order to obtain permanent data on the functioning of the teaching learning process. Consequently, it will be possible to incorporate into these processes the necessary corrections or reinforcements to try to ensure that the greatest possible part of the students achieve the required objectives. To carry out a continuous evaluation, different evaluation instruments will be used so that the qualification is not the result of a single test, giving the students more opportunities to learn. In addition, the information from each evaluation instrument will be contrasted. Moreover, the activities carried out by the students in each learning situation will serve as evaluation activities. Regarding the formative evaluation, at the beginning of each didactic unit, an initial evaluation will be carried out to collect the

necessary information on the abilities of the students with respect to the contents that will be addressed. In addition, the teacher will show the corrections made on their work and written tests providing feedback and the correct answers. In the same way, the evaluation activities themselves will also be evaluated, according to their degree of difficulty, the clarity of the statements or the adequacy of what has been worked on in class. In order to carry out an integrative evaluation, it will be necessary to have as a reference the progress of each student with respect to the general objectives. The objectives will be formulated that can be measured through different instruments such as notebooks, tasks, group work, homework and exams, integrating the information obtained in order to make a global assessment of the degree of development of capacities. Finally, to verify and certify that the different objectives have been exceeded and acquired by the students, a summative evaluation will be carried out in the form of an exam at the end of the academic year. In this test, the students will have to demonstrate the knowledge acquired on the subject throughout the course along with the results of the different tasks and activities previously carried out and the different means of evaluation.

7.1. Procedures and assessment tools

Regarding the evaluation techniques that will be used along with the evaluation tools in this didactic programme, it might be highlighted: the hetero-evaluation, in which student's work will be evaluated through systematic observation of both the products and the processes, surveys and interviews and the analysis of documents and productions, where written and oral activities will be analysed. This type of evaluation can be seen throughout the entire didactic programme through assessment instruments such as questionnaires, surveys, debates, role play and oral presentations, for example in the third and fifth didactic units. It will be validated with assessment tools such as rubrics and questionnaires; in the co-evaluation it is the classmates themselves who evaluate each other. This type of evaluation is important since it is considered as a didactic strategy that brings dynamism to the classes and encourage students to be motivated. It also promotes the active participation of students and interaction with their classmates and teachers. This type of evaluation is ideal for assessing project-based learning, as can be seen in the fourth didactic unit with the production of a short film as an assessment instrument. In order to gather and validate the knowledge acquired there will be used assessment tools such as the teacher's class diary and

checklists; and the self-evaluation which will be carried out so that the students become aware of their own learning process. Likewise, students are the ones who rates themselves and are forced to be self-critical, evaluating their abilities, attitude, effort, achievements and failures. This type of evaluation might be seen in the third, fourth and seventh didactic units in which the assessment instruments used are a chart design, a role play and a debate whereas the assessment tools proposed will be assessment scales, questionnaires and rubrics.

7.2. Scoring criteria

As established in article 11 of Decree 315/2015, of August 28, in Compulsory Secondary Education, the results of the evaluation will be expressed by means of a numerical qualification, without using decimals, on a scale from one to ten, which will be accompanied by the following terms: Insufficient (IN), Sufficient (SU), Good (BI), Notable (NT) and Outstanding (SB). The correspondence to these terms is the following: 1, 2, 3 or 4 will stand for Insufficient; 5 will be Sufficient; 6 will stand for Good; 7 or 8 will be Notable; and 9 or 10 will stand for Outstanding. When the students of this stage do not carry out the extraordinary tests of the subject they have not passed, they will record "Not Presented" (NP). A negative evaluation will be considered when it obtains a rating of Insufficient or Not Presented.

The results of the evaluation on the degree of development and acquisition of the competences will be recorded in the following terms: «Not very adequate», «Adequate», «Very adequate» and «Excellent». Students will be considered to have acquired the degree of competency development corresponding to their course when they obtain an assessment of "Adequate", "Very appropriate" or "Excellent" in all competencies. As established in article 3.2 of the order of September 3, 2016, the teaching staff will agree on the application of these terms in the evaluation sessions depending on the degree of development and acquisition of each of the competencies by the student.

7.3. Support and assessment plans

The reinforcement and evaluation plans to be applied within the subject would have to be specified according to the problem detected in each linguistic ability. In this way, if the problem focuses on the vocabulary and spelling of the English language, dynamic activities

such as crosswords, wordsearches or bingo games could be carried out through virtual platforms. If the problem is related to the written skill, games and dynamic activities could be developed within the classroom such as creating parallel stories to one given in order to encourage the appropriate use of connectors and promote students' motivation. On the other hand, if the reinforcement plan is addressed to the listening comprehension, audio-visual materials could be uploaded through the educational software so as to be listened and watched at home. Finally, to reinforce the speaking skill, students will be encouraged to participate as much as possible in all the different activities in which oral expression be needed.

8. Conclusions

This didactic programme has been elaborated with the intention of breaking with the old-fashioned and traditional teaching learning processes. The use and development of different methodologies and evaluation systems mean that there is not a unique way to achieve the objectives required for this subject in this particular course. This variety helps to promote interest on the part of the students while increasing their motivation due to each methodology fosters certain abilities and the different ways of evaluating make the students feel part of their own learning process.

In addition, the innovation presented in this syllabus through the attractive activities and projects to be carried out, make students to be more interested and motivated which encourage their desire to work properly. The creativity required in various activities makes students develop skills that they are not used to displaying. In addition, along with the use of ICT resources, this also helps to develop the digital competence that is required in today's world. Another aspect to be highlighted within this didactic programme is the relationship of each topic with its current validity and its intrinsic values. Thus, apart from helping students to face the today's world and its problems, it provides them with the necessary tools to solve those problems and take care of their environment and the people who live in it. Moreover, the values associated with each didactic unit will be exposed, treated and analysed in order to extol those characteristics that make the world a better place, such as tolerance, respect, empathy, solidarity, collaboration, integrity, passion and sensitivity.

To conclude, although old-fashioned teaching learning methods are still used nowadays, it is crucial to create a new environment within the classroom in which students are prepared to face and live in today's society. At the same time, the importance of acquiring knowledge and moral values to be able to improve themselves, the people around them and their environment will be promoted. All these key aspects will encourage students to be participants in their own learning process as active subjects.

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Annexes

CONCRETION. SEQUENCE OF ACTIVITIES						
ACTIVITY: 1	TITLE: CULTURE SHOCK				ACTIVATION	
<p>DESCRIPTION:</p> <p>This activity will be divided into four sessions. In the first session, students will learn about cultural differences between Spain and Great Britain, including topics such as food, music, fashion, traditions, history, and customs. The class will begin with the presentation of videos showcasing the Canarian Carnival and the Notting Hill Carnival, followed by a discussion where students will be asked to share their existing knowledge of the topic and to compare and contrast the similarities and differences between the two. Next, various cultural differences between Spain and Great Britain that may be of interest to the students will be introduced through a multimedia presentation covering topics such as food, music, fashion, traditions, history, and customs from both countries. Images and videos will be used to illustrate each topic, and discussion questions will be generated to stimulate conversation. The first session will end with a homework assignment where students will be asked to watch a video explaining the grammar differences between Past Simple and Continuous tenses and create a table highlighting the main differences in their use. The second session will start with a Kahoot quiz about Past Simple and Continuous tenses and then the class will be divided into small groups. Each group will be assigned a specific topic to research. Students will be provided with tablets to look up information online and then prepare a brief presentation to share with the class. For instance, one group could research British fashion and present a fashion show with traditional costumes, while another group could research British music and present a playlist of popular songs. In the third session, each small group will have the opportunity to present their findings to the class, followed by a group discussion. During the discussion, students will be encouraged to share what they have learned and compare cultural differences between Spain and Great Britain. Finally, during the fourth session, students will be asked to create a poster summarizing the general ideas of their classmates' oral presentations. They will also be asked to reflect on what surprised or interested them the most and to share their own experiences or knowledge of Spanish and British cultures. The purpose of the class is to explore and compare cultural differences between Spain and Great Britain. The activity is structured to incorporate various teaching strategies such as activation, presentation, role-play, discussion, and reflection to engage students in the learning process. The goal is for students to develop an understanding and appreciation for cultural differences and to apply that knowledge in their own lives.</p>						
Specific competence	Assessment criteria	Key content knowledge	Operational descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
SING03C02 SING03C04 SING03C06	EC2.1, EC2.2, EC2.3 EC4.1, EC4.2 EC6.1	I.2,3,4,10 II.5 III.1,2,3 IV.5,8,9	CCL1,CCL5 CP1, CP2, CP3 STEM1 CD2 CCEC1, CCEC3 CPSAA1,CPSAA5 CCEC1 CE1 CC2, CC3	Systematic observation Analysis of documents Questionnaires	Checklists Teacher's class diary Interviews Questionnaires	Tasks based on grammar Oral presentations Poster
Products	Types of evaluation	Groups	Sessions	Resources	Spaces	Observations

	according to the agent					
Kahoot Brief presentation of each group.	Hetero-evaluation Self-evaluation	Large group Small groups Heterogeneous groups Individual work	Four sessions	Laptops Projector speakers	Classroom with ICT resources	The discussion at the end of the activity will serve as preparation for the assessment debate in Activity 3.
ACTIVITY: 2	TITLE: THIS IS HOW WE DO IT				DEMONSTRATION	
DESCRIPTION:						
<p>Within the block of demonstration activities, for this learning situation, students will know clearly what is required in the final product, following clear guidelines to achieve full understanding of the activity. In the first session, the teacher will first provide a model presentation of how to produce the final product focusing on the contrast between British and Spanish culture. Although in this case, the teacher is primarily responsible, they will ask questions to students in order to encourage their participation and obtain feedback. With this activity, we will encourage students to develop both oral and written comprehension and we will lay the foundations to clearly develop their final product. This activity will last one session and will be worked on in a large group. The second session will deal with an individual dictation activity in which students will develop their listening skill by writing down the main characteristics they hear of each culture. For the last activity in the demonstration block, students will have to look for information about aspects of English and Spanish culture and translate it into a concept map in digital format. In doing so, students will learn how to carry out their research in order to develop their final product correctly. For the development of the second activity, the teacher will start by giving the guidelines for the activity, emphasising what is required and showing the Cmap Tools for the creation of concept maps. For this activity, students will work in pairs to encourage cooperative learning and the duration of this activity will be two sessions. One session will be reserved for the search and selection of information and the other for the creation of the concept map.</p>						
Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
SING03C01	EC1.2, EC1.3	I.1,2,3,4,6,7,8,11 II. 1,2,4,5, 6 III. 1,2 IV. 1, 3,4, 5, 6, 7, 8, 9	CCL2,CCL3 CP1,CP2 STEM1 CD1 CPSAA4	Systematic observation Analysis of documents	Teacher's class diary Assessment scales	Concept map
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Answer to the Teacher's questions Document (Cmap Tools) Dictation activity	Heteroevaluation Self-evaluation	Large group Individual work Pair work	Four sessions	Canva presentation CmapTools	Classroom with ICT resources	If necessary for the correct understanding of the information, the teacher will make use of the mother tongue to explain any content that is not clear .In case the web resource does not work, the teacher will give the possibility to make the concept map in an

						analogical way, in the student's room reserved for the subject	
ACTIVITY: 3		TITLE: LET'S DEBATE				APPLICATION	
DESCRIPTION:							
<p>During the three sessions, students will be asked to integrate all the knowledge they have acquired throughout the other sessions and activities to produce a debate in small groups about the differences between Spanish and British culture. They will be encouraged to use arguments in favour and against different aspects of both cultures. For the development of this activity, in the first session, the teacher will provide students with specific vocabulary (linking words, expressions and discourse markers to express their points of view) as well as the guidelines and instructions to carry out their debates. The students will be guided through the preparation of their debates and will act as observers when these are taking place. The second session will be based on the performance of the debates. To conclude, the third session will deal with an oral activity in which students will be asked to look for similarities and differences from both cultures in opposition to the Canary Islands taking into account the Canarian cultural focus.</p>							
Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments	
SING03C03	EC3.1, EC3.2	I: 1,3,4,5,6,7 II: 1,2,4,5 III:1,2,3 IV:1,2,3,5,7,8,9	CCL1,CCL5 CP1, CP2 STEM1 CD3 CPSAA3 CC3	Systematic observation	Rubric for oral interaction Checklists	Debate	
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations	
Debate preparation notes (Template) Oral activity	Heteroevaluation Coevaluation	Small groups (4)	Three sessions	Debate template to prepare ideas https://www.canva.com/templates/?query=how-to-debate How to debate presentation https://view.genial.ly/60128d9fc9a2770da3ff6e6d/learning-experience-didactic-unit-debating-in-english Checklists and rubrics for oral presentations	The classroom	Debates will last no longer than 5 minutes in order that every student can participate. In pairs, and during the first session, students in their small groups will brainstorm arguments both for and against the statement <i>Spanish culture is richer than British culture</i> . Although students prepare both arguments against and in favour of this statement in the first session, they will find out their particular role at the beginning of the second session when the debates will be carried out.	
ACTIVITY: 4		TITLE: LET'S WRITE				METACOGNITION AND INTEGRATION	

DESCRIPTION:						
<p>Taking into account the previous knowledge acquired about the differences between the Spanish and British culture, students will be asked to produce a piece of writing. This activity will be divided into three sessions. In the first session, the teacher will explain how to produce an argumentative text by showing a power point presentation about the features of this type of writing. Students will have to copy the structure of this text on their notebooks and they will be given a list of connectors and discourse markers in order to be familiarized with these linguistic items. In the second session students will be asked to take into account all the ideas and knowledge previously learnt about the culture differences between both cultures in order to produce an argumentative text about which culture they find more appealing. Finally, the third session will be based on a mistake correction activity in which each student will be given a different classmate's piece of writing in order to detect all the mistakes they can find. Consequently, they will reinforce and consolidate all the knowledge acquired throughout the whole didactic unit.</p>						
Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
SING03C02	EC2.1, EC2.2, EC2.3	I:1,2,3,4,5,6,8,10, 11, 12 II: 1, 2, 5, 6 III: 1, 2 IV: 1, 3, 6, 7, 8, 9	CCL1 CP1, CP2 STEM1 CD2 CPSAA5 CCEC3	Systematic observation Analysis of documents	Checklists Teacher's class diary Rubric	Piece of writing
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Writing draft Search for information Selection of information	Heteroevaluation	Individual work	Three sessions	Writing template Notebooks Power point presentation List of connectors and discourse markers	Classroom	The teacher will encourage students to be original and creative while producing their argumentative text. Furthermore, the teacher will remind students to take advantage of their previous knowledge about this topic as well as revise the writing structure for this activity. In case of doubts the teacher will provide all the requested answers.
EXTENSION AND REINFORCEMENT ACTIVITIES						
<p>In case students have not acquired the knowledge required for this learning session throughout the different activities, the teacher will provide them a series of reinforcement activities in an easier format in order to achieve the goal proposed in this learning situation.</p>						