FACULTAD DE CIENCIAS SOCIALES

Undertaking Personal Growth by Learning English

María Aymerich Castillo

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Martina Soledad Ramírez Orduña

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Abstract

This Final Master's Thesis is a teaching programme for a whole academic year of the subject of First Foreign Language (English) for 3rd of Compulsory Secondary Education (CSE). It consists of ten teaching units, one of which has been described in depth. This syllabus aims to improve educational quality through active and innovative methodologies adapted to the new student's needs, which motivate students and involve their participation in the teaching-learning process, along with facilitating the attainment of the objectives set for the educational stage in question. From the point of view of the subject of English, the purpose is to encourage pupils' interest in language learning, since in the globalised world in which we currently live it is essential to understand, write and speak in English, as it is the lingua franca par excellence. For a complete immersion in the language, the programme will include the usage of Information and Communication Technologies (ICT), which provides a wide variety of resources that allow students to have direct contact with the target language. In addition, apart from the active methodologies implemented, the syllabus includes diverse assessment instruments, which cater to the diversity of the students. The teaching staff will use rubrics, rating scales, and surveys to evaluate as well as the teachers' diary. Furthermore, students will actively participate in their assessment through self and peer evaluation questionnaires, which will enhance their critical thinking. Another key aspect of the programme is the measures and plans to tackle diversity, as adaptations are envisaged according to the pace, abilities, and specific needs of each pupil. Ultimately, a final self-evaluation will be carried out by the students in order to propose possible educational improvements for the coming years according to the results obtained.

Keywords: Compulsory Secondary Education; diversity; learning process; methodologies; assessment.

1. Introduction and justification

English is the international language and is considered to be the lingua franca, as it is used in barely all the areas of knowledge and human development. In the past, knowing English was a privilege, but currently it is a requirement. Indeed, it is believed that those who do not control the English language are at disadvantage. Proficiency in a foreign language, in this case English, expands the possibilities of accessing, locating, transmitting, transforming, and creating information, as well as participating in social networks or learning communities. On the other hand, it fosters personal relationships, provides a large access to jobs, and offers a wide range of activities, thus facilitating inclusion, which is one of the issues that guarantee social cohesion. These are some of the reasons why not only students but also their families should consider acquiring the English language and promoting its learning.

Nowadays, we are privileged for having ICT, which not only triggers motivation but also improves learning and adapts it to the diversity of learners, along with allowing them to approach the target language more naturally. Furthermore, they favour students to access other cultures immediately from anywhere.

The current syllabus focuses on the 3rd year of Compulsory Secondary Education at a public secondary education school centre in the academic year 2022-2023. This centre offers not only secondary school courses, but also vocational training related to health sciences. It is located in the south-eastern part of the city and has a population of 192 558 in 2021 and an unemployment rate of 15 %.

The syllabus presented below will serve as a guideline for the subject First Foreign Language (English). It consists of ten didactic units divided into 14 sessions each, as in secondary education the first foreign language subject is taught four days per week. In this programme will be established the goals intended to be achieved by the teaching staff (key competences and objectives); the knowledge and procedures studied (contents); the strategies, teaching methods, activities, and instruments used (methodology); and, ultimately, the assessment tools needed to prove that the students had learned the content (evaluation). The previous knowledge, background, interests, and needs of the students had been considered at all times to develop this syllabus.

1.1. What is and why programme?

Programming can be defined as guiding an action before it happens on the spur of the moment. According to De Pablo *et al.,* (1992) the terms 'programming' and 'planning' refer to the decision-making process by which the teaching staff foresees their educational intervention in a deliberate and systematic way. Furthermore, in compliance with Gisbert y Blanes (2013) in education, programming is referred to a set of ordered and sequenced didactic units. Some of its characteristics are adequacy, precision, flexibility, and viability.

As stated in the official bulletin of the Canarian Government (BOC n. º 143, 2010 art. 44), a syllabus is a document containing the planning of the teaching activity in compliance with the guidelines esteemed by the pedagogical coordination committee, within the framework of the educational project and the annual general programme and it is drawn up by the responsible teaching coordination department. This document shall include the sequence of objectives, competencies, contents, and assessment criteria distributed per year for each subject. It will be divided into teaching units that will specify useful and functional activities that promote the development and acquisition of the respective competence. It will also include the curricular adaptations available for the diversity of students. In conclusion, the programme includes in a broader way everything that will be later detailed in the didactic units.

1.2. Criteria followed to prepare the programme

Some of the criteria used to draw up the programme were: the location, the percentage of immigration, the characteristics of the pupils, the characteristics of the classrooms, and, ultimately, the methodologies applied in the school centre.

As regards the location of the school centre, it is situated in a growing urban environment in the south-eastern part of the city, and it is well-equipped with all the facilities that the students may need. Every classroom is supplied with innovative resources such as an interactive whiteboard, a traditional blackboard, a projector system, an audio system, a video camera, a microphone, internet connection, and a computer.

On the subject of immigration, most of the student body comes from different districts of the city and towns in the province. However, there is a huge percentage of students that comes from other countries. In this case, students of different nationalities live together in the same environment, fostering inclusion and multiculturalism.

The educational model implemented is based on the stimulation of Multiple Intelligences, which was proposed by Howard Gardner in 1998. This stimulation is achieved through the usage of active methodologies that allow pupils to acquire the necessary skills and abilities to adapt to the current society.

Concerning the methodology used, the competences to be worked on at school in this particular course are the linguistic component, the pragmatic-discursive component, the socio-cultural component, the strategic component, the personal component and finally, the digital component. The methodology applied to achieve these competences is developed throughout the present syllabus. For instance, the digital component, which is of foremost importance at present due to the innovations on ITC, will be accomplished by using the Internet Network to establish social contact and carry out information searches to create projects, which will involve the correct use of search engines, the handling of basic word processing resources, programmes, and social networks. Besides, they will learn to triage the information, leaving aside unreliable sources. Ultimately, they will be taught how to use the Internet safely, being aware of the risks associated with the use of technologies.

1.3.   Marco normativo

En lo que refiere al marco normativo, la presente programación didáctica estará sujeta a la *Constitución Española, de 29 de diciembre de 1978*; y definirá las competencias clave del curso en base a la *Ley Orgánica 3/2020, de 29 de diciembre*, por la que se modifica la *Ley Orgánica 2/2006, de 3 de mayo*, de Educación. Asimismo, también se regirá por la *Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre*.

Al tratarse de un centro educativo público no universitario perteneciente a la Comunidad Autónoma de Canarias, se regirá por lo establecido en el *Decreto 81/2010, de 8 Julio*, por el que se aprueba el Reglamento Orgánico de los Centros docentes públicos no universitarios y por la *Ley 6/2014, de 25 de julio*, Canaria de Educación no Universitaria.

Asimismo, al tratarse del curso de tercero de ESO, la programación se ajustará al *Decreto 315/2015, de 28 de agosto,* por el que se establecen las enseñanzas mínimas de la Educación Secundaria Obligatoria y el Bachillerato; el *Real Decreto 1105/2014, de 26 de diciembre y el Decreto 83/2016, de 4 de julio*, por los que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias. Por otro

lado, a la hora de relacionar las competencias, los contenidos y los criterios de evaluación se recurrirá a la *Orden ECD/65/2015, de 21 de enero,* en la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato.

Por último, a la hora de evaluar al alumnado y establecer las condiciones para la obtención del título académico, se recurrirá a la *Orden de 3 de septiembre de 2016*, en la que se regulan la evaluación y la promoción del alumnado que cursa las etapas de la Educación Secundaria Obligatoria y el Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes.

2. Contextualization

The current centre was established with the aim of offering quality formal education. Its educational proposal focuses on Secondary Education Courses, Baccalaureate and Dual Vocational Training. Vocational Training Courses are available as face-to-face and hybrid learning. The educational model used in Secondary Education and Baccalaureate is based on the stimulation of Multiple Intelligences, which is achieved through the usage of active methodologies that allow pupils to acquire the necessary competences to adapt to the contemporary society.

2.1. Characteristics of the school environment

The Centre is located in the south-eastern part of the city, a growing urban environment mainly focused on the service sector, both socio-sanitary and commercial services, with a network of department stores, along with several areas of distribution. The educational institution is well-connected with the city centre, as the area has an urban and interurban public transport network of buses and trams that connect them. Furthermore, it has recreational areas, such as parks and playgrounds nearby, as well as an easy access to libraries, cinemas, theatres, and sports areas, all of which are offered by the Cultural Network of the city in which the centre is located.

It welcomes a heterogeneous student body, mostly from middle and upper-middle classes and has a huge immigration rate. The majority of students are Spanish but there is a percentage of students that do not speak Spanish as the mother tongue. Some of the other nationalities are Colombian, Romanian, Ukrainian, Chinese, etc. This multiculturalism is

reflected in the classrooms, as teachers promotes dialogue and tolerance between cultures to build a democratic society free of stereotypes and prejudices. Furthermore, they will encourage democratic spirit, cooperation, teamwork, appreciation of historical and cultural heritage, personal and social development, and critical thinking at all times.

With regard to the education offered, the Centre offers Compulsory Secondary Education Courses (from 1st of CSE to 4th of CSE), and Baccalaureate (modalities of Humanities, Social Sciences, Health Sciences, Technology and Arts) along with two Vocational Trainings related to Health Education (Nursing assistant and Pharmacy assistant). In CSE and Baccalaureate, the educational model used is based on the stimulation of Multiple Intelligences and the methodology employed is active-participative and demonstrative-explanatory. In this case, teachers are just facilitators and guides of the learning process, using different didactic methods to transmit the theoretical concepts and the corresponding practice for the assimilation of the contents. One of the main purposes of this methodology is to foster the participation and communication of students. The sessions are structured according to cooperative learning and dynamism guidelines, using the facilities available at the centre.

In accordance with what was mentioned before, the education offered at school is broad and demanding, and it focuses on different learning competencies to give the students the necessary tools for the development of their critical, analytical, and rational thinking.

2.2. School centre

Regarding the infrastructure and material resources of the school centre. The educational centre is based in a building of three floors which houses the classrooms for each course, three laboratories, specific classrooms (Music, Technology, ICT, Greek, Latin and Special Education), teaching departments, a cafeteria, a library, staff rooms and an assembly hall. In front of the main entrances, there are two playgrounds, two sports courts (one for football and another for basketball) and on the south side of the building, there is another building that houses an indoor sports hall.

In relation to the personal resources, the school's governing bodies are the Management Team, the Director, the Head of Studies, and the Secretary. On the other hand, the centre's collegiate bodies are the School Council and the Teaching Staff. Concerning the Coordinating Bodies of the centre, they are the Guidance Department, the Pedagogical Coordination

Committee, and the Council of Student Delegates. Apart from this, the participation of families through the Parents' Association (Asociaciones de Madres y Padres de Alumnos, AMPA), is permanent and constant, as they get involved by taking part in the extracurricular activities organised at the school.

The educational centre offers complementary services, including a school canteen and school bus services. Conversely, in terms of Networks and programmes, the school centre introduced Programmes for the Improvement of Coexistence (Programas para la Mejora de la Convivencia, PROMECO); the PMAR Programme (Programa de Mejora del Aprendizaje y del Rendimiento, PMAR) to help those students with Special Educational Needs (SEN); the Erasmus + programme and the Red Canaria de Centros Educativos para la Innovación y Calidad del Aprendizaje Sostenible (known as Red CANARIA-InnoVAS). These will be developed in more detail in section 6.4. *Centre plans and programmes*.

2.3. Classroom

The classroom where the 3rd course of CSE will take place is equipped with an interactive whiteboard, a traditional blackboard, a projector, an audio system, a video camera, a microphone, an internet connection, and a computer. All the resources mentioned would enable the innovative learning of students, facilitating their learning process.

2.4. Students

The students in 3rd of CSE are very diverse. Sixty percent of the students in the class come from Spain, notably from the surrounding area, and the remaining 40 % come from different countries. This indicates that the class is multicultural.

The socio-economic level of the students and their families is medium-high, few students come from a disadvantaged background. The course of 3rd of CSE in which this syllabus focuses is formed by 25 students (10 boys and 15 girls), and only two of them have been diagnosed with any Special Education Need (SEN). One student suffers from reading and writing difficulties, and the other one has been diagnosed with an Attention Deficit Disorder without hyperactivity (ADD).

3. Curriculum specification

As this syllabus concerns CSE, the basic curriculum of CSE and the Baccalaureate is specified in the *Real Decreto 1105/2014 de 26 de diciembre.* The other points mentioned below are included in the *Decreto del Gobierno de Canarias 83/2016 de 4 de julio.*

For the purposes of the *Real Decreto 1105/2014, de 26 de diciembre*, the competences of the Secondary curriculum are: *la comunicación lingüística, la competencia matemática y competencias básicas en ciencia y tecnología, la competencia digital, aprender a aprender, las competencias sociales y cívicas, el sentido de iniciativa y espíritu emprendedor, y, por último, la conciencia y expresiones culturales* (art. 2, p. 6). Along with that, according to the provisions of the *Real Decreto 1105/2014, de 26 de diciembre,* students of 3rd of CSE must take the core subject First Foreign Language (English) for a total of four hours per week.

3.1. Stage Objectives

In compliance with the provisions of the Art. 11 of the *Real Decreto 1105/2014, de 26 de diciembre,* establishing the basic curriculum for CSE and the Baccalaureate, the following general objectives are established for the stage of the current educational programme:

Table 1

General Objectives for 3rd of Compulsory Secondary Education

a.	Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.
b.	Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.
c.	Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.
d.	Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.
e.	Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.
f.	Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.
g.	Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.
h.	Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.
i.	Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.
j.	Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.
k.	Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.
l. Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.	

Source: *Real Decreto 1105/2014, de 26 de diciembre*

3.2. Objectives of our subject and contribution to competences

According to the provisions of the *Orden ECD/65/201,* the acquisition of key competences is essential for students to attain full personal, social, and professional development that meets the demands of a globalised world. Furthermore, as stated by the Definition and Selection of Competences (DeSeCo) in 2003 the competences involve a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social al behavioural components that are combined to achieve effective action (Tiana *et al.,* 2011).

First of all, it is worth highlighting the transversal nature of learning a language, since, as will be mentioned below, the language is learned progressively, in most cases it will be learned through real situations, initially from a familiar context, and then adapting the content learned to more specific contexts. As stated in the *Decreto 83/2016, de 4 de julio* and the *Orden ECD/65/2015, de 21 de enero,* learning a language contributes to the development of all the key competences of this stage, with the exception of mathematical competence and basic competences in science and technology.

One of the most relevant competences is Linguistic Competence (hereinafter LC), which encompasses basic communicative skills (reading, writing, speaking, and listening), communicative skills related to new technologies, notably information management, and cognitive and metacognitive strategies. This LC consists of five components: the linguistic component, the pragmatic component, the socio-cultural component, the strategic component, and finally, the personal component.

As far as Digital Competence (hereinafter DC) is concerned, this is favoured by the use of ICT, which allows learners to approach other cultures in an immediate and real form, along with the possibility of communicating and informing oneself, thus favouring the development of a critical spirit. Furthermore, the Sense of Initiative and Entrepreneurship competence (hereinafter SIE) involves the development of the students' judgment and participation in groups while bearing in mind their interests, along with the identification and recognition of their mistakes.

Another key competence is Learning to Learn (hereinafter L2L). Students must not only learn to continue learning individually, taking into account all the tools provided, but they must also learn to work in groups, plan, set goals, evaluate, and, ultimately, compare and select

sources that contribute to their learning process. Subsequently, Social and Civic Competences (hereinafter SCC) involve the need to respect social conventions and norms of politeness, as well as valuing cultural or socio-cultural differences in order to understand other standards of living. This competence encourages constructive conflict resolution.

Similarly, it is worth noting the relevance of social and affective strategies, as are fundamental aspects of foreign language learning. Studying a language requires the use of cognitive and rote strategies, for instance, in the case of inferring content from context using keywords. Finally, competence in Cultural Awareness and Expression (hereinafter CAE) is present from an early age, as pupils work systematically with specific elements from the countries where the foreign language is spoken. This competence involves raising consciousness of the cultural and artistic heritage of the language in question and contributing to its preservation.

3.3. Contribution to stage objectives

As it is mentioned in the *Decreto del Gobierno de Canarias 83/2016, de 4 de julio*, the main objective of First Foreign Language teaching in CSE is 'to understand and express oneself in one or more foreign languages in an appropriate manner' (p. 18238). To achieve that, pupils should deepen the discursive skills previously acquired, enrich their linguistic knowledge, adapt the register to each situation, and broaden the field in which these skills take place. Students will start from a familiar, everyday communicative situation and then, progressively, move towards a command of the language that will enable them to be able to speak effectively in more specific contexts. In addition, values such as equality, empathy, cooperation, teamwork, democratic spirit, appreciation of historical and cultural heritage, personal and social development and critical thinking should be fostered.

3.4. Evaluation criteria and contents

Pursuant to the provisions of the *Real Decreto 1105/2014, de 26 diciembre*, the assessment criteria, and the contents of the subject of First Foreign Language for 3rd of CSE course are those set out in this table. The learning standards are detailed in another table in the Annexes. (See Annex 1).

Bloque 1. Comprensión de textos orales		
Contenidos	Criterios de evaluación	Estándares de aprendizaje

1. Componente funcional
    1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.
2. Componente lingüístico
    2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
    2.2. Estructuras morfo-sintácticas y discursivas.1
    2.3. Patrones sonoros, acentuales, rítmicos y de entonación.
3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.
Estrategias de comprensión:
1.   Movilización de información previa sobre tipo de tarea y tema.
2.   Identificación del tipo textual, adaptando la comprensión al mismo.
3.   Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
4.   Formulación de hipótesis sobre contenido y contexto.
5.   Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
6.   Reformulación de hipótesis a partir de la comprensión de nuevos elementos.
	1. Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.
	2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.
		1, 2, 3, 4, 5, 6, 7.

Bloque 2. Producción de textos orales: expresión e interacción		
Contenidos	Criterios de evaluación	Estándares de aprendizaje

1. Componente funcional
    1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.
2. Componente lingüístico
    2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
	3. Producir textos orales breves, comprensibles y adecuados al receptor y al contexto, que traten sobre asuntos cotidianos, generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.
	4. Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados,
		8, 9, 10, 11.

2.2. Estructuras morfo-sintácticas y discursivas.1	adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
2.3. Patrones sonoros, acentuales, rítmicos y de entonación.		
3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.		
Estrategias de producción:		
1. Planificación		
1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.		
1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.		
2. Ejecución	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
2.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.		
2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.		
2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).		
2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales:		
2.4.1. Lingüísticos		
- Modificar palabras de significado parecido.		
- Definir o parafrasear un término o expresión.		
2.4.2. Paralingüísticos y paratextuales		
- Pedir ayuda.		
- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.		
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).		
- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.		
3. Evaluación y corrección		
3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.		
Bloque 3: Comprensión de textos escritos		
Contenidos	Criterios de evaluación	Estándares de aprendizaje
1. Componente funcional	6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	12, 13, 14, 15, 16, 17, 18.
1.1 Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.		
2. Componente lingüístico		
2.1. Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.	7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes	
2.2. Estructuras morfo-sintácticas y discursivas1		
2.3. Patrones gráficos y convenciones ortográficas.		
3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.		
Estrategias de comprensión:		

Contenidos	Criterios de evaluación	Estándares de aprendizaje
1. Movilización de información previa sobre tipo de tarea y tema. 2. Identificación del tipo textual, adaptando la comprensión al mismo. 3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales). 4. Formulación de hipótesis sobre contenido y contexto. 5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. 6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.	de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

Bloque 4. Producción de textos escritos: expresión e interacción		
Contenidos	Criterios de evaluación	Estándares de aprendizaje

1. Componente funcional
  1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.
2. Componente lingüístico
  2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
  2.3. Estructuras morfo-sintácticas y discursivas.1Patrones gráficos y convenciones ortográficas.
3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.
Estrategias de producción:
1. Planificación
  1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).
  1.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.).
2. Ejecución
  2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.
  2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.
  2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).
3. Evaluación y corrección
  3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.
	8. Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.
	 9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.
		19, 20, 21, 22, 23, 24.

Bloque 5. Aspectos sociolingüísticos y emocionales		
Contenidos	Criterios de evaluación	Estándares de aprendizaje

1. Componente Cultural
  1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.
  1.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida.
  1.3. Valoración y comparación de los aspectos culturales, las peculiaridades, las costumbres, los valores, las creencias, las actitudes, las tradiciones, las
	10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

formas de relación social, etc. propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general. 1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información. 1.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera. 1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas. 2. Componente emocional 2.1 Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación. 2.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado. 2.3. Colaboración en la creación de una atmósfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.	extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.

3.5. Program units

The ten units of the programme that will be developed throughout the academic year (the academic year 2021/2022 has been taken as a reference) are presented hereunder. According to the provisions of the *Real Decreto 1105/2014, de 26 de diciembre,* students of 3rd of CSE must take the core subject First Foreign Language (English) for a total of four hours per week so each didactic unit has approximately 14 sessions assigned to it, always in accordance with the specific needs of the students at any given time. The set of activities, strategies, and methodologies of this programme has been proposed to follow the assessment criteria, learning standards, and achievement indicators established by the current regulations. Below is the table showing the didactic programme designed. Out of ten didactic units, one of them has been thoroughly described (Unit 8), which can be seen in Annex 3.

No. 1	TITLE: WHAT ARE YOU GOOD AT?		
Grade: 3rd of CSE	**Implementation period:** from week No. 1 to 4 of October	**No. of sessions:** 14	**Trimester:**1st

Description:
Throughout this unit, students will be able to talk about professions using the present simple and present continuous. The main purpose of this unit is to enable pupils to talk about their habits and skills. To achieve that, students will be given some vocabulary, along with the explanation and practise of the grammar of the unit, which is the Present Simple and Present Continuous, to be done at home following the instructions given by the teacher. After this, all the content explained would be practised in class while doing some activities (worksheets and questionnaires). In the coming sessions, pupils will listen to different conversations in which people talk about their hobbies and daily routines. These will serve as an example as students will have to put into practice the content learned (both grammar and vocabulary) in the form of a speaking activity to be able to speak about their daily routines and hobbies in pairs (pairs will change every 5 minutes). While one of the partner is speaking, the other will write in a weekly calendar what the other does in their daily life. By doing this they will not only be able to use the language but also understand others using it and ultimately, ensure that they have understood it perfectly.

Justification:
It is vital that learners can communicate by using the present tense (simple and continuous) to report what they are doing at the moment. Furthermore, it is essential that pupils not only understand the language but also know how to communicate with it. The school centre has implemented the Erasmus + programme, which allows students to further perfect the language in a real context, fostering their pronunciation and fluency.

CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA		COMPETENCES
Code: SLNT03C01	**Description:** 1.Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	LC, L2L, SIE, SCC.
SLNT03C03	3. Producir textos orales breves, comprensibles y adecuados al receptor y al contexto, que traten sobre asuntos cotidianos, generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C04	4. Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C06	6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 1, 3, 4, 6: 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3; 2.4). 3. Aspectos socioculturales y sociolingüísticos. Criterio 5: Estrategias de producción:	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17,18.

| 1. Planificación (1.1; 1.2). |
| 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). |
| 3. Evaluación y corrección (3.1). |

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO), Directive Education (EDIR).
	METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Master Class, and Flipped Classroom.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is inherent in this unit, assuming that students are improving their English skills, especially in grammar, vocabulary, and speaking. L2L and SIE are seen in the self-creation of a speaking. Ultimately, SCC competence is essential for developing these activities since the speaking activity is thought to be in pairs and they should collaborate and respect each other's turn.
	GROUPS: Individual work (TIND), Pair Work (TPAR), Mobile or Flexible teams (MOV) and Large Group (GGRU).
	SPACES: Classroom with ICT resources, outdoors (park and student's house).
	RESOURCES: Blackboard, projection system, vocabulary, grammar and speaking worksheets, and computers.

No. 2	TITLE: DO YOU DARE?		
Grade: 3rd of CSE	**Implementation period:** from 5th October to 29th October	**No. of sessions:** 14	**Trimester:** 1st

Description:	Justification:
Throughout this unit, students will learn vocabulary related to festivities, in particular, about Halloween and grammar, especially the use and form of the Past Simple tense. To reach that goal, first students will read cultural texts about the origin of Halloween and extract the keywords, after that, learners will read some extracts from different horror stories and, while reading, the teacher will show them the structure of a story (parts of the text and linking words) so that they can create a horror story later in pairs and send it to the teacher using the Virtual Campus.	It is essential for students to know the traditions of the foreign language, since learning a language involves not only learning grammar and vocabulary but also learning about the culture of the target language. In addition, understanding other cultures allows pupils to develop their own thinking by comparing both cultures. Moreover, in order to understand the texts students must recognise the Past Simple. This unit is proposed to be related to the Erasmus+ program, encouraging quite a cultural exchange between students.

CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA		COMPETENCES
Code:	**Description:**	LC, CAE, L2L, SIE, CD, SCC.
SLNT03C06	6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C010	10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 6:	1, 2, 3, 4, 5, 6, 7, 8, 9,

		10, 11, 12, 13, 14, 15,
1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Criterio 9: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3). 3. Evaluación y corrección (3.1). Criterio 10: 1. Componente cultural (1.1; 1.2; 1.3; 1.4; 1.5; 1.6). 2. Componente emocional (2.1; 2.2.; 2.3).		16, 17, 18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO), Directive Education (EDIR).
	METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Master Class, and Project-Based Learning.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is intrinsic in this unit, given that students are improving their reading and writing skills. DC is also fostered assuming that learners must write a horror story in the school blog on the web in pairs. L2L and SIE competences are presented in this unit as pupils must develop a horror story on their own. Furthermore, this unit fosters the CAE competence, since cultural background referring to Halloween is embodied. Finally, the SCC competence is as well applied as students must work in pairs to create the horror story.
	GROUPS: Individual Work (TIND), Pair Work (TPAR) and Large Group (GGRU).
	SPACES: Classroom with ICT resources.
	RESOURCES: Blackboard, projection system, vocabulary, grammar and speaking worksheets, and computers.

No. 3	TITLE: HOW DO YOU FEEL TODAY?		
Grade: 3rd of CSE	**Implementation period:** from 2nd November to 25th November	**No. of sessions:** 14	**Trimester:** 1st

Description:	Justification:
Over this unit, pupils will learn vocabulary related to feelings and emotions and the usage of comparison adjectives following the instructions given by the teacher. Then, they would listen to different people talking about how they feel. After this, they would have to put the content into practise by writing an email to a friend telling how they feel using the vocabulary previously learned. The structure of an email will be explained by the teacher step by step giving examples at all times.	Knowing how to express how we feel in another language both in written and spoken form is vital. For this reason, students must learn to use the correct adjectives to express how they feel. They must also learn how to write an informal email following the conventions of that culture. Finally, they must be able to understand other people talking about how they feel. This unit is proposed to encourage students to make use of the programme Erasmus+ to experience a cultural exchange.

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
Code: SLNT03C02	**Description:** 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	LC, CAE, L2L, SIE, CD.
SLNT03C08	8. Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

| SLNT03C010 | 10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua extranjera, adaptando estos al contexo en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una vision creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creative y emocional del individuo. | |

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 8: 1.Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Criterio 9: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3). 3. Evaluación y corrección (3.1). Criterio 10: 1. Componente cultural (1.1; 1.2; 1.3; 1.4; 1.5; 1.6). 2. Componente emocional (2.1; 2.2.; 2.3).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO), Directive Education (EDIR).
	METHODOLOGICAL FOUNDATIONS: Cooperative Learning and Master Class.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The methodologies used in this unit will contribute to the LC, as students will broaden their vocabulary and improve their grammar skills. The digital competence will also be benefited since pupils must write an informal letter and send it through the Virtual Campus. Finally, the L2L and SIE competences would be included due to the fact that they must write the informal email individually, taking into account the conventions of that culture, which will contribute to the CAE competence.
	GROUPS: Individual Work (TIND) and Large Group (GGRU).
	SPACES: Classroom with ICT resources.
	RESOURCES: Blackboard, projection system, vocabulary, grammar and speaking worksheets, and computers.

No. 4	TITLE: HAVE YOU EVER BEEN TO LONDON?		
Grade: 3rd of CSE	**Implementation period:** from 26th November to 21st of December	**No. of sessions:** 13	**Trimester:** 1st

Description:
During this unit, pupils will learn vocabulary related to travelling to be capable of speaking about their past experiences. To achieve that, learners are going to focus on the use and form of the Present Perfect (including the use of yet, still, already, just, and never) and how to differentiate it from the simple past by reading texts using both tenses. To make use of what they have learned, each of them will have to choose five stickers of those offered by the teacher and then start writing about a holiday they had and what did they learn from it. When this is finished, they will hand it in and will start playing the liar game. This game consists of telling one truth and one lie using the tense studied and then going up to the front of the class to tell their two things. After having said the two things, the other students in the classroom must try to guess which sentence is true and which one is false. Following this activity, students will have to record themselves telling something they experienced that changed their mind according to the guidelines provided by the teacher and sent it to the teacher making use of the Virtual Campus that they have always available.

Justification:
Students not only must have the ability to tell other people what they did in the past, telling them what they experienced and how they felt but also, have the ability to talk about things that are important to the present time even though the experience happened in the past. Furthermore, pupils must have the ability to communicate it in writing and speaking form, using the appropriate vocabulary for each situation. Besides, it is of the utmost importance, that students learn to manage the new technologies, as they are a fundamental cornerstone in our lives.

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SLNT03C04	**Description:** 4. Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	LC, L2L, SIE, DC.
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C07	7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
CONTENTS		**ASSESSABLE LEARNING STANDARDS**
Criterio 4: 1.Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Criterio 5, 9: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1). Criterio 9: Estrategias de comprensión: (1, 2, 3, 4, 5, 6).		8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO), Directive Education (EDIR).	
	METHODOLOGICAL FOUNDATIONS: Master Class.	
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The methodologies applied in this unit will enhance the LC, as students will boost their vocabulary and uplift their grammar skills to be able to write about their past experiences. DC will be also implemented, since learners must record a video in which they have to tell what they learnt from an experience in the past. In addition, the L2L and SIE competences are as well used given that they must write about an experience starting from just the five stickers they chose.	
	GROUPS: Individual work (TIND) and large group (GGRU).	
	SPACES: Classroom with ICT resources.	
	RESOURCES: Blackboard, projection system, vocabulary and grammar worksheets, readings, and computers.	

No. 5	TITLE: ARE WE TAKING CARE OF THE ENVIRONMENT?		
Grade: 3rd of CSE	**Implementation period:** from 10th January to 1st February	**No. of sessions:** 13	**Trimester:** 2nd

Description:	Justification:
Throughout this unit, students will familiarize themselves with vocabulary related to the environment. Regarding the grammar, they will work with the modal verbs (can, could, have to, must, and should). They will attain the grammar on their own, as the teacher will provide the theory and some multimedia resources to practise it at home. After they have watched and practised the content at home, the teacher will explain in class the structure of a report, and following, they must write a report in groups of three concerning the environment (climate change, global warming, to name but a few). Ultimately, in groups of three (the same groups as in the previous activity) they will create a song using modals and vocabulary related to the environment and submit it to the Virtual Campus.	It is essential that students learn some vocabulary referring to the environment given that it is a pressing issue in the society we live in. Furthermore, pupils must know how to express possibility, permission, and obligation as it is vital to communicate with others. Besides, being able to express your thoughts regarding a topic is crucial. Finally, it is relevant to encourage pupils' creativity so that they realise what they are capable of doing and start believing in themselves and their work.

CURRICULAR FOUNDATIONS		

EVALUATION CRITERIA		COMPETENCES
Code: SLNT03C02	**Description:** 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	LC, L2L, SIE, CD.
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C06	6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2: Criterio 9: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 5, 9: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1). Criterio 6: 1.Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	
	TEACHING MODEL: Concept formation (FORC), Memoristic (MEM), Expository (EXPO), Directive Education (EDIR) and Guided Research (INV).
	METHODOLOGICAL FOUNDATIONS: Master Class and Flipped Classroom.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The strategies employed throughout this unit will contribute to LC, as students will not only be enriching their vocabulary but also improving their grammar skills. Moreover, it would encourage DC given that pupils must write a report in groups, using the computer programmes available to do it and submit it on the Virtual Campus. They would also have to create a song using different programmes which will force them to look for the best free application on the Internet. Eventually, the L2L and SIE competences would be fostered since they must write the report in small groups, working collaboratively and helping each other.
	GROUPS: Pair Work (TPAR), Small Groups (PGRU) and Fixed Groups (CFIJ).

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	SPACES: Classroom with ICT resources and outdoors (home).
	RESOURCES: Blackboard, projection system, vocabulary worksheets, grammar activities and explanatory multimedia resources (videos, songs), computers and computer programmes.

No. 6	TITLE: DO YOU PRACTISE ANY SPORT?		
Grade: 3rd of CSE	**Implementation period:** from 3rd February to 25th February	**No. of sessions:** 14	**Trimester:** 2nd

Description:	Justification:
During this didactic unit pupils will focus on vocabulary related to sports and concerning grammar, they will address past perfect. To practise this, students will do some worksheets, and then they will do diverse interactive activities such as Bamboozle and Quizziz to prove that they have understood everything. Following, learners will listen to different extracts from television regarding the benefits of exercising. After having listened to them, the teacher will give students some readings related to sport and its benefits, and they must read before starting the new activity planned. Having finished reading, pupils will be asked to write an essay, which topic is "Why people exercise. Is it beneficial?" individually. Furthermore, students will be separated in large groups and will have to create a new sport from scratch and present it to the other classmates. The most creative and practical sport will be the winner.	Students must be able to express themselves about sports, as they are an integral part of the society. Moreover, it is imperative that pupils know how to use the ICT programs used to present information, such as PowerPoint or Canva. Furthermore, learners must be able to express their opinion and develop critical thinking while reading and listening to other people's beliefs. Eventually, students need to open out their creativity, which is essential at those ages. They need to develop curiosity, which may lead them to discover new cultures and languages (Erasmus + program).

CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA		COMPETENCES
Code: SLNT03C02	**Description:** 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	LC, L2L, SIE, CD.
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C07	7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C08	8. Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2, 7: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 5: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1). Criterio 8: 1.Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12, 13, 14, 15, 16, 17,18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO), Directive Education (EDIR) and Non-Guided Research (END).
	METHODOLOGICAL FOUNDATIONS: Master Class, Gamification and Project-Based.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The strategies employed throughout this unit will enhance the LC, given that students will be broadening both their vocabulary and grammar skills while writing and communicating with the content learned. They would also have to create a song using different programmes, which will force them to look for the best free application on the Internet. Furthermore, the L2L and SIE competences would also be encouraged since pupils must write an essay individually and work on a project collaboratively, considering everyone's opinion. Finally, the techniques used will contribute to the DC since pupils will be using the computers to do the questionnaires, as well as they must use different programmes to look up the information needed to create a new sport and present it to the classmates at school.
	GROUPS: Individual Work (TIND) and Large Groups (GGRU)
	SPACES: Classroom with ICT resources.
	RESOURCES: Blackboard, projection system, vocabulary and grammar worksheets, computers (to play Boombazle and Quizziz).

No. 7	**TITLE: ARE YOU GOOD AT SCIENCE?**			
Grade: 3rd of CSE	**Implementation period:** from 28th February to 22nd of March.		**No. of sessions:** 14	**Trimester:** 2nd

Description:	Justification:
During this unit, learners will acquire vocabulary related to science and new inventions while reading texts about the latest inventions of the century. Furthermore, throughout this didactic unit pupils will become aware of the role of women in science (Women's International Day, 8 march) and how they had to fight so that women can have barely the same rights as men nowadays. The grammar studied would be the reported speech and students will practice it while changing direct statements from famous inventors to reported speech. On the other hand, to assimilate the vocabulary, pupils will ask to design an ingenious device that could improve our lives in groups of five, and then, they will have to present it to the class. To do this activity would not be any guidelines so they can be creative. The most pioneering will be the winner. To achieve that, students would first hear some TedTalks about creativeness and innovation, which will foster their imagination.	It is indispensable that students know about science, most importantly about the role of women in science as they are not always considered equal to men. For that purpose, students will be learning some history about it and, what is more, they will be able to quote experts while using the reported speech. This will make their writing and speaking skills more efficient. Ultimately, it is imperative that students develop their creativity as it facilitates problem-solving and contributes to pupils' satisfaction in life by motivating them. Creativity is of the utmost importance in today's labour market.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	**COMPETENCES**

Code:	Description:	LC, L2L, SIE, CD, SCC.
SLNT03C02	2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C07	7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C10	10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2, 7: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 5: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1). Criterio 10: 1. Componente cultural (1.1; 1.2; 1.3; 1.4; 1.5; 1.6). 2. Componente emocional (2.1; 2.2.; 2.3).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION		
	TEACHING MODEL: Concept formation (FORC), Memoristic (MEM), Expository (EXPO) and Non-directive education (END).	
	METHODOLOGICAL FOUNDATIONS: Master Class and Design Thinking.	
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: On the one hand, the strategies implemented during this particular unit will contribute to the LC, given that pupils will uplift their vocabulary concerning science as well as broaden their knowledge about culture (regarding the role of women in science). Furthermore, they will strengthen their grammar skills. On the other hand, it would encourage the DC since students must work collaboratively to create an ingenious device that could improve our lives. To do so, learners will look up information on the net, contrast it, and then make up their own ideas to finally present them to class, using visual aids. In addition, the L2L and SIE competences would also be cultivated as they must work collaboratively, respecting and helping each other to create the most ingenious device ever created. Eventually, the SCC competence will be fostered since students will focus on history to learn about the latest discoveries in science, along with the women's history.	
	GROUPS: Individual Work (TIND) and Small Groups (PGRU).	
	SPACES: Classroom with ICT resources.	
	RESOURCES: Blackboard, projection system, vocabulary worksheets, grammar activities and explanatory multimedia resources (videos, songs) and computers.	

No. 8	TITLE: BUSSINESS PEOPLE		
Grade: 3rd of CSE	**Implementation period:** from 24th of March to 10th of April.	**No. of sessions:** 10 sessions	**Trimester:** 3rd

Description:	Justification:
Throughout this unit learners will focus on business and entrepreneurship. To achieve that, students will be provided with a dossier that includes the vocabulary, grammar and activities that will be done during this unit. Regarding vocabulary, the dossier will include some pages in which the new vocabulary is explained (definitions) and put it into context with a reading text. Furthermore, it includes some activities such as matching and filling the gap activities. Concerning the grammar, students will practise the Future Simple and Perfect. The grammar itself will be taught by the teacher and some activities will be done to practise the tense starting from easier activities to more challenging ones. Moreover, in a session students will play the "Guess Who" play, in which pupils will have to reach an agreement to choose which of the other classmates is going to achieve or end up doing what the flashcard says. For instance: Who will have had 4 kids by the time they're 40? Once they have assimilated the grammar and vocabulary, they will continue with the other task proposed in the dossier. They will be asked to create their own business from scratch. Firstly, they will have to name it, create a good slogan and logo. Secondly, they will have to provide information about the business itself (foundation date, name, headquarters, founders, number of employees, annual revenue, and price range). Besides, they will be asked to create their own LinkedIn profile. Following, they will have to launch a new product to the market and talk about their 3 best-selling products. Ultimately, they will be asked to write ten questions that they would ask candidates in a job interview and record an advertisement campaign of the new product. In the last session students will have to present their creations to their other classmates and judge which one is the most innovative one.	It is essential that students develop sufficient autonomy to make their own decisions, solve tasks and problems, as well as develop critical thinking, responsibility, self-confidence and planning (SIE competence). They must also learn how to select the right materials, restructure their work correctly and judge not only their own creations but also those of their classmates. Through this activity pupils will enhance their creativity, as well as they will have to select the most important information and restructure the work appropriately. Eventually, they will have to present it to their colleagues so they will be also fostering their communicative skills both writing and speaking.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	COMPETENCES

Code: SLNT03C02	Description: 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo**.	LC, L2L, SIE, SC, SCC.
SLNT03C04	4. Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C06	6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C07	7.Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2, 7: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 4,6: 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Criterio 5, 9: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1).	8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO) and Directive Education (EDIR)
	METHODOLOGICAL FOUNDATIONS: Master Class, Project Based Learning and Cooperative Learning.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The strategies implemented during this unit will contribute to the linguistic competence (LC), as students will be broadening their vocabulary concerning the business field and filling the basic documents. Moreover, they will strengthen their grammar skills since they are going to learn the future tense. Furthermore, these strategies will enhance the digital competence (DC) given that pupils must look up information to complete the task. For instance, they must look up how a LinkedIn profile is done. To do so, learners will make use of the net. Besides, they must present their project to the classmates, using visual aids. Ultimately, the L2L and SIE competences would also be cultivated as they must work individually, making their own decisions and solving the problems they may face to accomplish the task.
	GROUPS: Individual Work (TIND), Large Groups (GGRU) and Heterogeneous Groups (GHET).
	SPACES: Classroom with ICT resources and Computer Room.
	RESOURCES: Blackboard, projection system, business project dossier, "Guess Who" flashcards, explanatory multimedia resources (videos, songs) and computers.

No. 9	TITLE: HEALTH ISSUES		
Grade: 3rd of CSE	**Implementation period:** from 18th of April to 13th of May.	**No. of sessions:** 14 sessions	**Trimester:** 3rd

Description:	Justification:
During this unit, students will learn vocabulary related to health, medicine, and diseases. First, the teacher will explain the basic words related to health (first aid drugs, common diseases, and phobias) by projecting images on the virtual blackboard so that students can associate the word with the object or disease itself. While the images are being projected the teacher will ask if any of them has suffered or consumed any of these drugs. By doing this the teacher will be able to prove if they are following the class correctly. Following, students will be provided with a text in which these vocabulary words are put into context. This will enable learners to understand each meaning better. The text in question is about a doctor advising to save lives. This reading comprehension activity will include a reading text and a worksheet with some activities starting from more general questions such as true or false or multiple-choice activities to more specific ones like defining the word given or finding a synonym in the text. Concerning grammar, this unit will focus on conditionals, specifically, on zero, first, and second conditional. Students will learn how they are formed and how to differentiate them. The content regarding grammar will be provided by the teacher to do at home (flipped classroom) and once they have watched and read all the information collected by the teacher, pupils will put it into practice with some worksheets. The first activities will separate the conditionals but after some exercises, they will have to rewrite the sentence using the appropriate conditional. Subsequently, the teacher will present some PowerPoints in which there would be some statements (using conditionals) and advice about phobias and strange diseases, and they will have to figure out whether they are true or false. Following the grammar, students will enhance their listening and speaking skills while watching an episode of Spinning Out (a serie that focuses on Mental Health) and then performing it using the script provided by the teacher. Ultimately, students will have to work in pairs and tell each other any phobia they may have or any strange disease they have experienced or know about. To make sure that the other colleague has understood everything they will have to take notes while the other one is speaking. Finally, as the World Book Day is on the 23rd of April, students will have to bring famous quotes and pieces of books that inspire them with the courage to overcome difficulties.	It is fundamental that students can speak about their health issues, including any disease they are suffering or any phobia they may have. They must learn to overcome their fears. Through English, they will understand what certain illnesses are, especially mental illnesses, thanks to the episode that will be shown in the last sessions of the activity. Furthermore, during the unit the teacher will also introduce the concept of bullying, by giving some definitions and examples to avoid this in the centre and to help them in case they know someone who is suffering from it. This unit is connected to the InnoVas Network, which focuses on bullying, teaching students to recognise and identify systems of oppression. Ultimately, this activity is related to the World Book Day (23rd of April). Therefore, students will have to look for famous quotes and books that inspire them with courage and present it to their colleagues.

CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA		COMPETENCES
Code:	**Description:**	LC, L2L, SIE, SCC, DC.
SLNT03C02	2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C07	7. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C10	10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2, 7: Estrategias de comprensión: (1, 2, 3, 4, 5, 6).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,

Criterio 5: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1). Criterio 10: 1. Componente cultural (1.1; 1.2; 1.3; 1.4; 1.5; 1.6). 2. Componente emocional (2.1; 2.2.; 2.3).	13, 14, 15, 16, 17, 18, 19, 202, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO), and Role play (JROL).
	METHODOLOGICAL FOUNDATIONS: Master Class and Flipped Classroom.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is intrinsic in this unit since students will enhance their reading and listening skills, as well as broaden their vocabulary and strengthen their grammar skills. L2L and SIE is also fostered with the episode of the serie as pupils will see other people coping with their problems. Furthermore, they will have to work in pairs, facilitating each other the information they do not understand. In addition, they must look for a quote or piece of a book by themselves to bring it into class. Subsequently, the DC would be also cultivated given the fact that students will have to surf the Internet to bring what is being asked to class. Eventually, the SCC will be promoted as pupils will focus on mental health, phobias, and common diseases.
	GROUPS: Individual Work (TIND) and Pair Work (TPAR).
	SPACES: Classroom with ICT resources.
	RESOURCES: Blackboard, projection system, vocabulary and grammar worksheets, readings texts, flashcards, and computers

No. 10	TITLE: SOCIAL MEDIA		
Grade: 3rd of CSE.	**Implementation period:** 16th of May to 10th June	**No. of sessions:** 13 sessions	**Trimester:** 3rd

Description:	Justification:
During this unit, students will focus on social media as is a pressing issue nowadays. Pupils will learn about the advantages and disadvantages of using them as well as how to make the most profit from them. Throughout the first sessions, pupils will focus on vocabulary related to social media such as upload, post, followers, synchronise, subscribers and subscription, to name but a few. The teacher will provide students with some activities in which they will have to match the vocabulary word with the appropriate picture (Bamboozle). For instance, having to name all the objects studied that appear on a screenshot of the home page of a social media. Regarding the grammar, students will review all the content differently, as they will be grouped in groups of 5 and will have to explain any of the tenses and grammar taught during the whole academic year and come up with some activities. They will have to act as teachers and explain the use and form of that particular tense. Subsequently, in other sessions students will be asked to become influencers for a day, having to create a Vlog on YouTube about what they do during a day. To do this the teacher will provide them with all the guidelines to create and upload a video on Youtube. Ultimately, another activity will consist of students creating their own blogs, having to describe any holiday they have had, and providing recommendations.	It is essential that students know the vocabulary about social media and surfing the Net as they use these all the time. As many applications use English as the main language, it is vital that teenagers know about them or at least, recognise them while using the applications. To achieve that, throughout this unit pupils will cover the main words used on social media and, which is more, they will learn how to use them properly. Furthermore, learners will cover the advantages and drawbacks of using social networks and how to benefit from them. Moreover, they will be taught how to create videos and upload them on YouTube, as well as create their own Blogs. These activities are proposed to motivate students and raise awareness of the importance of learning English, as it is used everywhere. Ultimately, this unit is connected to the Erasmus + Programme and the Linguistic Competence Plan, which enable students to talk to native speakers and learn not only to speak fluently but also to learn about the culture itself.

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
Code: SLNT03C02	Description: 2.Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo	LC, L2L, SIE, SCC, DC.

SLNT03C03	3. Producir textos orales breves, comprensibles y adecuados al receptor y al contexto, que traten sobre asuntos cotidianos, generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
Criterio 2: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 3: 1. Componente funcional (1.1.) 2. Componente lingüístico (2.1; 2.2; 2.3) Criterio 5, 9: Estrategias de producción: 1. Planificación (1.1; 1.2) 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2) 3. Evaluación y corrección (3.1)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	
	TEACHING MODEL: Concept Formation (FORC), Memoristic (MEM), Expository (EXPO), and Directive Education (EDIR).
	METHODOLOGICAL FOUNDATIONS: Master Class, Cooperative Learning and Design thinking.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The methodologies used in this unit will contribute to the LC since pupils will broaden their vocabulary and strengthen their grammar skills, as they will review all the grammar studied throughout the year. Furthermore, the DC will be enhanced by the creation of the Youtube video and the blog. The L2L and SIE competences will be also encouraged given that students will have to choose any grammar topic to explain as if they were teachers, and what is more, students will have to create their own videos and blogs individually, having to come up with their own ideas. Finally, the SCC competences will be promoted as pupils will have to take into consideration the socio-cultural differences, as well as understand other standards of living when carrying out the videos and the blog.
	GROUPS: Individual Work (TIND), Small Group (PGRU) and Heterogeneous Group (GHET).
	SPACES: Classroom with ICT resources and Computer Room.
	RESOURCES: Blackboard, projection system, vocabulary, and grammar worksheets, cameras, mobile phones, and computers.

4. Method

According to the *orientaciones metodológicas y estrategias didácticas* included in the *Real Decreto 1105/2014, de 26 de diciembre* which specifies the curriculum for CSE of the Government of the Canary Islands, methodologies must be always adapted to the learning context and the needs of the students. The use of flexible, active, attractive, and innovative methodologies based on tasks, projects, and problem solving is recommended to encourage the students' learning process. In these methodologies, teachers act as a guide, a reference, and must create a motivating environment, which captures the attention of the learners and meets their prior knowledge. The most appropriate methods should be selected, considering the different teaching models, groupings, learning styles, and multiple intelligences. Furthermore, reflection on one's own learning and self-assessment is developed through the usage of tools such as the European Language Portfolio (ELP).

4.1. Methodological principles

The methodologies implemented in this syllabus create an attractive, favourable, and safe environment that allows enjoyment and learning (both autonomous and guided), combining traditional and digital tools, without the use of a specific textbook. Some of the active, attractive, and innovative methodologies applied are:

Flipped Classroom: the content is explained through multimedia resources at home and then is put into practise at school. Design Thinking: students are free to develop the activity as they may wish, without having to follow some guidelines. Gamification: pupils will be learning through interactive activities such as Kahoot, Wordball and Bamboozle that engage and motivate them. On the other hand, some traditional methodologies such as Master Class will be implemented, in which the content is explained by the teacher, who acts as a facilitator, using visual aids or not. All these facilitate the interaction and foster the student's autonomy, as well as promote gender equality. For instance, the Universal Design for Learning (UDL), whose purpose is to achieve the effective inclusion, thus minimising physical, sensory, cognitive, and cultural barriers that may exist in the classroom, along with promoting equal opportunities in access to education will also be implemented.

The methodologies exerted are based on Merrill's theory and Bloom's Taxonomy. Merrill's principles underline that learning is accomplished when pupils are engaged in solving real-

world problems, when their previous knowledge is activated, when they put the understanding into practice, when the knowledge has been demonstrated to them, and finally, when the concept is an integral part of the learner's world. These principles are noticeable in the division of the sessions into four stages that the theory itself suggests. Firstly, there is an activation phase, in which the teacher attracts the attention of students by doing motivating activities such as questionnaires, grammar and vocabulary focus, reading comprehension, true vs false activities or flipped classroom. The second and third phases are called demonstration and application and are activities done to develop the new content, some of the activities included in this syllabus are matching, listening comprehension, asking questions, and cultural focus activities, to name but a few. Finally, the last stage is the integration, which are activities to consolidate the content and reinforce the knowledge. Some of the proposed are speaking corners (debates), grammar revision quizzes, mistake corrections, songs, games, and final projects.

On the other hand, these methodologies are also based on Bloom's Taxonomy, which is used to classify educational learning objectives into six levels of cognitive learning. The six levels are remembering, understanding, applying, analysing, evaluating, and creating.

Throughout the current syllabus, these six levels are being performed by doing activities such as having to memorise texts and then produce them, reading text and having to explain them to their classmates, having to put into practise the content they have just learned while writing or speaking about it, having to analyse texts or songs and extract the main points or arguments, having to evaluate themselves while using questionnaires or having to write a diary, and finally, having to create a project.

Ultimately, most of the methodologies carried out make use of ICT, as they offer infinite opportunities to students regarding the look up for information and enable immediate and real-life exposure to different languages and distant cultures, which enhance oral and written language.

4.2. Strategies

Two different pedagogical methods can be observed in the syllabus proposed. On the one hand, the teacher provides the information to the students (expository method) and, on the other hand, learners themselves seek and construct their knowledge (the production

method). Both methods are relevant since students must be able to know how to process the information they receive and, to know how to search for it independently, in order to be able to continue learning in the future.

Within the expository methods, both narrative and demonstrative methods are proposed. Concerning the narrative expository methods, oral presentation with visual aids will be carried out, both through lectures (at the beginning of most units) and videos, in the case of Flipped Classroom (Unit 5). These techniques are extremely useful to explain grammar and vocabulary. Nevertheless, in the demonstrative expository methods, the teacher will use role-playing and modelling activities so that pupils learn by putting what they have learnt into practice. This technique encourages learners' oral production and instant assimilation of the new content.

Furthermore, amidst the production method, research and development activities are proposed, in which techniques such as project-based learning are implemented, as in the case of the development of the horror story (Unit 2); debates (Unit 8), problem-based learning (Unit 6), cooperative learning and design thinking (Unit 7).

On the subject of strategies, on most occasions, the teacher plays the role of a mere communicator of the information, as students are who put what they learnt into practise, both individually and in small and large groups. Notwithstanding, in other cases, the teacher acts as a guide and facilitator, for instance, in the creation of research projects, where the teacher issues guidelines to be followed for the correct production of the project. Both strategies mentioned are fundamental in the student learning process, given that pupils must learn to learn by themselves and know how to comply with the guidelines provided.

In addition, regarding the teaching models, in the learning situation are proposed multiple models of information processing, whose main objective is to develop cognitive and thinking processes. On the one hand, there would be guided research, in which students will be provided with some guidelines that they must follow to conduct the research. This is shown in Unit 5, where students are provided with the guidelines to carry out the report concerning the environment to create their own. On the other hand, there would be activities in which students will be free to carry out the activity. For instance, this is done in unit 7, in which students will have to work together to design an ingenious device that could improve our lives without having been provided with any guidelines. Furthermore, concept formation

activities will be also implemented while carrying out the sessions concerning vocabulary (most units). Subsequently, rote, and expository processing will be as well applied in the teaching programme as students must present their assignments to their other classmates (Units 6 and 7). All of these contribute to the cognitive development of students, which is essential since learners must be able to create their own opinions and beliefs by searching and contrasting information.

In the same way, different social models are proposed, whose pursuit is learning through interaction with other people, for instance, role-playing as students will learn the content by playing other people's roles. Similarly, group research is also implemented, for example in Unit 5, in which students must divide the task among the members of the team and then cope to face the problems they may find while doing the activity. The purpose of these activities is to support each other and to contribute to everyone's learning process.

All of these encourage interpersonal relationships, which play a fundamental role not only in the society in which we live but also in the integral development of the individual. Students must be able to socialise with other people to acquire new knowledge and be able to adapt to the world around them. Ultimately, behavioural methods in the creation of written texts are proposed, by means of which we will move from teacher-guided practise to autonomous practise. The main purpose is for students to develop effective and efficient habits and behaviours that they can then carry out.

4.3. Types of activities

Regarding the type of activities, the syllabus is structured through a series of activities that meet the criteria specified in the curriculum for CSE of the Government of the Canary Islands. The activities are grouped into six sections:

Table 2

Types of activities conducted

Type of Activities	Example of Activities
Listening activities: to improve students' ability to understand and make them better communicators.	Podcasts, interviews (tv and radio), dialogs and listenings (conversations).
Speaking activities: to ensure pupils can express themselves in another language, speaking in a confident, powerful, and thoughtful manner.	Presentations, debates, role-playing, production of videos, and readings.
Writing activities: to assure that learners can organize their ideas and develop the main points logically, make explicit connections, brainstorm, and argue different points.	Writing a horror story, a research project, a report, an informal letter, and the correction of mistakes.
Reading comprehension activities: to guarantee that students	True or false questions, open questions, mind maps, and debates

discover exciting places, understand other's perspectives, and develop their self-image, apart from being more open-minded.	about a reading made in class.
Vocabulary activities: to provide pupils with a wide vocabulary, enabling them to express themselves effectively.	Synonyms and antonyms, fill the gaps with the appropriate word, match the word with its definition, and match the picture with the words given.
Grammar activities: to allow students to talk and write proficiently, enhancing accuracy and concise communication.	Mind maps, fill the gaps with the appropriate tense, correct the mistakes of the sentences given, write sentences using the tense given, and write sentences using the negative of this verb.

Source: Personal Collection.

The units that constitute the syllabus are made up of activities from each section, working all the competences in each unit and being approached from multiple angles. Nevertheless, it should be noted that in each unit, despite mastering all the aforementioned sections, there is always one that stands out more. For instance, in Unit 7 as students will work on all the basic skills (speaking, listening, reading, and writing) but the most outstanding will be the writing skill as they would have to work more time on this than on the others. However, it doesn't mean that the other skills are less important, just that in this specific unit they would be less developed.

4.4. Groups

As for grouping concerns, this syllabus presents different groupings according to the content and the methodology used to approach each unit. These groupings are individual work, pair work, mobile and flexible teams, fixed groups, and large and small groups. The most predominant is large groups since it is the best way to carry out the expository method, in which the teacher explains all the content, especially vocabulary and grammar, to the students using visual aids. Another activity in which large groups are used is in debates, as they split into two large groups to defend each point of view.

Furthermore, pair activities are proposed, in which students are required to both write and produce oral texts (reports, projects, and videos). This type of grouping allows pupils to learn from each other, develop team spirit and work collaboratively, helping each other when facing difficulties (Units 2, 3, and 5). On the other hand, in some units, as in Unit 5, learners will be grouped in threes to carry out a report about the environment. Groups of three or five (Unit 7) enable students to learn how to organise the work, as they will have to assign each other their main functions and tasks and then, put all the information together and make the most appropriate decisions as a team.

Nevertheless, there are also activities in which students will have to work autonomously, having to process the guidelines received, look for the information needed and choose the

most reliable to finally, carry out the activity satisfactorily. In doing so, the competence of learning to learn and knowing how to achieve things by one's means are encouraged.

In conclusion, it could be said that the syllabus designed works with all types of groupings, promoting both independence and teamwork. In this way, cooperation, collaboration, respect, empathy, and, above all, communication are promoted.

4.5. Complementary activities

The extracurricular and complementary activities of this syllabus are based on the *Orden de 15 de enero de 2001,* which regulates the extracurricular and complementary activities in non-university public schools in the Autonomous Community of The Canary Islands. Similarly, these are established as stated in the framework of the *Decreto 128/1998, de 6 de agosto; 93/1999, de 25 de mayo*, and *129/1998, de 6 de agosto*. These regulations assemble the competence of the School Council to decide on the guidelines and criteria for the planning and organisation of these activities. As for their financing, they must be circumscribed in accordance with the provisions of the *Decreto 276/1997, de 27 de noviembre.*

The complementary activities suggested are assessable, while the extracurricular activities are not. On the one hand, the complementary activities proffered in the syllabus to enrich the subject in question are:

1. International Day of Peace (21st of September). Students will watch several videos in which the International Day of Peace is explained, and then they will watch different videos in which people could have solved conflicts peacefully instead of provoking terrible events such as wars. After having watched all the videos, pupils will debate about all the information they have assimilated, developing their critical thinking.

2. Conference on International Women's Day (women in science). This will be held on the 8th of March. Students will be asked to take notes at all times of what is being said and then make a summary of it and hand it in.

3. Film in the original version (at the cinema). This activity will be implemented on the 25th of March, before the ceremony of The Oscars. Learners will have to write a review of the film.

4. Healthy Breakfast. It will take place on the 7th of April in celebration of World Health Day. Learners will be asked to bring healthy food to class and then, they will be asked to create a healthy breakfast menu with the products they have brought. The healthier breakfast would be the winner.

5. Reading a book (proposed by the teacher). This activity will take place on the 23rd of May. Students will read the book and then it will be discussed in class in the form of a debate.

On the other hand, the extracurricular activities proposed are as follows:

1. Halloween promenade (31st of October). Students of all courses will parade around the school in the celebration of Halloween. They must be dressed up with costumes created in class.

2. Christmas Celebration (22nd of December). Learners of all courses will be gathered in the playground and will be singing different Christmas songs. Some of the courses studying music as a curricular subject will play the instruments they are working on in class.

3. Theatre workshop (15th of February). Pupils will carry out theatrical activities to foster their imagination and creativity; broaden their expressive resources, both physical (gestures), vocal and linguistic; as well as to gain fluency, and, above all, have fun.

4. Visiting the book fair. This will take place on the 22nd of April, as it is World Book and Copyright Day.

5. Visit the eco-park (the explanation will be in English) on International Earth Day (5th of June). Pupils will have to write an essay about the recycling process and the functions of the green park.

4.6. Organisational criteria: spaces and timing of the teaching units

Most of the syllabus will take place in the school's assigned classroom, although other spaces such as the school playground and the computer room may be used on certain occasions. However, the educational proposal is not limited to the classroom itself, as the school is committed to the use of nearby cultural spaces like municipal libraries, theatres, and cinemas.

Furthermore, the school uses EVAGD, which enables students and teachers to always have access to the teaching materials used in class, including evaluations, tests, and guaranteeing

a follow-up in the academic training. In addition, the pupils will make the deliveries using this tool.

As for the configuration of the classroom assigned for the 3rd of CSE, it is an open and spacious space. The class in question is prepared to welcome twenty-five students, as it consists of twenty-five desks with their respective chairs, which are organised in groups of five. They are sitting like this so that all of them can see the interactive screen and the whiteboard properly. The teacher's desk is located to the right of the whiteboard. This type of classroom will encourage learners' interaction and participation in class.

With regard to the timing of the teaching units, the syllabus for the 3rd of CSE of the subject First Foreign Language (English) course is divided into ten units: four will be carried out in the first term, three in the second term and, ultimately, three in the third term. In the first term, four teaching units will be taught as they are relatively shorter than the rest of them. The Gantt chart presented in the Annex 4 shows the timing of each unit, a decision that has been consciously taken by the teacher.

4.7. Teaching materials and resources

The materials and resources for the development of the syllabus concur with the methodological principles set out above: the lack of a textbook, the integration of ICT, and the implementation of active, engaging, and innovative activities.

The fact of not having a textbook as such and using multiple resources, for instance, guides, worksheets, and reference materials allow a better adaptation to the needs of the students, particularly those who have Special Educational Needs (SEN). The main purpose of this methodology is to create a corpus of resources that does not limit the teaching-learning process. To this end, different materials will be used for each unit. For example, some of the units will use photocopies of other English books, other worksheets found on reliable websites, texts from magazines and newspapers, songs, and videos on YouTube, podcasts, and TedTalks, among others.

Due to the variety of sources, the use of ICT is indispensable, not only as a resource for consultation but also as a tool for communication and work. In particular, when carrying out certain activities in pairs or groups. Most of these activities will be carried out in the computer room, as in the assigned classroom there are no computers for each student,

there is just one for the teacher. Nevertheless, there is a system projector and an interactive blackboard that enables the projection of films, series, games created through internet programmes, and presentations. Several activities involving ICT will be also done at home, especially those in which they must film themselves (Unit 4) or even create a song (Unit 5). Besides, all the activities that cannot be accomplished in class can be done at home, using their own computers or they can make use of the computer room during spare time. In conclusion, ICT is an integral part of each unit.

5. Attention to diversity

Diversity education is believed to conceive the pluralism that students embody, embracing race, ethnicity, gender, disability, sexual orientation, national origin, caste, socio-economic status, and religious beliefs, as resources to be used to contribute to their education. Inclusive education is imperative as everyone should be given a fair chance to education, providing them with the knowledge and skills they need to succeed in life and to reach their full potential.

Special attention is given to diversity in this educational centre since there are some students with SEN. For instance, the course of 3rd of CSE in which this syllabus is planned is formed by twenty-five students, of which 8 % have been diagnosed with an SEN. One of the students suffers from reading and writing difficulties and the other one has been diagnosed with ADD. Nevertheless, any of the students face problems following the content, however, all the activities proposed have been created considering their necessities. Furthermore, the centre implements a UDL, to achieve the effective inclusion of students, minimise physical, sensory, cognitive, and cultural barriers that may exist in the classroom, as well as to promote equal opportunities. Eventually, the centre created an Attention to Diversity Plan, which aim is to customise the teaching practise to the specific needs of the students, guaranteeing the same educational opportunities, and respecting physical, ideological, cultural, and ethnic differences.

5.1. General aspects and regulations

Attention to diversity plays an important role in the educational field and every syllabus must incorporate its own plan of action. The current syllabus is based on the *Decreto 25/2018, de 26 de febrero*, which regulates the attention to diversity in the field of non-

university education in the Autonomous Community of the Canary Islands. It establishes the methodological and organisational proposals to cater to diversity, standing out that everyone, despite the difficulties they may be facing (personal, social, cultural, or religious matters) must have access to customised learning in which all of them reach their potential.

Furthermore, concerning the characteristics of the students from this particular class of 3rd of CSE, the teaching programme is based on the provisions of the *Orden de 13 de diciembre de 2010,* which regulates the attention to students with specific educational needs in the Autonomous Community of the Canary Island, along with the provisions of the *Resolución de 9 de febrero*, which specifies the procedures and deadlines for the educational attention of the students with SEN in the schools.

Ultimately, although it does not apply to this syllabus, the provisions of the *Resolución de 22 de mayo de 2018*, which sets out the instructions for the organisation of the educational response for students in Childhood Education, Basic Education, and Baccalaureate, who cannot attend schools on a regular basis, is included in the legal framework.

5.2. Ordinary measures

Throughout this course, diverse strategies will be implemented to attend to diversity since not every student learns at the same time or within the same process. Therefore, the syllabus establishes several forms of learning (active and theoretical activities) taking into account the different learning styles (visual, verbal, auditive, social, intrapersonal, logical, and kinaesthetic). Despite having these proposals into consideration, some ordinary measures have been settled for those students with any SEN.

In this particular classroom of 3rd of CSE, one of the students has been diagnosed with ADD and the teacher has adopted some measures to uplift his learning process (Table 3). Regarding the student that suffers from reading and writing difficulties, some measures have also been made up apart from the ADD measures (Table 3).

Table 3

Measures to uplift the student with ADD and reading and writing difficulties' learning process

ADD measures	Reading and writing measures
The student will be seated near the teacher and separated from any type of distraction.	The student will be provided with some guidelines, highlighting the most relevant information (schemes with the new vocabulary, activities to carry out).

Tasks, which will be supervised continuously by the teacher, will be split into different ones. Mixing the most motivational with the fewer ones.	The student will be given the possibility to record the teacher's instructions or explanations.
Reinforcements and visual aids will be implemented in the expository explanation.	The student will be provided with books on tape.
Teachers will always corroborate that the student understands what is being explained.	Written tests will be split in two or more sessions.
Small advances, successes or any type of appropriate behaviour will be highlighted to foster his motivation.	
The duration of the written test will be more flexible and during its realisation the student will be offered any support he needs.	
Prioritise the minimum requirements in each didactic unit based on their importance, functionality, and practical application for future learning.	
The student will be provided with the dates of the exams in advance.	
The day of the exam, the teacher will read all the questions out loud.	

Source: Personal Collection

Apart from what has already been mentioned, there are certain students in the classroom that also demand some specific attention. These are the most advanced students and the weaker ones. To tackle the different levels in class, students will be working collaboratively in pairs and in groups (the advanced students will be grouped with the weaker ones to help each other), and dynamic tasks will be carried out to enhance the learning process of those students with attention deficit. Furthermore, some measures will be taken:

Table 4

Measures for advanced and weaker learners

The most advanced learners:	The weaker learners:
Students will be provided with more challenging activities that will broaden their knowledge.	Students will be provided with reinforcement and consolidation activities to assimilate key aspects of curricular content which have not yet been achieved.
Students will be asked to act as tutors, having to explain the concepts to weaker students.	Teachers will use total physical learning techniques (TPR) to facilitate their understanding.
	Teachers will foster their self-confidence by emphasising their participation rather than their achievements.

Source: Personal Collection

To conclude, diverse measures have been carried out to provide learners with the best education possible, always considering their needs. Extraordinary measures have not been necessary to implement as students did not find difficulties following the lectures.

6. Education in values, plans and programs

A transversal approach to education is fundamental, given that its acquisition provides students with the necessary resources for life in society, as well as facilitating their

incorporation into the world of work and contributing to the full development of their personality. The combination of transversal treatment and education in values enables the generalisation of education and the promotion of the content of key competences.

According to the provisions of the *Decreto 81/2010* (art. 44, apdo. 3), *de 8 de julio,* the curriculum must include a transversal treatment *en las áreas, materias, ámbitos o módulos de la educación en valores,* meaning that the transversal treatment should be implemented in the areas, subjects, domains or modules of education in values, as well as the "la concreción en cada área, materia, ámbito o módulo de los planes y programas de contenido pedagógico a desarrollar en el centro" (art. 19, apdo. 3), meaning that the specification in each area, subject, domain or module of the plans and programmes of pedagogical content should be also introduced.

Eventually, the *Decreto 315/2015, de 28 de agosto*, determines that the curricular integration of values allows the proper development of students and the responsible exercise of citizenship, an exercise that is "responsable, consciente y respetuoso con los derechos y libertades" (art. 19, apdo. 4).

6.1. Education in values from the subject

This syllabus has taken into account the principles and objectives set out in the *Decreto 1105/2014, de 26 diciembre,* to integrate the values that will be worked on this First Foreign Language (English) subject.

Learning a language involves the knowledge and management of a series of strategies that allow students to gradually assume their own progress and use the resources available to them in an autonomous and effective way in order to continue learning throughout life. Furthermore, a foreign language, as it is stated in the *Decreto del Gobierno de Canarias 83/2016, de 4 de julio*, allows students to participate in a globalised, multicultural, and multilingual society in which migratory flows are increasing and which requires its citizens to exercise dialogue and tolerance between cultures to build a more democratic society free of stereotypes and prejudices.

Besides, given the nature of this subject, the activities and tasks provided actively promote equality, empathy, democratic spirit, cooperation, teamwork, valuing of the historical and cultural heritage, personal and social development, and critical thinking. Ultimately, other

activities are carried out so students can learn how to communicate in different environments, making use of different skills such as reaching agreements or resolving conflicts constructively, making use of dialogue.

6.2.   Development of linguistic communication

Through this subject, the development of the student's linguistic communication will be promoted since it is indispensable to know how to listen and express oneself appropriately both in writing and orally. To this end, different activities have been incorporated to work on each aspect. Concerning the oral communication, given that it is essential to know how to communicate orally, there are activities in which students must interact with each other (Unit 1) and activities in which they must know how to present the most relevant information on a topic using a more formal language (Units 6 and 7). Regarding written communication, pupils will be asked to do reports about a particular topic (Units 5 and 6), which will enable them to look up information and summarise the most relevant content. Ultimately, pupils will be asked to write short stories and create new inventions to promote their creativity (Units 2 and 7).

6.3.   ICT integration

ICT plays an important role in our subject, since at present it is easier, more meaningful, and effective to learn a foreign language and its culture through films, series and, above all, social networks, due to communicative exchanges. All this contributes to the development of real and contextualised communicative skills. Furthermore, as it is stated in the *Decreto 1105/2014, de 26 diciembre*, ICT facilitates the social cohesion of pupils, as well as autonomous learning. For this reason, the usage of ICT is promoted in the teaching programme, both as a resource to create content (writings, creation of stories, visual aids) and as a source of information and learning tool. Students are asked to do several activities in which they have to look up specific information (Unit 5), having to disseminate unreliable sources, as well as to use the internet or specific programmes to carry out the activity. For instance, students are asked to record themselves (Unit 4) and to create songs (Unit 5) collaboratively.

Most of the activities which involve the usage of ICT will be carried out in the computer room, as in the assigned classroom there are no computers for each student, there is just

one for the teacher. However, there is a system projector and an interactive blackboard that enables the projection of films, series, games, and presentations. Several activities involving ICT will be also done at home, in particular those in which they have to create a written text, film themselves or even create a song and they do not accomplish to finish it in class.

Eventually, ICT not only contributes to the student's motivation but also allows them to assimilate information more naturally (approaching cultures in real form), to communicate and to develop a critical spirit.

6.4. Centre plans and programs

As for the plans and programs that implement the educational centre. It has recently implemented the Programme for the Improvement of Learning and Performance (Programa de Mejora del Aprendizaje y del Rendimiento, PMAR) to support those students with Specific Educational Needs (SEN) who fail the course by reducing the number of students in the classroom and providing a more customised education. Moreover, it offers a Programme for the Improvement of Coexistence (Programas para la Mejora de la Convivencia, PROMECO) to teach students how to control their feelings, in particular, their anger and anxiety.

Furthermore, the educative centre carries out the Erasmus + programme, which fosters social inclusion by offering mobility and cooperation opportunities in higher education and school education.

With regard to the plans implemented by the centre, it has created a Linguistic Competence Plan and an Application, an Integration of ICT Action Plan, and an Attention to Diversity Plan. On the one hand, the Linguistic Competence Plan focuses on enhancing the use of foreign languages both inside and outside the educational centre, showing students real contexts where the targeted language is used. This plan is mainly focused on those students that are not willing to go abroad or cannot afford it and want to improve their language skills. On the other hand, the Application, and Integration of ICT Plan fosters the appropriate and safe use of new technologies. The purpose of this plan is to help those students that face difficulties when using the new technologies and cannot carry out the activities efficiently. Subsequently, the Attention to Diversity Plan seeks to personalise the teaching practise to the students' needs, providing them with ordinary measures that facilitate their learning process, always pursuing the highest level of quality.

Ultimately, concerning the educational networks, the centre is provided with the Red Canaria de Centros Educativos para la Innovación y Calidad del Aprendizaje Sostenible (better known as Red CANARIA-InnoVAS), whose aim is to enhance the learning process through innovative proposals, as well as promoting more inclusive educational practices. Some of the subjects implemented in the centre are Health Promotion and Emotional Education; Equality and Affective, Sexual and Gender Education; Linguistic Communication, and School Libraries and Radios.

6.5. Specification of the institutional plans of the center

Of the programmes and plans provided by the educational centre, taking into account the subject in which this syllabus is based the following plans and programmes are developed:

The Linguistic Competence Plan offers students the possibility of learning or putting into practise the use of a foreign language in real contexts, both inside and outside the school. This plan is implemented at all times, offering students the possibility to attend these activities during the whole academic year. Furthermore, the Red InnoVas to which the educational centre is attached offers the possibility to attend libraries and radios. The educational centre also has implemented the Erasmus +, which allows students to travel abroad to learn not only a language but also its culture. As well as to fully develop their personality and their autonomous capacity. But in this case, this is only available during specific dates and requires language certificates.

Ultimately, the ICT Plan is applied throughout the whole academic year, enabling students to use the computer rooms and ask for advice if needed from professionals. Furthermore, concerning the InnoVas Network, in barely all the programming units, special attention is paid to development and cooperation, promoting empathy, equality, solidarity, and respect. For instance, Unit 9 focuses on bullying, so that students can recognise and identify systems of oppression. Healthy habits and emotional education also stand out through activities such as those in unit 6, in which sport is encouraged to promote far more healthy habits and make students aware of the advantages of practising it, for example, reducing stress and facilitating concentration.

7. Learning Assessment

As for the learning assessment, it will be performed in accordance with the provisions of the *Real Decreto 984/2021, de 16 de noviembre and the Orden de 3 de septiembre de 2016,* taking as a reference the criteria and learning standards contained in the Real *Decreto 1105/2014, de 26 de diciembre*. The assessment will be summative, formative, and integrative at all times.

A distinction must be made between the concepts of assessing and grading. The evaluation aims to collect information throughout the whole learning process in order to be able to make any necessary changes to improve the quality of education. While grading refers to the act of quantifying the degree of learning acquired by means of instruments, some of which will be mentioned below.

7.1.   Procedures and assessment tools

In this programme are observed three different types of assessment: an initial assessment, a continuous assessment, and a final or summative assessment.

The initial assessment allows teachers to find out whether students have certain prior knowledge, along with getting to know the students far better and addressing any specific needs that some of them may have. At the beginning of each unit, an initial assessment will be carried out to determine at which point students are and to choose the best methodology to introduce the content of the unit. For instance, before introducing the main vocabulary, the teacher will make some questions about it to know if they had studied it previously or if they just remembered it. Apart from open questions and debates, some questionnaires, brainstorms, and games will be implemented.

Continuous assessment allows teachers to collect information throughout the whole learning process. This evaluation aims to provide the students with the help they may need at each time, spotting problems, weaknesses, and shortcomings. For instance, the teacher's diary, daily observation and revision of projects, performances, and attitude.

Final or summative assessment, as it is established in the *Real Decreto 984/2021, de 16 de noviembre*, each training period is assessed to prove whether the students have achieved the objectives arranged in each didactic unit. It mainly focuses on the acquisition of competences.

Assessment will be personalised, integrative, qualitative, continuous, and guidance-oriented, as it will focus on the evolution of each student, considering their initial situation and personal characteristics; it will take into account the existence of different groups and realities, making the application of assessment criteria far more flexible; it will assess the different levels of student's development (not only those related to cognitive aspects); and it will provide students with the appropriate information, tools, and strategies to improve their learning. Furthermore, the assessment will be based on 2 assessment techniques to gather all the information requested during the whole learning unit. These techniques are systematic observation and analysis of documents and productions.

Based on the techniques outlined above, several tools will be used to collect, process, and analyse evidence of learning. In general terms, and depending on the configuration of each learning situation, the teacher's diary, daily observation files, self-evaluation sheets, tests, regular interviews, forms, and assessment scales are implemented (see Annex 5). In addition to the rubrics, which are governed as established by the Consejería de Educación y Universidades del Gobierno de Canarias en la *Resolución del 24 de octubre de 2018.*

Subsequently, throughout the syllabus and, as far as possible and using the techniques and tools abovementioned, a sustained evaluation will be carried out depending on the agent:

Table 5

Types of evaluation depending on the agent

Heteroevaluation	Co-evaluation	Self-assessment
Conducted by the teaching staff and focused on the students' achievements, processes, and performance. Mainly done through systematic observation, surveys, and the analysis of documents. For example, in Unit 8, Activity 3, the teaching staff will evaluate the advertisement of the product and the presentation of their businesses.	Carried out by students, among peers through systematic observation and the analysis of documents and productions of peers.	Is an individual reflection. Each student evaluates their learning process by analysing their own productions. For instance, in Unit 8, Activity 1 students will have to do a questionnaire in which they will prove whether they have learned the vocabulary or not. Furthermore, being able to write about the topic of the unit using the vocabulary and grammar studied serves also as a self-assessment since they can evaluate which mark they deserve for their work (Unit 8, Activity 2).

Source: Personal Collection.

Ultimately, according to the criteria to be covered in each unit, different assessment instruments will be used as they will be in line with the methodology and contextualisation of each unit. In addition, the diversity of students will always be taken into account since different assessment instruments will be implemented. For example, in the case of criteria 1 and 2, the assessment instruments will be exhibitions or dramatisation (Unit 6 and 8),

whereas, in the case of criteria 7 and 8, the assessment instruments will be writings (Unit 3, 4, 6 and 8). Finally, in the case of ICT-focused criteria, voice files, videos, or content created with any application will be assessed (Unit 5 and 10).

7.2. Scoring criteria

The evaluation criteria are the reference standards by means of which the degree of achievement of educational objectives is graded. The evaluation criteria for English in 3rd of CSE in the Canary Islands are based on the *Orden de 3 de septiembre de 2016*, which establishes that the assessment criteria of the subjects and areas will be a landmark for their assessment and the overall verification of the degree of development and acquisition of the competences and objectives of the stage.

On the one hand, the results of the subjects' assessment will be graded from 1 to 10 as follows: insufficient (from 1 to 4), sufficient (5), good (6), very good (7 or 8), excellent (9 or 10). On the other hand, the results of the assessment of the degree of development and acquisition of competences will be classified as follows: inadequate, adequate, very adequate, and excellent.

Ultimately, in the evaluation process, when the student's progress in a subject or area, or even in a competence, is not adequate, the teaching staff in collaboration with the guidance department, can introduce the support and guidance measures they consider appropriate to reinforce the learning and teaching processes, fostering the inclusion of the students.

7.3. Support and evaluation plans

The units will be always adapted to the different paces and profiles of the students, especially for those students who have special difficulties (SEN). Reinforcement and extension activities will be proposed after having reviewed the content for those who need to deepen their knowledge of the content. These activities are completely flexible, which means that they can be modified according to the specific needs of each student in order to achieve the objectives set. Eventually, the teacher will offer students the possibility of tutoring during recreational hours.

8. Conclusions

The elaboration of a syllabus adapted to the needs of today's students and society is essential in order to create a democratic society, in which each individual can develop their own critical thinking and coexist in society being able to learn from each other. For this reason, this Master's Final Project devises an updated academic year programme for the subject of First Foreign Language (English) for 3rd of CSE. This programme is made up of ten didactic units, one of which has been thoroughly described. The purpose of this syllabus is to contribute to the improvement of educational quality through active and innovative methodologies, adapted to the needs and taking into consideration the improvements and technological advances of recent years, which motivate students and involve their participation in the learning process. The implementation of far more innovative and creative methodologies that trigger their motivation and critical thinking will, as well, facilitate the attainment of the objectives foreseen for the educational stage in question. The purpose of the activities proposed is to provide students with the necessary tools so that they can continue their education. They will work on the critical spirit and entrepreneurship through the English language. Furthermore, they will focus on current issues and learn about values, such as solidarity and respect, among others.

Moreover, apart from the active methodologies implemented, the syllabus includes different assessment instruments and techniques, to tackle the diversity of students. Among the instruments, rubrics and forms will be used for assessment, as well as the teacher's diary. In addition, students will actively participate in their assessment, through self-evaluation and co-evaluation questionnaires among peers. Another key aspect of the programme is the measures to cater to diversity, as adaptations are envisaged according to the pace and necessities of each pupil. Finally, a self-evaluation will be carried out by the students in order to propose possible educational improvements for the coming years based on the results obtained.

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Annexes

Annex 1: Assessable Learning Standards

Estándares de aprendizaje evaluables
Bloque 1. Comprensión de textos orales
1. Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. e. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no esté distorsionado.
2. Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. e. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).
3. Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia, cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.
4. Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés, cuando se le habla con claridad, despacio y directamente y si el interlocutor está dispuesto a repetir o reformular lo dicho.
5. Comprende, en una conversación formal, o entrevista (p. e. en centros de estudios o de trabajo) en la que participa lo que se le pregunta sobre asuntos personales, educativos, ocupacionales o de su interés, así como comentarios sencillos y predecibles relacionados con los mismos, siempre que pueda pedir que se le repita, aclare o elabore algo de lo que se le ha dicho.
6. Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones sobre temas educativos, ocupacionales o de su interés (p. e., sobre un tema curricular, o una charla para organizar el trabajo en equipo).
7. Identifica la información esencial de programas de televisión sobre asuntos cotidianos o de su interés articulados con lentitud y claridad (p. e. noticias, documentales o entrevistas), cuando las imágenes ayudan a la comprensión.
Bloque 2. Producción de textos orales: expresión e interacción
8. Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual (p. ej. transparencias o PowerPoint), sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas de los oyentes sobre el contenido de las mismas.
9. Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas (saludo y tratamiento).
10. Participa en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que establece contacto social, intercambia información y expresa opiniones y puntos de vista, hace invitaciones y ofrecimientos, pide y ofrece cosas, pide y da indicaciones o instrucciones, o discute los pasos que hay que seguir para realizar una actividad conjunta.
11. Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional (p. ej. para realizar un curso de verano, o integrarse en un grupo de voluntariado), intercambiando información suficiente, expresando sus ideas sobre temas habituales, dando su opinión sobre problemas prácticos cuando se le pregunta directamente, y reaccionando de forma sencilla ante comentarios, siempre que pueda pedir que se le repitan los puntos clave si lo necesita.
Bloque 3: Comprensión de textos escritos
12. Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad (p. ej., en un centro escolar, un lugar público o una zona de ocio).
13. Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara, y relacionados con asuntos de su interés, en los ámbitos personal, académico y ocupacional.
14. Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.
15. Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. ej. sobre un curso de idiomas o una compra por Internet).
16. Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.
17. Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. ej. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.
18. Comprende lo esencial (p. ej. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.
Bloque 4. Producción de textos escritos: expresión e interacción
19. Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. ej. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).20. Escribe notas y mensajes (SMS, WhatsApp, chats), en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés.
21. Escribe notas, anuncios y mensajes breves (p. ej. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la netiqueta.
22. Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.
23. Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. ej., con amigos en otros países), se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales (p. ej. la victoria en una competición); se dan

instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. ej. se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.

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

Bloque 5. Aspectos sociolingüísticos y emocionales

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

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

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

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

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

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

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

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

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

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

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

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

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

14. Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.

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

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

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

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

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

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

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

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

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

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

Source: *Real Decreto 1105/2014, de 26 diciembre*

Annex 2: English discourse syntactic content

Contenido sintáctico discursivo de inglés
- Expresión de relaciones lógicas: conjunción (and, too, also); disyunción (or); oposición (but); causa (because (of); due to); finalidad (to-infinitive; for); comparación (as/not so Adj. as; more comfortable/quickly (than); the fastest); resultado (so...); condición (if; unless); estilo indirecto (reported information, offers, suggestions and commands).
- Relaciones temporales (as soon as; while).
- Afirmación (affirmative sentences; tags)
- Exclamación (What + (Adj. +) noun, e. g. What a wonderful holiday!; How + Adj., e. g. How interesting!; exclamatory sentences and phrases, e. g. Well, that is a surprise! Fine! Great!).
- Negación (negative sentences with not, never, no (Noun, e. g. no problem), nobody, nothing; negative tags).
- Interrogación (Wh- questions; Aux. Questions; What is this for?; tags).
- Expresión del tiempo: pasado (past simple and continuous; present perfect; past perfect); presente (simple and continuous present); futuro (going to; will; present simple and continuous + Adv.).
- Expresión del aspecto: puntual (simple tenses); durativo (present and past simple/perfect; and future continuous); habitual (simple tenses (+ Adv., e. g. usually); used to); incoativo (start – ing); terminativo (stop –ing).
- Expresión de la modalidad: factualidad (declarative sentences); capacidad (can; be able); posibilidad/probabilidad (may; might; perhaps); necesidad (must; need; have (got) to); obligación (have (got) to; must; imperative); permiso (could; allow); intención (present continuous).
- Expresión de la existencia (e. g. there will be/has been); la entidad (count/uncount/collective/com pound nouns; pronouns (relative, reflexive/emphatic); determiners); la cualidad (e. g. good at maths; rather tired).
- Expresión de la cantidad (singular/plural; cardinal and ordinal numerals. Quantity: e. g. all (the), most, both, none. Degree: e. g. really; quite; so; a little).
- Expresión del espacio (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement).
- Expresión del tiempo (points (e. g. five to (ten)); divisions (e. g. century; season), and indications (ago; early; late) of time; duration (from...to; during; until; since); anterioridad (already; (not) yet); posterioridad (afterwards; later); sequence (first, next, last); simultaneousness (while, as); frequency (e. g. often, usually).
- Expresión del modo (Adv. and phrases of manner, e. g. easily; by post).

Source: *Real Decreto 1105/2014, de 26 diciembre*

Annex 3: Learning Situation

No. 8	TITLE: BUSSINESS PEOPLE		
Grade: 3rd of CSE	**Implementation period:** from 24th of March to 10th of April.	**No. of sessions:** 10 sessions	**Trimester:** 3rd

Description:
Throughout this unit learners will focus on business and entrepreneurship. To achieve that, students will be provided with a dossier that includes the vocabulary, grammar and activities that will be done during this unit. Regarding vocabulary, the dossier will include some pages in which the new vocabulary is explained (definitions) and put it into context with a reading text. Furthermore, it includes some activities such as matching and filling the gap activities. Concerning the grammar, students will practise the Future Simple and Perfect. The grammar itself will be taught by the teacher and some activities will be done to practise the tense starting from easier activities to more challenging ones. Moreover, in a session students will play the "Guess Who" play, in which pupils will have to reach an agreement to choose which of the other classmates is going to achieve or end up doing what the flashcard says. For instance: Who will have had 4 kids by the time they're 40? Once they have assimilated the grammar and vocabulary, they will continue with the other task proposed in the dossier. They will be asked to create their own business from scratch. Firstly, they will have to name it, create a good slogan and logo. Secondly, they will have to provide information about the business itself (foundation date, name, headquarters, founders, number of employees, annual revenue, and price range). Besides, they will be asked to create their own LinkedIn profile. Following, they will have to launch a new product to the market and talk about their 3 best-selling products. Ultimately, they will be asked to write ten questions that they would ask candidates in a job interview and record an advertisement campaign of the new product. In the last session students will have to present their creations to their other classmates and judge which one is the most innovative one.

Justification:
It is essential that students develop sufficient autonomy to make their own decisions, solve tasks and problems, as well as develop critical thinking, responsibility, self-confidence and planning (SIE competence). They must also learn how to select the right materials, restructure their work correctly and judge not only their own creations but also those of their classmates. Through this activity pupils will enhance their creativity, as well as they will have to select the most important information and restructure the work appropriately. Eventually, they will have to present it to their colleagues so they will be also fostering their communicative skills both writing and speaking.

CURRICULAR FOUNDATIONS			

EVALUATION CRITERIA			COMPETENCES
Code: SLNT03C02	**Description:** 2. Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.		LC, L2L, SIE, SC, SCC.
SLNT03C04	4. Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		
SLNT03C05	5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.		
SLNT03C06	6. Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		
SLNT03C07	7.Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.		
SLNT03C09	9. Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.		

CONTENTS			ASSESSABLE LEARNING STANDARDS

Criterio 2, 7: Estrategias de comprensión: (1, 2, 3, 4, 5, 6). Criterio 4,6: 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Criterio 5, 9: Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1).	8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Concept formation (FORC), Memoristic (MEM), Expository (EXPO) and Directive Education (EDIR)
	METHODOLOGICAL FOUNDATIONS: Master Class, Project Based Learning and Cooperative Learning.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The strategies implemented during this unit will contribute to the linguistic competence (LC), as students will be broadening their vocabulary concerning the business field and filling the basic documents. Moreover, they will strengthen their grammar skills since they are going to learn the future tense. Furthermore, these strategies will enhance the digital competence (DC) given that pupils must look up information to complete the task. For instance, they must look up how a LinkedIn profile is done. To do so, learners will make use of the net. Besides, they must present their project to the classmates, using visual aids. Ultimately, the L2L and SIE competences would also be cultivated as they must work individually, making their own decisions and solving the problems they may face to accomplish the task.
	GROUPS: Individual Work (TIND), Large Groups (GGRU) and Heterogeneous Groups (GHET).
	SPACES: Classroom with ICT resources and Computer Room.
	RESOURCES: Blackboard, projection system, business project dossier, "Guess Who" flashcards, explanatory multimedia resources (videos, songs) and computers.

CONCRETION. SEQUENCE OF ACTIVITIES		
ACTIVITY: 1	**TITLE:** BUSINESS AND ENTREPRENEURSHIP	**ACTIVATION**

DESCRIPTION:

The main purpose of this activity is to broaden the student's vocabulary concerning business. To achieve that, the activity will be split into three sessions. In the first session, pupils will be provided with a dossier that includes all the activities organised to do during the whole unit. In this first activity, the teacher will focus on vocabulary. Learners will be explained the vocabulary through definitions. Once the teacher has explained all the vocabulary, students will have to organise a mind up with the professions and duties presented by the teacher. By doing this the teacher would be able to know if the pupils have understood all the definitions given. Having done this, students will be asked to create at least five flashcards with the vocabulary studied.

In the second session, learners will be given a reading text including most of the vocabulary words studied in the previous session. Once they have read the text paying attention to the context in which the words are used, they will be asked to summarise each of the paragraphs to extract the main information. Having read and analysed the text, they will have to do some activities organised from most general questions (true or false activities and multiple-choice) to specific questions (filling the gaps, open questions, match with a synonym from the text).

In the third and last session, students will put into practise their knowledge by playing a Vocabulary Bingo. To do that, students will have to create their own Bingo cards with a vocabulary word in each space. Once the cards are prepared, the teacher will read the definition of each word. Following, students will have to determine what word the teacher has defined and cross the word in the card. Pupils will say Bingo when they get 5 words in a row. This game will be played several times and in case there is time left, students will play Pictionary. For this game, students will be split into two big groups. One of each group will come to the board and the teacher will give them one vocabulary word to draw. The students' teams should try to guess what vocabulary word is within a certain time. The team that guesses correctly gets the point. And this will be done until all the team members have come to the board. During the last ten minutes learners, individually, will have to do a questionnaire concerning the vocabulary studied.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
6, 7, 9.	12, 13, 14, 15, 16, 17,18, 19, 20, 21, 22, 23, 24.	Estrategias de comprensión: (1, 2, 3, 4, 5, 6). 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3).	LC, L2L, DC, SIE, SCC.	Systematic observation and analysis of production.	Teacher's class diary and questionnaire.	Questionnaire.

| | | 3. Aspectos socioculturales y sociolingüísticos.
Estrategias de producción:
1. Planificación (1.1; 1.2).
2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2).
3. Evaluación y corrección (3.1). | | | | |

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Activities related to vocabulary. Answers of the reading text. Results of the games played in groups. Questionnaire.	Heteroevaluation and self-evaluation.	Individual Work (TIND), Large Groups (GGRU) and Heterogeneous Groups (GHET).	Three sessions.	Dossier created by the teacher, worksheets, flashcards, and blackboard.	Classroom assigned to this specific course (3rd of CSE) with ICT resources (projection system).	Those students struggling with reading comprehension will be given easier reading texts so they can enhance their reading skills. Furthermore, as there are several students with SNE the teacher will present all the information on the screen so they can read It better. Besides, during the first session, the teacher will play how the vocabulary word is pronounced and students will have to repeat after to facilitate their assimilation and improve their pronunciation.

ACTIVITY: 2		TITLE: GUESS WHO				DEMONSTRATION

DESCRIPCIÓN:

The activity will be divided into four sessions, which will be centred on grammar, in particular, on Future Simple and Perfect. During the first session, the teacher will explain the formation, usages, and differences between the Future Simple and Perfect using videos from the web and self-created visual aids. First, the teacher will focus on Future Simple, explaining the theory, and then, practising it with some examples. Then, after having proved that all students got it, she will introduce the Future Perfect and other activities will be done to put it into practise. In the second session, students will use the dossier created by the teacher. The dossier includes some activities concerning the Future Simple and Perfect starting with easier exercises such as using the whole time one tense in affirmative, negative, and interrogative form and then, more difficult ones in which both tenses will be mixed, and pupils will have to know when to use each. Following, the third session will consist of a game Guess Who, in which students will be provided with some flashcards containing some questions making use of the tenses studied. One of them will read what the flashcard says, and the verbal tense used, and the other classmates will have to reach an agreement to choose which of all of them is going to achieve or end up doing what the flashcard says. Once they have asked all the questions, they will be asked to write a composition of at least 50 words about how they imagine themselves in the future. Ultimately, the fourth and final session will consist of several audios that they will be hearing in the computer room and a questionnaire (including multiple-choice and filling the gaps answers) that will be opened once they have listened at least two times to the audios to prove how much they have understood. After this, once all of them have finished, they will have ten minutes to look up a joke in English and present it to their classmates. The most creative one will win a prize.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
2, 4, 7, 9.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,18, 19, 20, 21, 22, 23, 24.	Estrategias de comprensión: (1, 2, 3, 4, 5, 6). 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2).	LC, L2L, DC, SCC, SIE.	Systematic observation and analysis of production.	Teacher'class diary and rubric.	Specific Activities. Written Composition. Questionnaire about the listening.

		3. Evaluación y corrección (3.1).				
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Activities related to grammar. Result of the Guess Who game. Composition. Questionnaire (listening comprehension).	Heteroevaluation and self-evaluation.	Individual Work (TIND), Large Groups (GGRU) and Heterogeneous Groups (GHET).	Three sessions.	Dossier created by the teacher, flashcards (Guess Who Game) and worksheets.	Classroom assigned to this specific course with ICT resources (digital board) and the computer room (fourth session).	Those students facing difficulties with grammar will have extra activities to overcome their difficulties. Besides, those students with attention disorders will be given clearer and separate instructions. And the teacher will pay more attention to them to prevent them from being distracted.

ACTIVITY: 3 — **TITLE:** BUSINESS CREATION — **APPLICATION**

DESCRIPTION:
The purpose of this activity is to enhance students' creativity and motivation. To achieve that the activity will be split into four sessions in which they will have to create and present a business. The whole project will be done following the guidelines provided by the teacher in the dossier. In the first session, pupils will be asked to create their own businesses from scratch. First of all, the teacher will provide students with a reading about teenagers creating their own business and brands so they can get inspiration. They will all read it out loud (the teacher will point out the one that must read) to resolve any doubt that may appear while reading. Once they have finished the text, they will have to think about which type of business they want to create, name it, and create a good slogan and a logo. They can look up information on the web in case they need inspiration. In the second session, they will be asked to provide information about the business itself such as the foundation date, name, headquarters, the product, founders, number of employees, annual revenue, and price range. Furthermore, they will be asked to create their own LinkedIn profile. To achieve that they can consult any source they may see convenient. In the third session, students will have to launch a new product to the market and talk about their two best-selling products. Ultimately, they will be asked to write ten questions that they would ask candidates in a job interview.

Evaluation criteria	**Assessable learning standards**	**Contents**	**Competences**	**Evaluation techniques**	**Evaluation tools**	**Evaluation instruments**
2, 4, 7, 9.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,18, 19, 20, 21, 22, 23, 24.	Estrategias de comprensión: (1, 2, 3, 4, 5, 6). 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1).	LC, DC, SIE, L2L, SCC.	Systematic observation and analysis of productions.	Teacher' class diary and rating scales.	Advertisement of the product.
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
Information about the business. Advertisement of the product.	Heteroevaluation.	Individual Work (TIND).	Three sessions.	Dossier provided by the teacher with the guidelines and templates for the creation of the business, as well as the use	Computer room.	Students with dyslexia will be accompanied by a peer who will help them during the development of the activity. The activity is expected to enable the students to work following their own pace.

				of the Internet.		Nevertheless, early finishers will be able to help others and share ideas with students that continue working.

ACTIVITY: 4				**TITLE:** BUSINESS RECREATION		**METACOGNITION AND INTEGRATION**

DESCRIPTION:
The purpose of this activity is to present their business and the advertisement campaign for their new product to prove that they have integrated the new vocabulary and grammar into their language. The advertisement campaign will be prepared at home, as they will also be asked to record the advertisement for their new product. In class, the students will be given some surveys to choose which business is the most innovative.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
5, 6, 7, 9	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.	Estrategias de comprensión: (1, 2, 3, 4, 5, 6). 1. Componente funcional (1.1). 2. Componente lingüístico (2.1; 2.2; 2.3). 3. Aspectos socioculturales y sociolingüísticos. Estrategias de producción: 1. Planificación (1.1; 1.2). 2. Ejecución (2.1; 2.2; 2.3; 2.4; 2.4.1; 2.4.2). 3. Evaluación y corrección (3.1).	LC, DC, SIE, L2L, SCC.	Systematic observation and analysis of productions.	Teacher' class diary and surveys.	Presentation of their work.

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Script and presentation of their work.	Heteroevaluation and Co-evaluation.	Individual Work (TIND).	One session.	Dossier provided by the teacher with the guidelines and templates for the creation of the business, as well as their own visual aids.	Classroom assigned to this specific course with ICT resources (digital board).	Students with dyslexia will be accompanied by a peer who will help them during the development of the activity.

EXTENSION AND REINFORCEMENT ACTIVITIES

Reinforcement activities:
- The students facing difficulties in learning the vocabulary or grammar will be provided with a dossier in which the concepts are thoroughly explained. Moreover, those facing problems while creating the business will be offered the possibility to attend tutorials in which the teacher will solve their doubts.

Extension activities:
- For the most advanced students, the teacher will provide them with a list of businesses or start-ups created by teenagers, and they will have to do a research project and present it to their classmates.
- If there is not much time left, those fast finishers will be given the possibility to help their classmates with the creation of their business.

Annex 4:

Gantt Chart

		Evaluation Criteria	HOURS	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1st Term	UNIT 1	1, 3, 4, 5, 6.	14		4th								
	UNIT 2	6, 9, 10.	14		5th-29th								
	UNIT 3	2, 8, 9, 10.	14			2nd-25th							
	UNIT 4	4, 5, 7, 9.	13			26th	21st						
2nd Term	UNIT 5	2, 5, 6, 9.	13					10th	1st				
	UNIT 6	2, 5, 7, 8.	14						3rd-25th				
	UNIT 7	2, 5, 7, 10.	14						28th	22nd			
3rd Term	UNIT 8	2, 4, 5, 6, 7,9.	10							24th	10th		
	UNIT 9	2,5,7,10.	14								18th	13th	
	UNIT 10	2, 3, 5, 9.	14									16th	10th

Source: Personal collection.

Annex 5: Evaluation procedures and assessment tools

Evaluation procedures and assessment tools		
Assessment Tools	**TIMING**	**AIM**
Diagnostic test	Initial	To know what prior knowledge the students have before starting the course. Diagnostic activities will be carried out at the beginning of each unit to find out what they know about the content that will be covered later.
Self-evaluation sheets	Post unit	It helps us and our students to know their individual progress, as well as showing whether the unit was engaging for our students and useful in their learning.
Teacher's diary	Continuous	It allows teachers to review the pupil's progress as the school year progresses.
Individual progress reports	Continuous	Everyday questions that arise in the classroom can help the teacher to know what students are thinking and how we can help them. They also help the teacher to manage their work and to know if they are being effective in their methodologies.
Daily observation file	Continuous	Record students' attitudes to the teaching and learning process, along with their behaviour and socialisation both inside and outside the classroom.
Test	Summative	Individual tests to check the level of attainment of the different competences are carried out at the end of each unit and term. It is just one more assessment tool, not the only one.
Regular Interview	Initial and continuous	With both pupils and their parents, to keep them informed about their children's progress and work in a coordinated way.
Forms, rubrics, and assessment scales	Continuous	They are used for heteroevaluation, self-evaluation and co-evaluation. By means of the form, the rubric or the scale of assessment, students must indicate which of the options provided is the one that most closely resembles reality.

Source: Personal collection.