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English as a Cultural Journey

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Abstract

This document presents a teaching programme for the subject First Foreign Language (English) to be applied to pupils in the fourth year of CSE. It is a syllabus in which the contents of the subject are distributed in nine units, all of them covering topics related to Anglo-American literature and culture. The methodology used to implement the programme complies with three basic principles, which are important for language acquisition. The first is the social factor and by working with it, students will be able to communicate with each other efficiently. The second is the role of the student as an autonomous learner. It relies on the development of the learner's ability to control his or her own learning process. The third principle is to teach the learner to value and respect the society and culture of the country from which they are learning the language as well as to develop the emotional aspects of the learner. This programme also considers attention to diversity as an aspect to be worked on throughout the course. It is applied in a way that attends to the needs of all pupils in order to develop their abilities, giving the same opportunities to all, trying to motivate companionship and well-being within the classroom and advocating heterogeneity.

Keywords: teacher; language; centre; students; competencies.

1. Introduction and justification

The 21st century is characterised by its universality, and verbal communication is one of the essential paths to follow in order to achieve the acquisition of this necessary and valuable quality of the present day. It is a truth universally acknowledged, that English is one of the most studied and spoken languages on the planet, a point of union for cultures and a bridge for communication and, therefore, for universality. So much so that the Common European Framework of Reference for Languages (2001) establishes the learning of modern European languages as one of the basic principles set out by the Council of Europe referring to it as:

a means of communication and integration between citizens of different mother tongues in order to promote mobility in Europe, mutual understanding and collaboration and the defeat of prejudice and discrimination among European citizens. (p.2)

For this reason, educational institutions attach immense importance to the learning of this language and offer the opportunity to access it from the moment that students are children.

The aim of this didactic programme is for the student to enjoy the learning process and to find certain motivations that make it a pleasurable experience while obtaining cultural knowledge related to the language he or she is studying. Intending to achieve this, Howard Gardner's theory on Multiple Intelligences (2006) will be used. This will be the idea on which the different activities will be based, and which will favour the linguistic and cultural immersion of the students, which is the final objective of this programme.

Cultural immersion is a long-term process whereby an individual is surrounded by and involved in the workings of the society or culture he or she intends to study while gathering information. Linguistic immersion, however, is a method followed to learn a foreign language in which students are only allowed to communicate in the language they are learning. The aim is to merge both types of immersions so that the student acquires (while learning a language) basic knowledge of the history, literature, or customs of the Anglo-American areas, home of the English language.

One thing common to all students, is that they are all driven by different motivations. Some motivations may simply be related to the pursuit of an aim (a grade, a good record, or

their dream job) and others however related to the pleasure and satisfaction offered by the path (although sometimes complex) to reach that, also important, end.

This is what Gardner (1985) talks about in *Social Psychology and Second Language Learning, the role on attitudes and motivation*. Motivation, he proposes, is concerned with the behaviour of different organisms and what makes them behave the way they do. When a person learns a language, he or she does so with some kind of goal in mind, but, whatever the goal, there are three motivational aspects that lead the learner to achieve the goal. These aspects are the effort expended to achieve an aim, the desire to achieve it, and the attitude the learner adopts towards the activity he or she is doing to achieve it.

This didactic programme, as mentioned before and in order to boost the motivation of the pupils, will be working with what Gardner proposed as Multiple Intelligences, introduced in his book *Multiple Intelligences New Horizons* where he develops: “it is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles”. (2006, p.7)

These intelligences will be employed through diverse activities that provide numerous opportunities for all learners who, individually, possess their own intelligences. Furthermore, the different competencies of the students will be worked, and, in this way, they will be developed favourably.

1.1. What is and why program?

A didactic programme is the document that reflects the planning of a course and the activity of the teacher who imparts that course, making it possible to anticipate, review and evaluate the teaching and assessment methods or processes to be used during a course, as well as establishing coherence for the whole teaching team, always making mention of the attention to diversity and the curricular adaptations required. Beyond this, the teaching programme must reflect the objectives, contents, assessment criteria and competences established for the course following the guidelines required by the pedagogical coordination, the framework of the educational project and the general annual programme for the academic year.

In the case of the government of the Canary Islands, the regulations for all the components and qualities that make up the teaching plan are set out in *artículo 44 apartado 1 del Decreto 81/2010, de 8 de julio*.

1.2. Criteria followed to prepare the program

The programme to be presented is intended for students in the 4th year of CSE who are studying social sciences. These students are between 14 and 16 years of age or even 17 and it is considered that they have already acquired the basic language skills and competences to be able to hold conversations, understand oral and written text, be able to produce written text with a clear structure and express their ideas orally.

Although at this age pupils are undergoing a physical change, they are also undergoing a mental one. According to Piaget & Inhelder (2016), at this age, formal thinking is consolidated. Through it, pupils begin to abstract ideas that are not linked to a concrete reality, being able to raise various possibilities in the presence of a single hypothesis. In short, these pupils are already capable of reasoning.

For all these reasons, activities will be applied following active and participative methodologies in which the students will take control in many of them and will follow the instructions given by the teacher whose role, on occasions, will simply be that of a guide for the group with the aim of encouraging the participation and motivation of the students, promoting responsibility, a quality that will be developed throughout the course and group work.

The pupils at the school generally belong to families with a medium-high socio-economic level. The classrooms are all equipped with electronic whiteboards, projectors, and computers at the teacher's desk, and, in addition, tablets have been purchased which can be used in the classroom when necessary, so the school centre is equipped with ICT tools.

1.3. Marco normativo

El marco legal por el que se rige esta programación didáctica destinada a 4º de la ESO queda sostenido en las legislaciones nombradas a lo largo de este apartado.

Según el *artículo 27 de la Constitución Española de 1978*, se reconoce la educación como un derecho básico para todo ciudadano. Partiendo de esta idea y en consonancia con esta

programación didáctica, es el *Real Decreto 1105/2014, de 26 de diciembre*, el que regula la organización de la ESO y Bachillerato en todo el territorio español estableciendo un currículo común.

Así pues, y a nivel estatal, se establece como objetivo en la educación la obtención de ciertas competencias que ayuden al desarrollo personal del estudiante para enfrentarse a la globalización actual, todas ellas beneficiosas durante el propio proceso educativo. De modo que, el documento que lo regula y en el cual se describen las relaciones entre los contenidos, las competencias y los criterios de evaluación durante la ESO y el Bachillerato es la *Orden ECD/65/2015, de 21 de enero*.

El *Decreto 315/2015, de 28 de agosto*, comunica la necesidad de creación de un currículo propio para cada comunidad autónoma, en su caso la de Canarias. De la mano de esta normativa, por lo tanto, aparece el *Decreto 83/2016, de 4 de julio*, que se encarga de organizar de manera específica las etapas correspondientes a la ESO y al Bachillerato.

Por último, el *Decreto 81/2010, de 8 julio*, legislación previa a las anteriores, regula la organización de todos los centros que oferten ESO y Bachillerato en la Comunidad Autónoma de Canarias y su administración académica.

Además, se ha de citar el documento principal del que nacen los ya citados, el cual supone una modificación (pero no derogación) para la *LOE 2/2006, de 3 de mayo*, y que atiende al nombre de *Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre*, (en adelante *LOMCE*).

Asimismo, los documentos institucionales pertenecientes al centro educativo, del que se hablará posteriormente, que se han debido consultar siguiendo el *Decreto 81/2010* son:

- El Proyecto Educativo de Centro (PEC) elaborado por el equipo directivo y de carácter público, es el documento de carácter pedagógico que organiza los centros educativos, su identidad y objetivos.
- La Programación General Anual (PGA) es un documento también de carácter público que recoge aspectos relacionados con la planificación de un curso escolar, así como los objetivos, medidas y estrategias metodológicas a seguir. Además, clasifica la organización de los miembros del centro y sus funciones.
- El Proyecto de Gestión (PG) se encarga de gestionar los bienes materiales,

económicos y humanos del centro educativo. Es elaborado por el equipo directivo.

- Las Normas de Organización y Funcionamiento (NOF) garantizan el acatamiento del Plan de Convivencia además de definir los derechos y deberes de alumnos, docentes y padres.

2. Contextualization

In this section the location of the school and its infrastructures, the type of students attending the school, and the class for which this program is planned to be applied will be presented.

2.1. Characteristics of the school environment

The secondary school is located in the proximities of the East coast of the municipality, a residential area of the municipality. With a population of around 18,000 inhabitants and an unemployment rate of 2%, this municipality is considered a holiday destination for visitors with a medium-high economic level, as its urbanisations have flats built at sea level and beaches whose privacy and tranquillity are considered a privilege.

The municipality is visited by tourists from abroad throughout the year. This is a moderate, long-stay tourism which, over the years, buys houses and the area does not have the mass tourism that can be found in other areas.

The most common employment sectors in the area (apart from catering, retail, and leisure) are related to construction companies or the production of construction products that are transported to other areas of the island or to other islands. Although this residential area enjoys a medium-high socio-economic level, the centre of the municipality is where most of the economic activity is concentrated.

The main attraction of the municipality are the UNESCO-protected underwater caves, which offer daily and inexpensive tours. The town hall, one of the most modern buildings, enjoys national architectural recognition due to its futuristic construction with its transparent structure. Nearby, the seat of different institutions such as the Statute of Autonomy of the Canary Islands can be found.

In the area there are several educational centres, most of which are publicly owned, such as the school located in the central area and its two secondary schools, one of which is the IES for which this programme will be applied.

2.2. School centre

The school centre does not offer Professional Training, but there are workshops run by the Guidance Service that inform students of the different possibilities offered outside the school. In addition to this, the secondary school offers diversity measures such as the Programme for the Improvement of Learning and Achievement (PMAR), diversity measures to ensure that, through the reorganisation of subjects, students can achieve the competences required to obtain the Compulsory Secondary Education (from now on CSE) certificate.

Beyond this, the school is attached to a bilingual programme which is taught during the CSE cycles called CLIL (Content and Language Integrated Learning) and that consist in the acquisition of the language while obtaining knowledge from other subjects which means, receiving lessons from other subjects in a language which is not the mother tongue.

The modalities offered at the secondary school are Science, and Humanities and Social Sciences being this the reason why students from other centres are received in Baccalaureate, as this is the only educational centre in the area which offers the Humanities itinerary, one of the four offered, which are Social Sciences, Science-Technology, Health Sciences and Humanities.

In addition to CLIL, the school is involved in the Global Classroom and Spelling Bee programmes, activities which take place in the 300-seat conference hall. The centre also participates in the *Red Canaria de Escuelas para la Igualdad* (RCEI) which works for affective equality between men and women and, as a project, a virtual magazine is made up called 'El Tablón' in which students and teachers participate to show projects that have been carried out in different subjects, activities proposed by the students, short texts, stories or interviews written by volunteer students and which is published every three months on the school's website.

One of the facilities to be highlighted is the vegetable garden. The CSE students take turns harvesting and caring for the garden throughout the school year. Another positive point is

the access to the school, all of them adapted for students with reduced mobility and both buildings have lifts to be used in special cases.

2.3. Classroom

English is taught in a subject classroom to which pupils must move in order to attend classes. In this classroom, there is a total of 20 computers arranged in a circular pattern around the classroom so that all pupils have the opportunity to use ICT materials.

In the central area there are the students' desks arranged in two columns with students seated in pairs to encourage cooperative work. The teacher has the possibility of using the teacher's desk computer to project textbooks and other useful materials onto an electronic whiteboard.

2.4. Students

The secondary school has a total of 500 pupils in CSE and Baccalaureate. About 60% of them come from the affiliated school and the rest from private or state-subsidised schools in other localities, so many of them have known each other since childhood and the secondary school does not represent a big change at a social level.

Most of the students come from families with a high socio-economic level, but a minority come from families whose economic level is low due to their jobs as itinerant sellers, who need financial aid from the government. The educational centre works hard to ensure that these pupils do not suffer from social exclusion and, as many of them have studied at the same school, no problems related to exclusion arise. For this reason, the school has electronic devices to work with, so that pupils do not suffer inequalities as many could not afford to buy one of these devices.

In terms of academic data, absenteeism is higher in Baccalaureate courses, while in CSE it is the pupils belonging to itinerant seller families who accumulate the highest number of absences, the same as those who leave school at 16. 20% of pupils leave school to study Basic Education, while once they have finished CSE, 30% leave school or take Professional Training because many of them intend to continue with the family construction business.

In the class the program is directed to, there are 22 students. They are from the Humanistic and Social Science modality and the class is composed by 9 girls and 13 boys. All of them live close to the school centre except one pupil who lives in a municipality 20

minutes away by road. In this class, there are no pupils from itinerant seller families as all of them leave the school at the age of 16 and they never get to 4th of CSE. In terms of NEAE, one pupil has Attention Deficit Hyperactivity Disorder (ADHD) and is the most disruptive pupil in the class. Even so, he is a very intelligent boy and the only measure applied to him is to give him an extra of 10 minutes to finish his exams. There is also a pupil who is repeating a year due to family problems she lived the previous year which meant that her marks were not good enough to pass the course, but she is motivated as she thinks that repeating a year will help her a lot.

3. Curriculum specification

This section has taken into account both the *Real Decreto 1105/2014 de 26 de diciembre, which regulates the curriculum in the CSE and Baccalaureate*, and *Decreto 83/2016, de 4 de julio, which regulates the curriculum in the Autonomous Community of the Canary Islands*.

3.1. Stage Objectives

According to what is stated in *Art. 11 del Capítulo II del Real Decreto 1105/2014, de 26 de diciembre*, the following objectives are established for this stage the program is directed to:

- 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.

This curriculum is also designed to ensure that pupils, through the different subjects, are aware of the cultural, historical, natural, geographical, and linguistic aspects of the Autonomous Community of the Canary Islands, as well as respecting, appreciating, and conserving them.

3.2. Objectives of our subject and contribution to competences

The subject of First Foreign Language (English) focuses on the communicative ability of speakers with different mother tongues. The main objective of the subject is to understand and express oneself in one or more foreign languages in an appropriate way. Therefore, students must acquire linguistic knowledge and reinforce their discursive skills while respecting the context in which these skills take place.

Following this objective, six competences are established in the curriculum. All of them are listed below, the first being the most important of them all:

- a) Linguistic Communication (in Spanish Comunicación Lingüística, CL) in which oral and written skills are found in their double aspect of comprehension and production included in the development of social tasks. In this way, students can transfer all their sociolinguistic knowledge to the learning of a new language using different strategies and social interaction through numerous communicative situations. According to the curriculum, it is necessary to attend to the five components that include this competence in order to obtain a correct development of it: Linguistic Component, Pragmatic-discursive Component, Sociocultural Component, Strategic Component and Personal Component.
- b) Digital Competence (in Spanish Competencia Digital, CD) on which students will work through the use of communicative programs or applications, search for material, discrimination of unreliable sources, project development and social contact between students and the teacher who imparts the subject.
- c) Learning to Learn (in Spanish Aprender a Aprender, AA) is the competence that frames students' knowledge and control over their own learning processes. Students will be able to manage their knowledge, study time and plan their work by setting themselves different objectives, accepting their mistakes and considering them.
- d) Social and Civic Competences (in Spanish Competencias Sociales y Cívicas, CSC) worked on through group activities in which the rules of courtesy, language adapted to different registers and the use of social norms are respected.
- e) Sense of Initiative and Entrepreneurship (in Spanish Sentido de la Iniciativa y Espíritu Emprendedor, SIEE) related to the motivation to learn a foreign language, the main

element in the learning process. In this way, students' sense of responsibility is also developed in order to carry out individual and group tasks.

- f) Cultural Awareness and Expression (in Spanish *Conciencia y Expresiones Culturales*, CEC). This competence relates to learners' awareness of the cultural and artistic heritage of the language being learnt. In this program, this competence will be given vital importance as it will enable learners to understand the importance of contributions from cultures other than their own.

Given the nature of the subject, it contributes to written and oral communication and the development of ICT skills. It encourages the development of cultural and artistic awareness and therefore promotes the formation of responsible citizens, rich in values and empathy, key objectives of the stage.

3.3. Contribution to stage objectives

According to what is established in el *Decreto 83/2016, de 4 de julio*, the subject must contribute to enabling students' communicative and discursive skills in order to achieve equal opportunities. Just as a language grows and changes continuously, the subject will increase in difficulty each year, reinforcing the aspects and skills acquired by pupils in previous years.

3.4. Evaluation criteria, contents and assessable standards

The following table (Table 1) presents the assessment criteria, contents and evaluable learning standards for 4th course of CSE included in *Decreto 83/2016, de 4 de julio*. The explanation of the assessable learning standards and contents is included in Annexed 1 and Annexed 2 in this order.

Table 1

Evaluation criteria, contents and assessable learning standards

BLOQUE 1	
COMPETENCIAS: CL, CD, CSC	
<p>Criterio de evaluación</p> <p>1. Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral. Con este criterio se pretende constatar que el alumnado como agente social es capaz de identificar y extraer la información global y específica en textos orales, transmitidos tanto de viva voz como por medios técnicos y claramente articulados, en los que se emplea un registro formal, informal o neutro, como en transacciones y gestiones cotidianas o menos habituales (p. ej. en un hospital, en una comisaría); así como los puntos principales y detalles relevantes en noticias de televisión cuando cuenten con apoyo visual, en conversaciones informales en las que se aportan explicaciones, justificaciones o puntos de vista, se expresan sentimientos, hipótesis, etc., al igual que en conversaciones formales sobre asuntos prácticos y predecibles; en instrucciones, indicaciones u otra información, incluso de tipo técnico; y en presentaciones o charlas, siempre que todos ellos contengan léxico de uso común, estén articulados a velocidad media y en lengua estándar, y a su vez contengan patrones sonoros, acentuales, rítmicos y de entonación de uso común, de los cuales reconoce sus significados asociados. Del mismo modo, se trata de verificar que comprende lo esencial de anuncios publicitarios, series y películas. Por último, se busca comprobar que distingue las funciones y propósitos comunicativos más relevantes, así como un repertorio de sus exponentes más comunes, mediante el empleo de sus conocimientos sobre los constituyentes y la organización de estructuras morfosintácticas, y sobre patrones discursivos de uso frecuente relacionados con la organización y ampliación o reestructuración de la información, al igual sobre sus significados asociados, usando el contexto y apoyo visual para reconocer un repertorio limitado de expresiones y modismos de uso frecuente. Con todo ello, se pretende comprobar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para recabar información en distintas fuentes, realizar una tarea específica o resolver un problema, adquirir conocimientos generales sobre otras materias, o sobre asuntos cotidianos y conocidos, o que sean de su interés, adoptando una actitud crítica y constructiva, así como para escuchar por placer o entretenimiento.</p>	
Estándares de aprendizaje evaluables relacionados: 1, 2, 3, 4, 5, 6, 7.	Contenidos 1, 2, 3.
COMPETENCIAS: AA, SIEE	
<p>Criterio de evaluación</p> <p>2. Aplicar las estrategias 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. Con este criterio se pretende comprobar que el alumnado como aprendiente autónomo es capaz de aplicar estrategias (movilización de información previa, formulación de hipótesis sobre contenido y contexto...) para comprender mensajes orales (instrucciones, indicaciones, transacciones y gestiones cotidianas o menos habituales, conversaciones formales e informales entre otros interlocutores o en las que participa sobre temas conocidos, presentaciones o charlas bien estructuradas, lo esencial de anuncios, de series, de películas o de noticias de televisión con apoyo visual que complementa el discurso, etc.) que traten sobre asuntos cotidianos en situaciones corrientes o menos habituales o sobre los propios intereses en los ámbitos personal, público, educativo y ocupacional/laboral. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo</p>	

que supone el aprendizaje en grupo.	
Estándares de aprendizaje evaluables relacionados: 1, 2, 3, 4, 5, 6, 7.	Contenidos Estrategias de comprensión: 1, 2, 3, 4, 5, 6.
BLOQUE 2	
COMPETENCIAS: CL, CD, CSC	
<p>Criterio de evaluación</p> <p>3. Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral. Mediante este criterio se busca comprobar que el alumnado como agente social es capaz de producir textos, que ensaya previamente, y que comunica tanto cara a cara como por medios técnicos, usando un registro formal, informal o neutro, y empleando apoyo visual como diálogos, presentaciones o exposiciones (p. ej. protección ante catástrofes, fomento de la igualdad de género...) en los que muestra control sobre un repertorio de exponentes morfosintácticos y sobre léxico común de forma amplia, así como sobre un número limitado de expresiones y modismos de uso frecuente, explicando las ideas principales brevemente y con claridad y pronunciando y entonando de manera clara y con la fluidez suficiente, aunque cometa errores de articulación en palabras o estructuras poco frecuentes. Del mismo modo, se trata de verificar que lleva a cabo las funciones e intenciones comunicativas más relevantes y que usa los patrones discursivos habituales para organizar el texto de modo eficaz, ampliándolo o resumiéndolo. Con todo ello, se persigue constatar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para producir textos orales monológicos siguiendo unas directrices establecidas, y en los que comunica conocimientos sobre otras materias, o sobre asuntos generales o de interés propio, adoptando una actitud crítica y constructiva.</p>	
Estándares de aprendizaje evaluables relacionados: 8.	Contenidos 1, 2, 3.
COMPETENCIAS: CL, CD, CSC	
<p>Criterio de evaluación</p> <p>4. Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral. A través de este criterio se pretende comprobar si el alumnado como agente social mantiene el ritmo del discurso con la fluidez suficiente, tanto cara a cara como por teléfono u otros medios técnicos, en intercambios comunicativos breves o de longitud media en los que emplea un registro informal, formal o neutro, participando y cooperando de forma efectiva en conversaciones informales y en gestiones y transacciones habituales o cotidianas que pueden surgir durante un viaje o estancia en otros países (ocio, salud, relación con las autoridades, etc.), y razonando de manera sencilla y con claridad en entrevistas, reuniones o conversaciones formales, en las que se intercambian información, ideas y opiniones; se justifican de manera simple pero suficiente los motivos de acciones y planes; se formulan hipótesis, etc.,. Del mismo modo, se busca constatar que se ajusta a las funciones y propósitos comunicativos mediante el uso de sus exponentes más comunes, a pesar de que pueda haber interrupciones o vacilaciones, o resulten evidentes las pausas y la reformulación para organizar el discurso y seleccionar estructuras, utilizando fórmulas o indicaciones habituales para tomar o</p>	

ceder el turno de palabra, aunque pueda necesitar la ayuda del interlocutor o tenga que repetir lo dicho. Asimismo, se pretende verificar que responde a preguntas sobre sus presentaciones, pronunciando y entonando con claridad. Con todo ello, se pretende comprobar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para establecer y mantener contacto con otros hablantes, realizar una tarea o resolver problemas prácticos y trabajar en grupo siguiendo unas pautas establecidas, así como para dar sus opiniones e ideas sobre asuntos generales o de interés propio, adoptando tanto una actitud constructiva como técnicas de negociación sencillas.	
Estándares de aprendizaje evaluables relacionados: 8, 9, 10, 11.	Contenidos 1, 2, 3.
COMPETENCIAS	
Criterio de evaluación 5. Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de 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. Con este criterio se pretende comprobar que el alumnado como aprendiz autónomo es capaz de aplicar estrategias (definición simple de elementos para los que no se tienen las palabras precisas, evaluación y autocorrección...) para hacer presentaciones breves y ensayadas (con ayuda de borradores o guiones) y contestar a preguntas de los oyentes, para desenvolverse en situaciones cotidianas y menos habituales y para participar en conversaciones formales o informales, llevando a cabo dichas producciones cara a cara o por algún medio técnico, sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo.	
Estándares de aprendizaje evaluables relacionados: 8, 9, 10, 11.	Contenidos 1, 2, 3.
BLOQUE 3	
COMPETENCIAS: CL, CD, CSC	
Criterio de evaluación 6. Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral. Con este criterio se pretende constatar que el alumnado como agente social es capaz de identificar y extraer la información global y específica en textos de cierta complejidad escritos en un registro formal, informal o neutro, tanto en formato impreso como en soporte digital, como en anuncios y comunicaciones, en páginas Web u otros materiales de referencia o consulta, en textos periodísticos, de ficción y literarios contemporáneos, al igual que en correspondencia personal, foros y blogs. A su vez, se persigue comprobar que puede identificar la información relevante en instrucciones detalladas sobre el uso de aparatos y sobre la realización de actividades y normas de seguridad o convivencia, así como que es capaz de entender lo suficiente de cartas, faxes o correos electrónicos de carácter formal. Por último, se busca valorar que distingue las funciones e intenciones comunicativas más relevantes, junto con un repertorio de sus exponentes morfosintácticos de uso habitual y sus significados asociados, así como patrones discursivos de uso frecuente para ordenar, ampliar o reestructurar la información, aplicando a la comprensión del texto sus conocimientos sobre léxico de uso común, y usando recursos textuales y no textuales para inferir el significado de palabras más específicas y de expresiones y modismos de uso frecuente, al igual que reconociendo tanto las principales convenciones ortográficas y de escritura, como abreviaturas y símbolos de uso común y más específico, junto con sus significados asociados. Con todo ello, se persigue constatar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear	

<p>recursos tradicionales y las TIC de forma básica para recabar información en distintas fuentes, realizar una tarea específica o resolver una tarea, adquirir conocimientos generales sobre otras materias, o sobre asuntos cotidianos y conocidos o de su interés adoptando una actitud crítica y constructiva, y para leer por placer o entretenimiento.</p>	
<p>Estándares de aprendizaje evaluables relacionados: 12, 13, 14, 15, 16, 17, 18.</p>	<p>Contenidos 1, 2, 3.</p>
<p>COMPETENCIAS: AA, SIEE</p>	
<p>Criterio de evaluación 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. Con este criterio se pretende comprobar que el alumnado como aprendiz autónomo es capaz de aplicar estrategias (movilización de información previa, formulación de hipótesis sobre contenido y contexto...) para comprender mensajes escritos (instrucciones detalladas, anuncios y comunicaciones de carácter público, institucional o corporativo, correspondencia personal, comunicaciones de tipo formal, textos de ficción y literarios contemporáneos breves, así como la información específica en textos periodísticos de extensión media, en artículos divulgativos sencillos o en páginas Web, etc.) que traten sobre asuntos cotidianos o menos habituales, sobre temas de interés en los ámbitos personal, público, académico y ocupacional. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo.</p>	
<p>Estándares de aprendizaje evaluables relacionados: 12, 13, 14, 15, 16, 17, 18.</p>	<p>Contenidos 1, 2, 3, 4, 5, 6.</p>
<p>BLOQUE 4</p>	
<p>COMPETENCIAS: CL, CD, CSC</p>	
<p>Criterio de evaluación 8. Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral. Este criterio persigue comprobar si el alumnado es capaz de crear y completar cuestionarios detallados, tanto en formato papel como digital, y redactar textos en cualquier soporte, como currículum vitae, informes, anuncios, comentarios, correspondencia personal y correspondencia formal básica, etc., así como que puede tomar notas, mensajes y apuntes, y participar en foros, blogs, chats..., utilizando para ello un registro formal, informal o neutro, al igual que empleando léxico de uso común o más específico de forma amplia, junto con un repertorio limitado de expresiones y modismos de uso frecuente, para formular hipótesis, comunicar información, ideas y opiniones en las que resalta lo que le parece importante, describir personas objetos y lugares, narrar acontecimientos, etc. Del mismo modo, se trata de verificar que cumple con las funciones e intenciones comunicativas más relevantes mediante la utilización de sus exponentes morfosintácticos, utilizando adecuadamente los patrones discursivos habituales (inicio, desarrollo y cierre) y los elementos de coherencia y de cohesión textual, al igual que las convenciones de escritura, incluidas las que rigen la comunicación en Internet, para organizar el discurso de manera sencilla pero eficaz, manejando procesadores de textos de forma básica para corregir errores ortográficos. Con todo ello, se pretende comprobar que el alumnado es capaz de aplicar sus conocimientos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para establecer y mantener el contacto social, realizar tareas o resolver problemas prácticos, aportando opiniones críticas y constructivas sobre asuntos generales relacionados con otras materias, o sobre asuntos cotidianos y habituales, o de interés propio y observando las convenciones formales y las normas de cortesía básicas.</p>	

Estándares de aprendizaje evaluables relacionados: 19, 20, 21, 22, 23, 24, 25.	Contenidos 1, 2, 3.
COMPETENCIAS AA, SIEE	
<p>Criterio de evaluación</p> <p>9. Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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. Con este criterio se pretende comprobar que el alumnado como aprendiente autónomo es capaz de aplicar estrategias (parfrasear estructuras a partir de otros textos, redactar borradores previos, evaluación y autocorrección...) para elaborar textos escritos (cuestionarios detallados, un curriculum vitae a partir de un modelo, notas y apuntes, informes breves, correspondencia sea personal sea formal básica, mensajes, p. ej. en una página Web o una revista, etc.), sobre hechos corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo</p>	
Estándares de aprendizaje evaluables relacionados: 19, 20, 21, 22, 23, 24, 25.	Contenidos 1, 2, 3.
BLOQUE 5	
COMPETENCIAS	
<p>Criterio de evaluación</p> <p>10. Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos concretos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo. Con este criterio se pretende comprobar la capacidad del alumnado como hablante intercultural de identificar aspectos relevantes de la cultura a la que accede a través de la lengua extranjera por diferentes medios (Internet, películas, programas de televisión, revistas, publicidad, periódicos, contacto directo con hablantes de la lengua, etc.), como aquellos relativos a las peculiaridades sociolingüísticas (registros, lenguaje gestual, acentos...), a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), a las condiciones de vida (hábitat, estructura socio-económica, condiciones laborales...), a las relaciones interpersonales (generacionales, entre hombres y mujeres, en el ámbito familiar, educativo, ocupacional...), a las convenciones sociales (actitudes y valores, normas de cortesía, costumbres, tradiciones...), a los aspectos geográficos e históricos más relevantes y a las diferentes representaciones artísticas (cine, música, literatura, pintura, arquitectura, fotografía, etc.), así como su capacidad de incorporar estos elementos de la misma a sus producciones. Por otro lado, este criterio determina la capacidad del alumnado para reflexionar sobre las diferencias y similitudes más significativas existentes entre la lengua y la cultura propias y las de la lengua extranjera, valorando la lengua y la cultura extranjera como medio de adquirir estrategias y saberes de utilidad para su crecimiento personal, emocional, académico y profesional. Asimismo, se pretenden constatar en el alumnado actitudes de interés, deferencia y tolerancia relativas a las variedades sociales, lingüísticas y culturales, teniendo en cuenta la multiculturalidad y el multilingüismo existentes en Canarias. Por último, este criterio pretende que el alumnado como sujeto emocional y creativo, desde sus centros de interés, demuestre motivación y sentimientos positivos que permitan un desarrollo creativo y emocional favorable, a través de diferentes experiencias, recursos (tradicionales y tecnológicos), contextos, representaciones artísticas y culturales en todas sus dimensiones (el cine, el teatro, la música, la danza, la literatura, la pintura...) gestionando su estado de ánimo y participando activamente en situaciones de aprendizaje, con el fin de favorecer su pleno desarrollo en los ámbitos personal, social, educativo y laboral.</p>	

Estándares de aprendizaje evaluables relacionados: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.	Contenidos 1, 2.
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Source: Own elaboration adapted from *Decreto 83/2026* de Canarias

3.5. Program units

This section includes the programming units. These are designed for a fourth year CSE class and are approximately a total of 140 hours of class time distributed over four sessions per week. They describe what each unit consists of and specify the criteria to be assessed in them, the competences to be worked on and the assessable standards that have been taken into account. In addition, unit 7 will be developed at the end of this document (Annexed 3).

N.º 1		TITLE: JANE'S WORDS	
Grade: 4th		Implementation period: from week nº 1 to 4	
Description:		Nº of sessions: 15	
<p>This unit is the simplest as it is an introduction to the course. Through this unit <i>present simple</i> and <i>present continuous</i> will be worked as a review. While dealing with <i>present simple</i> and <i>continuous</i>, <i>zero conditional</i> will be introduced. Apart from that, simple vocabulary, not yet related to a specific topic, will be introduced, in this case, false friends.</p> <p>The film <i>Jane Eyre</i> will be seen in the classroom in the original version with English subtitles. Four sessions will be devoted to this project. The teacher will give each student a printed page from a different chapter of the book <i>Jane Eyre</i> by Charlotte Brontë. Each student must select a series of words and put them together to create a sentence that serves as a guide to understanding the plot of the book. It is also important that, in addition to put together the words, students decorate the page with designs as they will be displayed in the school library.</p>		<p>Justification:</p> <p>This unit is the beginning of a course that can be thought of as a journey through different worlds whose stories deal with different topics. Through the activities programmed for the school year, students will develop their language skills as well as their critical thinking. This unit is just an introduction to what will be a course full of literature, stories, debates, and projects and a first contact with Anglo-American literature.</p> <p>With the project in unit 1, students will learn to obtain information and classify it from oral texts (criteria 2) and written texts (criteria 7) synthesising information to produce a new text (criteria 9), as well as establishing a first contact with literary works and learning about the society of the time (criteria 10).</p>	
		Trimester: 1st	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			COMPETENCES
Code:	Description:		L2L, LC, SIE, CAE, SCC
SPLW04C02	Aplicar las estrategias 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.		
SPLW04C07	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.		
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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.		

SPLW04C10	Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos concretos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	
CONTENTS		ASSESSABLE LEARNING STANDARDS
SPLW04C02: Estrategias de comprensión 1, 2, 3, 4, 5, 6. SPLW04C07: Estrategias de comprensión 1, 2, 3, 4, 5, 6. SPLW04C09: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1. SPLW04C10: 1 (Componente cultural), 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2 (Componente emocional), 2.1, 2.2, 2.3.		2, 5, 6, 7, 11, 15, 17, 21, 22.
METHODOLOGICAL FOUNDATION	<p>TEACHING MODEL: Basic Inductive (IBAS), Synectic (SYNE), Prior Organisers (PORG), Direct Instruction (DIRI).</p> <p>METHODOLOGICAL FOUNDATIONS: Project-based Learning (PBL)</p> <p>CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Students will develop the L2L competence by taking notes throughout the unit on the information they find relevant and capturing it in the physical portfolio. DC will be developed as in the first sessions students will learn to familiarise themselves with Seesaw, the platform on which the teacher will upload the content of the units at the beginning of each unit or through which students will be able to communicate with the teacher and upload the activities they do. Students will work on the competence SIE when carrying out the project as they will be responsible for their educational process and for delivering the project within the indicated deadline and they will also do so throughout the unit being responsible for taking note of those aspects they consider important for the acquisition of the language. CAE is one of the skills that will be worked on the most, since, in this case, through knowledge of the context in which the book being worked on in this unit was written, the student will discover aspects about the society of the language they are studying. And of course, LC is essential throughout this subject which deals with communication.</p> <p>GROUPS: For this first unit students will start working as a Large Group (LGR), with the class working as a whole. Students will do Individual Work (INDW) for their projects so that the teacher starts to get to know the individual way of working of their new students.</p> <p>SPACES: Subject classroom.</p> <p>RESOURCES: The classroom projector ,digital whiteboard, photocopies.</p>	

N.º 2	TITLE: I AM HUMAN		
Grade: 4th	Implementation period: from week nº 5 to 8	Nº of sessions: 15	Trimester: 1st
Description: In this unit the <i>past simple</i> and the <i>past continuous</i> will be reviewed. The formation of comparatives and superlatives will also be reviewed. The new content is about differentiating between adjectives ending in -ing and those ending in -ed. Also, as vocabulary, a wide variety of adjectives will be provided so that students will have more resources when making descriptions and finally, as this is a unit in which verbs and adjectives ending in -ed are used, phonetic knowledge will be provided so that they learn the different pronunciations. In this case, almost all the content will be practised through games, given the ease of the verb tenses being worked on and the structured functioning of comparatives and superlatives. This unit's project is about the character <i>Frankenstein</i> , as October is the month of <i>Halloween</i> . Therefore, the project will be worked on in the last week. In this case, the story will be introduced through three videos from		Justification: It is necessary to review the verb tenses that students have seen in other years as they do not always understand them well or know how to use them. In addition, the appearance of new adjectives makes it more likely that students will be able to communicate orally when doing exercises related to descriptions. It is important for them to know the difference in meaning of adjectives when their pronunciations change and of course, the thing that students often fear the most is the pronunciation of regular verbs in the past tense. Doing pronunciation practice exercises motivates learners to speak without being afraid of making mistakes. The criteria selected for the unit is related to the comprehension of oral texts (criteria 2) and to the production of oral (criteria 5) and written (criteria 9) texts.	

<p>YouTube. The project will consist of comparing <i>Frankenstein</i> with humans using structures such as 'as... as', 'more ... than', etc. Students, in groups, would write down on a paper their comparisons and then they will be exposed in class to decide which should go on the mural. A timeline of <i>Frankenstein's</i> story will be made as a mural. Next to it another mural in the shape of <i>Frankenstein</i> will be decorated by the students by writing adjectives that define him, the mural will be entitled 'I am human'.</p>		
CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
Code: SPLW04C02	Description: Aplicar las estrategias 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.	SIE, LC, L2L.
SPLW04C05	Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de 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.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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
<p>SPLW04C02: Estrategias de comprensión 1, 2, 3, 4, 5, 6. SPLW04C05: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1. SPLW04C09: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1.</p>		1, 3, 4, 6, 10, 11, 21.
METHODOLOGICAL FOUNDATION	TEACHING MODEL: Concept Formation (CFOR), Prior Organisers (PORO).	
	METHODOLOGICAL FOUNDATIONS: Thinking-based learning, gamification and project-based learning.	
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is the one that is constantly practised. Students will be responsible for their own learning when participating in classroom activities, so they will develop the competence L2Land at the same time the SIE, as they must show interest when collaborating with their classmates by showing their own ideas.	
	GROUPS: Individual work (INDW), Small Groups (SGR), Large Groups (LGR), Heterogeneous Groups (HETG)	
	SPACES: Subject classroom.	
RESOURCES: The classroom projector, https://www.youtube.com/watch?v=SyyrwoCec1k&list=RDLVSyyrwoCec1k&index=1 , https://www.youtube.com/watch?v=hRDjmyEvmBI&list=RDLVSyyrwoCec1k&index=2 , https://www.youtube.com/watch?v=bo3Ci6_5NHs&list=RDLVSyyrwoCec1k&index=3 , digital whiteboard.		
N.º 3	TITLE: THE TIME MACHINE	

Grade: 4th		Implementation period: from week nº 9 to 12	Nº of sessions: 15	Trimester: 1st
Description: This unit is about the future tenses so that with the first three units, <i>past</i> , <i>present</i> , and <i>future</i> are covered. Students in this unit will learn different tenses used to create the future and their difference as there are future tenses which refer to intentions, plan, predictions, arranged events or define plans in the future. The vocabulary introduced in this unit is related to travels and the prepositions of place and time <i>on</i> , <i>in</i> and <i>at</i> , will be worked. Throughout this unit activities related to planning trips to English-speaking countries, invitations to celebrations, predicting the future of celebrities, etc, will be worked. The final project will be a kind of gymkhana in which students will write a story similar to <i>The Time Machine</i> by H.G. A summary of <i>The Time Machine</i> will be read by students at home before the week of the project. Students will be divided in groups and will rotate from table to table. In each table they will find different characters, places, verbs and dates and they will have to create a story but, first, they have to answer the questions of the Jeopardy projected on the white board. The Jeopardy will contain past, present, and future tenses questions. If the group answers the question correctly, they can move to another table. If they fail, they should stay in the same place. When the jeopardy has been completed the pupils should sit down. In a different session they will present their stories and they will vote for them. The winner will appear in the first publication of the centre's journal 'el Tablón'.		Justification: In previous units, present and past tenses as well as how to make descriptions were already learnt. In this unit, future tenses are introduced with prepositions of time to help students talk more richly about their surroundings. For this unit, a project in which students are able to create a short story reviewing all the verb tenses seen so far and present their story to the rest of their classmates has been selected. For these, criteria 4 (related to interaction in the language studied) and 8 (related to creating short, coherent texts) have been selected. Criteria 6 is included as for the reading activity at home student should be capable to obtain relevant information from short texts. The project works hand in hand with the centre's project 'el Tablón'.		
CURRICULAR FOUNDATIONS				
EVALUATION CRITERIA				COMPETENCES
Code: SPLW04C04	Description: Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			LC, SCC, DC
SPLW04C06	Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			
SPLW04C08	Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.			
CONTENTS				ASSESSABLE LEARNING STANDARDS
SPL204C04: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C06: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C08: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos).				8, 9, 10, 11,13, 21, 23.
TEACHING MODEL: Prior Organizers (PORG).				
METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Project-based Learning, Flipped Classroom (reading).				
CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through group work, pupils develop their SCC as they have to reach agreements through dialogue between peers. Through the use of the English Language to communicate in class,				

METHODOLOGICAL FOUNDATION	students develop their LC. The DC is developed throughout the entire unit as some videos will be projected, students will read in digital format and they will use the digital whiteboard to play Jeopardy.
	GROUPS: Small Groups (SGR), Flexible Groups (FLXGR), Heterogenous Groups (HETG).
	SPACES: Subject classroom.
	RESOURCES: Summary in https://www.shmoop.com/study-guides/literature/time-machine-hg-wells/summary ,Jeopardy, digital whiteboard, class projector.

N.º 4	TITLE: HUMBUG!		
Grade: 4th	Implementation period: from week nº13 to 16	Nº of sessions: 15	Trimester: 1st
Description: In the last unit of the first term, the grammatical content consists of the <i>perfect tenses (present perfect simple / continuous, past perfect simple / continuous)</i> with all the expressions of time related to them such as <i>already, yet, etc.</i> In terms of vocabulary, vocabulary related to all kinds of celebrations and events will be learnt, as well as the most important events in Anglo-American culture. Finally, and in relation to Christmas, the unit project will consist of the screening of the series <i>A Christmas Carol</i> by FOX in several sessions. Once it has been shown, the whole class will make a brainstorming and little debates with all the themes that have been dealt with during the series (family, poverty generosity, forgiveness). From these, students will use the <i>Padlet</i> application to create sentences in the <i>present perfect</i> or <i>past perfect</i> tenses with truths or lies about something that has happened to them or that they have done related to each theme. Students will play a guessing game about what is true and what is a lie and, at the end they will explain what happened to them in those situations they lived.		Justification: This unit focuses on concluding with the verb tenses necessary to create more complex structures such as <i>conditionals, the passive voice, etc.</i> That is why the <i>perfect tenses</i> are given in this unit. In addition, the project is more focused on oral communication skills (criteria 3) as, although the listening skills and the extraction of key information is practised (criteria 2), students will put their knowledge into practice through speaking. In turn, pupils are more motivated to speak in public when they talk about themselves and even more if they do so by playing games. Criteria 8 (related to the writing skills) will also be worked on but will still not be given as much importance as criteria 3. The project in a way, works with topics related to the Educate for Equal Access to Education Programme since poverty is discussed.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			COMPETENCES
Code: SPLW04C02	Description: Aplicar las estrategias 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.		CL, DC, SCC, L2L, SIE
SPLW04C03	Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.		
SPLW04C08	Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.		
CONTENTS			ASSESSABLE LEARNING STANDARDS

<p>SPLW04C02: Estrategias de comprensión 1, 2, 3, 4, 5, 6. SPLW04C03: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C08: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos).</p>		<p>1, 2, 3, 4, 5, 6, 7, 14, 21, 22, 24.</p>
<p>METHODOLOGICAL FOUNDATION</p>	<p>TEACHING MODEL: Basic Inductive (BASI), Concept Formation (CFOR), Prior Organisers (PORG).</p>	
	<p>METHODOLOGICAL FOUNDATIONS: Cooperative learning, Project-based learning, Flipped Classroom and Gamification.</p>	
	<p>CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: During this unit competences such as DC (with tools as <i>Padlet</i>) and SCC will be developed due to the theme of celebrations. During the project and because of the topics that will be discussed, the competences L2L, and SIE will be worked on. LC is essential and oral communication skills will be emphasised during this unit.</p>	
	<p>GROUPS: Individual Work (INDW), Large Group (LGR), Heterogeneous Groups (HETG).</p>	
	<p>SPACES: Subject classroom, trip to the theatre.</p>	
<p>RESOURCES: Digital whiteboard, <i>Padlet</i>, classroom computers.</p>		

<p>N.º 5</p>		<p>TITLE: IF I WERE INVISIBLE</p>		
<p>Grade: 4th</p>		<p>Implementation period: from week nº17 to 20</p>		<p>Nº of sessions: 15</p>
		<p>Trimester: 2nd</p>		
<p>Description: This unit is the first of the second term. In this unit all the <i>conditionals</i> (zero, first, second and third) will be worked. In addition, vocabulary related to the professional world will be introduced in this unit, and several sessions will be devoted to familiarising students with CVs and interviews. Apart from this, the book <i>The Invisible Man</i> by H.G. Wells will be read in the classroom using the whiteboard and the physical book provided by the teacher. To support comprehension, at the end of the book, students will watch a <i>YouTube</i> video as a summary. A <i>Quizizz</i> will be carried out individually to check the students' reading comprehension. Finally, students will practise <i>conditionals</i> by answering the question 'what would you do if you were invisible?'. They will have to create their answers through <i>Tweet Generator</i> and the answers will be published on the <i>Seesaw</i> platform to be screened in class and commented on.</p>		<p>Justification: This unit focuses on the learning of <i>conditionals</i> and on bringing students closer to working life as they are only a few months away from obtaining their CSE qualification. For activities related to the completion of CVs and preparation for job interviews, criteria 5 (production of short monologue productions) and 9 (writing short texts) have been chosen. The latter criterion will also be applied in the final project as students will have to apply their knowledge in the creation of short texts via the web. In addition to this criterion, criteria 4 (also about oral exchanges) and 7 (for the comprehension of the book to be worked on) will be worked on for the project. With this unit, students will develop their comprehension and production skills equally and will find extra motivation in being able to talk about themselves in front of their classmates.</p>		
<p>CURRICULAR FOUNDATIONS</p>				
<p>EVALUATION CRITERIA</p>				<p>COMPETENCES</p>
<p>Code: SPLW04C04</p>	<p>Description: Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.</p>			<p>L2L, SIE, LC, DC, SCC</p>
<p>SPLW04C05</p>	<p>Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de 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.</p>			

SPLW04C07	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.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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
SPL204C04: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C05: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1. SPLW04C07: Estrategias de comprensión 1, 2, 3, 4, 5, 6. SPLW04C09: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1.		10, 11, 12, 14, 15, 18, 19, 20, 22, 24, 25
METHODOLOGICAL FOUNDATION	TEACHING MODEL: Prior organisers (PORG), Role-play (ROLP), Direct teaching (DIRT).	
	METHODOLOGICAL FOUNDATIONS: Cooperative learning, Project-based learning.	
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through this unit students will develop their L2L competence as the individual work of creation and production depends on them. In addition, the SIE will be developed in both individual and group activities. The use of ICT will be used in all of them, so their DC will be developed. SCC will be involved in listening to classmates and respecting their turn to speak. Finally, with all these competences, the LC is developed.	
	GROUPS: Individual Work (INDW), Pair Work (PARW), Heterogeneous Groups (HETG).	
	SPACES: Subject classroom	
	RESOURCES: Classroom computers, whiteboard, Seesaw, Quizizz, Tweet Generator and https://study.com/learn/lesson/invisible-man-plot-themes.html	

N.º 6	TITLE: A LETTER TO A WOMAN		
Grade: 4th	Implementation period: from week nº 21 to 24	Nº of sessions: 15	Trimester: 2nd
Description: Throughout this unit <i>modal verbs</i> and false friends will be used. In addition, students will be taught how to write personal correspondence, whether formal or informal and in the form of a letter or email. This unit, being so close to Women's Day, will work with sequences of several books written by women in the 18th, 19th and 20th centuries in order to identify the role of women at that time and the subjects they wrote about. The first book worked on (by reading passages selected by the teacher) will be <i>Pride and Prejudice</i> by Jane Austen. Next, the film <i>Mary Shelley</i> will be shown and analysed. Finally, passages from <i>A Room of One's Own</i> by Virginia Woolf will be read. In order to make an analysis, mindmaps will be created in class with the ideas that have been captured and discussed, giving students the opportunity to give their opinions. As a project, students will be asked to write a letter to one of the three writers. They will have the option to write it in any format and register they wish, being creative and respecting the figures of these women.		Justification: This unit is based on the use of <i>modal verbs</i> and the importance of differentiating between them, as the connotation of sentences can vary if one modal or the other is used. In terms of vocabulary, it is necessary for students to understand the meaning of certain phrases used in English-speaking countries to refer to sayings similar to those in Spain. In this unit, as a project, the reading and analysis of certain texts will be done, so criterion 1 is essential. In order to evaluate the comprehension of the film that will be shown during the classes, criterion 6 has been selected and for the creation of texts using previous knowledge about writing, criterion 9 has been selected. Finally, criterion 10 goes hand in hand with the Network for Equality and Affective, Sexual and Gender Education, since in view of the celebration of Women's Day, students will learn about the differences that existed between men and women during the 18th, 19th and 20th centuries.	

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		COMPETENCES
Code: SPLW04C01	Description: Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	LC, DC, SCC, SIE, CAE
SPLW04C06	Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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.	
SPLW04C10	Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos concretos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	
CONTENTS		ASSESSABLE LEARNING STANDARDS
SPLW04C01: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C06: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C09: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1. SPLW04C10: 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, 6, 10, 11, 15, 16,18, 24,25
METHODOLOGICAL FOUNDATION	TEACHING MODEL: Prior Organisers (PORO), Direct Instruction (DIRI)	
	METHODOLOGICAL FOUNDATIONS: Project-based learning.	
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: This unit, as well as dealing with LC, deals with SIE competence through oral participation in the creation of mindmaps and, through the letters they have to write, with DC and SCC, as they have to write creatively and with complete freedom, but always considering the social moment or situation of the person who is supposed to receive the letter. In addition, the CAE goes hand in hand with criterion 10, dealing with topics such as society and culture of the 18th, 19th and 20th centuries.	
	GROUPS: Individual Work (INDW), Large Group (LGR), Heterogeneous Groups (HETG).	
	SPACES: Subject classroom	
RESOURCES: Digital whiteboard, computers, internet, coloured sheets.		
N.º 7	TITLE: TO WRITE OR NOT TO WRITE	

Grade: 4th		Implementation period: from week nº 25 to 29	Nº of sessions: 16	Trimester:2nd
Description: In this unit the <i>passive voice</i> will be introduced. It will be dealt with in a simple way, as the <i>passive voice</i> is not really studied in depth until the Baccalaureate. In order to do so, different practice activities will be carried out. The vocabulary related to the unit is about relationships, whether they are friendship, family, love, etc. As this is the last unit of the term, the project will be a bit more laborious. In this case it is a reinterpretation of Shakespeare's play <i>King Lear</i> . A summary of the play will be read by the students at home from the beginning of the unit. Thereafter, the class will be divided into small groups. Each group will be responsible for reinventing the characters from the play by making them characters from present day life. Once the characters have been created, over the course of the 8 sessions that will be used to carry out the project, the students will reach agreements to rewrite the play together. The teacher will be in charge of guiding the students and writing the play in a document. Finally, the play will be published in the school's quarterly magazine.		Justification: With the <i>passive voice</i> , a further step is taken in the difficulty of the subject. By introducing the <i>passive voice</i> , students will learn to speak in an impersonal way, whether narrating events and interpreting or giving news. At the same time, vocabulary based on interpersonal relationships will give richness to the students' language when narrating or describing events. Finally, the project will motivate pupils because of the freedom of imagination allowed. Criteria 1 and 6 have been selected because of the need for pupils' comprehension of oral and written texts. In addition, criterion 4 will be key to peer interaction and finally criterion 8 is completely necessary for the realisation of the project.		
CURRICULAR FOUNDATIONS				
EVALUATION CRITERIA				COMPETENCES
Code: SPLW04C01	Description: Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			LC, DC, SCC, L2L
SPLW04C04	Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			
SPLW04C06	Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			
SPLW04C08	Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.			
CONTENTS				ASSESSABLE LEARNING STANDARDS
SPLW04C01: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPL204C04: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C06: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C08: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos).				1, 2, 3, 4, 6,10,13, 17, 21, 22, 23, 24.
TEACHING MODEL: Basic Inductive (BASl), Synectic (SYNE), Prior Organisers (PORg).				
METHODOLOGICAL FOUNDATIONS: Cooperative learning, Project-based learning, Flipped Classroom.				
CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through the project, students will work in small groups and will also have to reach agreements as a class for the creation of the story, so they have to respect each other and				

METHODOLOGICAL FOUNDATION	develop their CSC. In addition, to practise the <i>passive voice</i> , activities and games found on the internet will be used to develop DC. Throughout the unit LC will be worked with oral expression being the key to achieving the objectives of the unit. Finally, L2L competence is key as students will take control of their learning through cooperative learning.
	GROUPS: Individual Work (INDW), Small Groups (SGRU), Large Group (LGRU), Fixed Groups (FIXG), Heterogeneous Groups (HETG).
	SPACES: Subject classroom.
	RESOURCES: <i>LitCharts</i> , classroom computers, <i>Quizizz</i> , <i>Jeopardy</i> , <i>YouTube</i> , <i>Genially</i> , <i>Word</i> , <i>MindMeister</i> .

N.º 8	TITLE: CAN'T REPEAT THE PAST?... OF COURSE YOU CAN!		
Grade: 4th	Implementation period: from week nº 30 to 34	Nº of sessions: 17	Trimester: 3rd
Description: As this unit deals with <i>reported speech</i> , it can be the most complicated for students to understand, so this unit will contain more sessions to practise the content of the unit than the rest of the units. As vocabulary, all the vocabulary related to money and economics will be covered as well as the basic rules for <i>countable and uncountable nouns</i> . Finally, as a project, the novel <i>The Great Gatsby</i> by F. Scott Fitzgerald will be presented. In this case, students will be grouped in pairs and each pair will read a chapter. On the <i>Storyboard Creator</i> website, students will create a comic book with the content of the chapter and will also practise <i>reported speech</i> in the characters' dialogues. Once the project is finished, they will decide whether to create a poster to put up on the walls in the corridors or to print it in comic format.		Justification: In order to achieve a good acquisition of knowledge, <i>reported speech</i> will be practised in almost every session as it is a rather complicated grammatical formation, and the teacher must make sure that all students understand it. In relation to vocabulary, it is also essential that students are familiar with terms related to the world of economics. In addition, this unit presents the novel <i>The Great Gatsby</i> , which coincides with important economic moments in the 20th century. Criteria 6 (comprehension of essential information in texts) and 9 (production of written texts applying known strategies) have been selected for this unit as students will have to take responsibility for reading, comprehending and rewriting applying what they know about reported speech to their project.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			COMPETENCES
Code: SPLW04C06	Description: Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.		L2L, SIE, CLC, DC, SCC
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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
SPLW04C06: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C09: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1.			12, 16, 18, 21, 23.
TEACHING MODEL: Prior Organisers (ORGP), Direct Instruction (EDIR)			
METHODOLOGICAL FOUNDATIONS: Cooperative learning, Project-based learning, Flipped Classroom, Gamification.			
CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: With the reading activity students will take control of their own learning process and their responsibility (L2L) as this part is crucial for the project they have to do. With it, they also			

METHODOLOGICAL FOUNDATION	develop the SIE competence as they have to create comic scenes, and this requires initiative. Apart from that, they will work in peers, so they have to respect each other ideas developing their SCC. The use of technologies is required for this unit so students will develop their DC. Finally, the LC is always included in the development of competencies.
	GROUPS: Individual work (INDW), pair work (PARW), small groups (SGRU), large groups (LGRU), heterogeneous groups (HETG).
	SPACES: Subject classroom
	RESOURCES: <i>The Great Gatsby</i> PDF, Computers, Internet, digital whiteboard, worksheets.

N.º 9	TITLE: EXPERIENCE IS THE NAME WE GIVE TO OUR MISTAKES		
Grade: 4th	Implementation period: from week nº 35 to 39	Nº of sessions: 17	Trimester:3rd
Description: This last unit will include revision activities of the whole syllabus as well as an explanation of the grammar which includes gerunds and infinitives. As vocabulary some of the most common idioms of the English language will be worked on and some sessions will be dedicated to review the vocabulary of the whole course through web games and activities such as <i>Jeopardy</i> , the <i>taboo game</i> and <i>WordWall</i> . As a final project, several of Oscar Wilde's short stories will be performed in the school auditorium. The aim is not to perform in front of the whole school but to show the stories to their peers in a fun and creative way.		Justification: One of the most common mistakes students make when speaking in English is the incorrect use of gerunds and infinitives, especially during oral productions. Therefore, in this unit, as well as reviewing all the content previously covered, the functioning of gerunds and infinitives will be briefly explained. At the end of the course, students are tired, so gamification will be perfect to motivate students during this last short unit. Regarding the project, this time and to finish, there will be a performance in groups of different short stories by Oscar Wilde. The students will have freedom of choice and freedom of creation as they will be able to modify the characters or dialogue. Criteria 5 and 9 have been selected to assess students' oral and written productions and criterion 1 to assess students' comprehension skills.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			COMPETENCES
Code: SPLW04C01	Description: Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.		L2L, SIE, CL, CD, CSC
SPLW04C05	Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de 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.		
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, 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

<p> SPLW04C01: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C05: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1. SPLW04C09: Estrategias de producción. 1 (Planificación), 1.1, 1.2, 2 (Ejecución), 2.2, 2.2, 2.3, 2.4, 3 (Evaluación y corrección), 3.1. </p>	<p>1, 2, 4, 6, 8,10, 21.</p>
<p style="text-align: center;">METHODOLOGICAL FOUNDATION</p>	<p>TEACHING MODEL: Prior organisers (PORG), Role-play (ROLP).</p>
	<p>METHODOLOGICAL FOUNDATIONS: Flipped Classroom, Gamification.</p>
	<p>CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC during this topic will be developed orally and through <i>Gamification</i> and <i>Flipped Classroom</i>, so it will also develop the L2L competence. Also, through Gamification, students will develop their DC and the CSC and SIE, as students need to show their interest in participating and respect for their classmates.</p>
	<p>GROUPS: Individual work (INDW), Small Groups (SGRU), Heterogeneous Groups (HETG).</p>
	<p>SPACES: Conference room, subject classroom.</p>
<p>RESOURCES: Worksheets, <i>Jeopardy</i>, <i>Wordwall</i>, Internet, Computers.</p>	

4. Method

The communicative approach of the subject favours the application of participative, active, and reflective methodologies. To this end, an active methodology will be applied with different communicative situations in which the pupils participate and, consequently, a methodology which is participative, and which focuses on the written and oral training of the pupils in the foreign language will be promoted. Due to the changing state of the language, the methodologies applied must be flexible and evolve and change with the language. In addition, methodologies should encourage the creation of playful spaces and therefore motivating situations for learners.

4.1. Methodological principles

This program is developed around the basis established by the *Decreto 83/2016, de 4 de julio*, which frames the curriculum of CSE and the Baccalaureate of the Autonomous Community of the Canary Islands. This curriculum does not refer to specific methodologies to be followed but establishes three basic principles around which the methodologies employed by the teacher of the subject should work:

- First dimension with students as *Social Agents* in which methodologies related to projects or problem solving are used.
- The second dimension in which students are considered to be *Autonomous Learners*. As mentioned above, students are also considered to be responsible for their own learning process and this will be done with the help of self-assessments or cross-curricular activities.
- The third dimension, taking into account the students as *Intercultural Speakers and Emotional and Creative Subjects*, encompasses methodologies in which students learn to value the legacy of the culture of the language studied (cultural, artistic, gastronomic aspects, etc.) together with the development of the emotional aspect of the students.

To this end, the methodologies applied should develop students' abilities related to self-evaluation and awareness of their own learning process, encourage motivation of both teachers and students, taking into account their individual interests and the interests of the

class as a group or team, and favour linguistic immersion in a natural way and, whenever possible, with the help of ICT tools.

Bloom's Taxonomy (1956) can be of interest in guiding the methodologies to be applied in order to achieve the objectives set by the curriculum. The main idea proposed by Bloom is that not all cognitive actions have the same complexity and he established different domains ordered by difficulty. Therefore, tools that favour cognitive development should be used so that learning is not linear and outdated.

To this end, students will be taught to create with the support of the teacher so that they develop their ability to think, discover, construct and transform information as they gather it and learn to classify it (especially sources that can be found on the web). In addition, Bloom's taxonomy includes the competence of learning to learn, since the second higher domain established by Bloom is 'evaluating' and through it students will learn to select information, justify their ideas and defend them autonomously doing the same with their own educational process.

Merrill's instructional principles or Component Display Theory will be of great help for the development of the activities as it is a cognitive theory that can go perfectly hand in hand with Bloom's theory. What Merrill proposes is to structure the activity prior to its execution and to make it possible to integrate all the activities into everyday life so that the students can understand them effectively. Thus, activities such as speaking in different contexts and with different registers can be a good example of an activity that applies Merrill's theory.

Finally, during the application of the methodologies, the teacher should be aware of the students' learning process and abilities in order to apply the different activities since, as mentioned in the 'justification' section of this programme, the aim is to work with all possible intelligences of the students. In relation to this, the Universal Design for Learning (UDL) can be found. This methodology, in addition to providing motivation to students, promotes inclusion in the activities of all students in the classroom regardless of their educational needs, offering the same opportunities for all students.

4.2. Strategies

Throughout the nine teaching units presented, various teaching models, methods, techniques, and strategies have been considered taking into account the objectives of the

subject in order to provide effective and enriched teaching for the students. The teaching models to be used are: Basic Inductive (BASI), Prior Organisers (PORG), Synectic (SYNE), Role Play (ROLP) and Direct Instruction (DIRI).

These models belong to different groups:

- Information processing with Basic Inductive Model is included in this group, and it is concerned with the analysis of data and the formulation of principles and is related to the Concept Formation Model. These models will be used to introduce ideas to students by letting them create concepts about the content they are learning through activities. Prior Organisers Model is useful for recalling previous knowledge before acquiring new knowledge and will be used in units with a very simple grammatical content. The last one belonging to this group is the Synectic Model, a very useful model for developing a sense of imagination and creativity in students. It will be used in unit 1 in which students will have to find words in a book and create a sentence with it developing their creative capacity.
- One Social Model is useful for this subject. It is the Role Play Model, a very useful tool for the acquisition of languages with students developing their speaking abilities acting as characters of a story (unit 9) or simply interviewers (unit 5).
- Direct instruction. Basic model for teaching in which the teacher delivers explanations and model activities for the students to put theory into practice, always with mutual feedback between students and teacher. It will be used in units in which the grammatical content is more complex as for example unit 8 with the *reported speech*.

The methods applied for this programming are both expository and elaborative. The expository methods are of a narrative nature with techniques such as oral presentation with visual support and of a demonstrative nature with techniques such as modelling and tutorials. Expository methods will also be followed with an interrogative character following the technique of Socratic questions and discovery methods with techniques such as project-based learning, debates, and cooperative learning.

For this subject and for this course, teaching strategies will be student-centred. At their age students should be able to demonstrate a certain maturity, interest, and sense of

responsibility both individually and in groups. The class will be responsible for their own learning process while the teacher will act as a guide. This system will encourage the development of social and cooperative skills as well as the acquisition of different skills, application of previous knowledge and problem solving.

4.3. Types of activities

There are five blocks that distinguish the condition of the activities to be carried out in the classroom:

- a) The first block includes all activities which contribute to the comprehension of oral texts. The aim of this block is to develop skills related to the listening and comprehension of foreign language content. Throughout the course, in addition to the teacher's voice speaking the foreign language, this block will be worked on with activities such as playing videos, films, songs or the visit of assistant teachers whose native language is English.
- b) The second block is also related to oral skills but in this case to the production of oral texts. Activities which contribute to the development of students' oral communication are of vital importance as one of the objectives of the subject is not only to understand but also to be able to produce. By following active methodologies, students will regularly participate in debates, round tables where everyone participates equally and the creation of multimedia content.
- c) The third and fourth blocks are related to written texts. In the third block the emphasis is on comprehension of written texts. For this purpose, activities such as reading, analysing information, searching for documents, etc., are used.
- d) For the fourth block, the focus is on the production of written texts. After being able to understand written information, students should be involved in the development of their ability to produce written texts. Students will participate in activities such as the creation of posters, group projects and individual activities such as essays.
- e) The fifth block is related to sociolinguistic, sociocultural, and emotional aspects. As the aim of the programme is to contribute to linguistic immersion, not only language-related aspects will be practised, but also cultural aspects such as literature and history will lead to social aspects with problem-solving activities through projects or

debates, for example, in which students will be able to respect the ideas of others and express their own ideas, always being aware of the legacy that English-speaking cultures have left on an artistic, cultural, etc. level.

Throughout the course, each student will be monitored by means of a portfolio which they will have to complete individually with the activities they carry out. This is a way for students to keep track of their progress with the activities they carry out, even if they are formative activities. In addition, at the end of each unit or term, the teacher can take into account the students' portfolios to evaluate their progress, their difficulties, the problematic activities and even the students' aptitudes.

4.4. Groups

In relation to the type of groupings and due to the variety of activities that make up this programme, the most common types of grouping that will be followed are: Individual Work (INDW), Small Groups (SGR), Large Groups (LGR), Flexible Groups (FLXGR).

Group work is essential for the development of social skills in which students learn to reach agreements to solve the problems raised, as well as learning to socialise respectfully, respecting the opinions and ideas of their classmates. For this reason, three types of groupings are going to be worked. Small groups, as well as flexible groups, will be useful for activities in which collaboration between students is necessary to achieve objectives such as small tasks and in which students with different learning rhythms will work so that some will have a favourable influence on others. Large groups will reinforce the functioning of the class as a team, encouraging the inclusion of all students and respect for both, values, and communicative norms. The configuration of the groups will be heterogeneous, favouring diversity within the classroom. As for Individual Work, it is also essential for pupils to monitor their own learning and to be able to identify their motivations and difficulties and to be able to reflect on them.

4.5. Complementary activities

Every year, the English department celebrates important days in the calendar through a variety of activities that educate students on a personal, cultural, artistic, creative, and social level. For this programming, some units will be linked with some celebrations or special days. For example, unit 2 is linked to Halloween, unit 4 is linked to Christmas, unit 6, due to

its proximity to the International Women’s Day, will deal with activities related to important writers and, finally, unit 7 is related to the World Book Day. In addition to this, the First Foreign Language department is a department that is responsible for organising, together with the programmes to which the school is attached, different events in the school or outside it with its pupils so that they can participate in the Global Classroom or Spelling Bee programmes. This department also gets involved in the publication of some entries of one of the centre's projects such as the journal called ‘el Tablón’.

It is also planned to organise activities outside the school in open or non-classroom environments such as attending theatrical performances as well as the screenings of films in their original version or visits to different environments where the English language is practised as a means of communication at a professional level.

In addition to the tasks of organising activities by the First Foreign Language subject department and as specified in the *Orden de 15 de enero de 2001*, which is responsible for regulating complementary and extracurricular activities in public centres in the Autonomous Community of the Canary Islands, the organisation of complementary or extracurricular activities will have the support of the Education Administration, the Island Councils and the Town Councils, together with the participation of institutions, companies, organisations and associations in the surrounding area, on condition that they offer activities of an educational and non-profit nature.

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

The subject classroom corresponding to the First Foreign Language subject, as specified above, has ICT devices therefore it is not necessary to move to an ICT classroom but, depending on the activities carried out, complementary spaces such as the playground or the outside of the school may be used at some point in the case of a trip.

The programme for the 4th year of CSE the First Foreign Language subject is organised in 9 didactic units which have been divided according to the length of each trimester in accordance with the Canarias’ school calendar for the 2021/2022 academic year. The course has, therefore, about 140 sessions (4 hours per week) and is organised as follows:

- a) In the first trimester (being the longest) four units have been established. In these units the subject matter is simple and related to grammatical content that has been

whiteboard or the classroom's computers, and the teacher will always provide the students with the necessary materials to work with.

5. Attention to diversity

Due to the globalisation of today's world and technological advances, humanity finds itself in a time of increasing diversity. One only has to sit on a park bench in a residential area to observe the great cultural, economic, religious and other kind of diversity that exists today.

There are many factors that currently allow diversity to continue to grow, but there are still difficulties at different levels that can make plurality somewhat complicated and still need to be worked on.

In the field of education, diversity is something that has been worked on for a long time and is a gateway to plurality. Education accepts all students and tries to facilitate or make the students' experience more pleasant by advocating heterogeneity in the classroom. To this end, there is a section in the educational curricula called attention to diversity that responds to situations of diversity.

In this didactic programme, multiple intelligences are worked, considering the different abilities and skills of the students and favouring motivation in the learning of the second language. In addition, the UDL teaching model is used as a teaching model that ensures inclusion in the classroom to promote equal opportunities for students.

As mentioned above, in the classroom where the didactic programme is applied, there is a student diagnosed with ADHD in a psycho-pedagogical report who, before being medicated, showed a permanent pattern of inattention in the classroom accompanied by impulsive behaviour and hyperactivity.

The pupils in the 4th year of CSE are characterised by being a fairly homogeneous class in terms of age and gender, but even so, throughout their educational life, the pupils may have required measures related to attention to diversity individually or as a group in general, as diversity is not only about pupils with Special Educational Needs (from now on SEN), but also about the variety of pupils that may be present in the classroom and who experience different circumstances.

5.1. General aspects and regulations

As in the rest of the Communities, in the Autonomous Community of the Canary Islands there are regulations governing attention to diversity.

This is the case of *Decreto 25/2018, de 26 de febrero*, which frames attention to diversity in the Autonomous Community of the Canary Islands and emphasises the importance of promoting equal conditions and opportunities to receive a decent education for all people and, above all, for those at risk of exclusion and pays special attention to teachers whose role in the classroom as promoters of inclusion is of crucial importance. Furthermore, the regulation establishes a general framework with different methodological proposals that address the area of attention to diversity and that schools must adapt as appropriate.

Moving on from general regulations to more specific regulations, the *Orden de 13 de diciembre de 2010*, belonging to the Autonomous Community of the Canary Islands, focuses on the early recognition of pupils' difficulties as well as paying attention to pupils' educational needs related to disorders, disabilities or difficulties ensuring that these pupils are recognised and accepted, guaranteeing their inclusion in the classroom.

In the *Resolución de 9 de febrero de 2011*, instructions for the Autonomous Community of the Canary Islands are established to carry out early detection and curricular adaptations, as well as defining the functions of teachers, schools, and families within the process of detection and adaptation of SEN pupils and facilitating preventive reinforcement or personalised educational programmes and educational methodologies for schools and teaching staff.

Similarly, there are instructions for the detection and adaptation of highly able pupils. These instructions are specified in the document *Instrucciones de la Dirección General de Ordenación, Innovación y Promoción Educativa para la valoración, atención y respuesta educativa al alumnado que presenta necesidades específicas de apoyo educativo por altas capacidades intelectuales (2013)*.

Finally, for pupils diagnosed with a disability or whose illness requires them to remain hospitalised or absent from school for a long period of time, there is a regulation that governs the right to schooling in these cases. The *Resolución de 22 de mayo de 2018*, is in charge of carrying out this work of guiding and informing families and educational centres.

5.2. Ordinary measures

In the school in general, emphasis is placed on the work of inclusion of all students by taking measures of all kinds. The majority of students come from families with high purchasing power, but there is a minority whose circumstances are completely the opposite, and the school helps to ensure that there are no major differences in terms of education between the two types of students.

In the class to which the didactic programme is addressed, although there are no low-income pupils, there are computers available to all pupils and all activities requiring the use of ICT are carried out in the same classroom.

In relation to the pupil diagnosed with ADHD, the measures that have been adopted are simple, as, due to the follow-up of the doctors and the treatment he is following, his behaviour is much calmer. As recommended, the pupil remains seated in the front row of the class and, as they are all seated in pairs, he is seated with an efficient pupil who supports him in understanding the subject matter and activities. In addition, the oral instructions are accompanied by visual aids, which are also very useful for the rest of the students in the classroom. As mentioned in previous sections, the only measure at an evaluative level is to extend the duration of the written tests taken by the student by 10 minutes.

With regard to the pupil who repeated a year, no measures have been applied as the reason for her repetition was due to external factors that affected her performance in the classroom. The pupil is motivated and gets on well with her classmates, being participative and a good companion, offering support to the rest of the pupils when they need it.

6. Education in values, plans and programs

Educating students in values is one of the most important tasks in the field of education, if not the most important, because humans are social beings and they can know how to solve mathematical problems, or be perfect in syntax, but what is the point of knowing these things if they are not able to live together in society in a democratic and tolerant way?

Values education focuses on exactly that, on acquiring moral principles and civic standards acceptable in society so that students develop their personalities through the formation of their own concepts and ideas. Contrary to what many people still think, values education is not indoctrination, but an aid to students to discover different issues present in

society and to create their own ideas about them, knowing what is morally acceptable, so that they become respectful citizens.

This education in values, in the Autonomous Community of the Canary Islands, during the cycles of CSE and Baccalaureate is carried out in a transversal way as estimated in the *Decreto 315/2015, 28 agosto*, and, in addition, the work strategies for the transversal treatment of these values should be collected according to *el artículo 44, apartado 3, del Decreto 81/2010, de 8 de julio*, within the didactic programmes.

6.1. Education in values from the subject

Through the subject of First Foreign Language, and at the same time as developing the basic competences of the subject, values such as empathy, cooperation and equality will be worked on through group activities, as well as the democratic spirit that requires the progress of the group as a unit, since the progress of the subject will depend on the work of the group and its attitude.

Furthermore, throughout the course and thanks to what is established in the didactic programme, pupils will acquire values such as valuing historical and cultural heritage, due to all the aspects that are covered and which revolve around language and, due to the treatment of moral themes through literary stories, pupils will acquire values such as a critical spirit and personal and social development through the carrying out of various activities. In unit 4, for example, values such as redemption will be worked on debates or in unit 9, with the *Short Stories* by Oscar Wilde, students will deal with themes as selfishness, compassion, poverty or inequality.

6.2. Development of linguistic communication

One of the main objectives of this didactic programme is the development of the students' communicative skills, since they have a basic knowledge of the language, and a level of maturity is expected from them. This maturity may allow students to be able to participate in lessons without being afraid of making mistakes or being judged by their classmates.

Thus, students will develop their linguistic competence and all the communication patterns required in oral communication as well as their sociolinguistic knowledge in a transversal way, considering that communication is directly related to the social factor and

rules of courtesy are established, such as listening, respecting the turn to speak, communicating briefly and effectively as well as being respectful.

Through a programme in which controversial topics are set at the beginning, during or at the end of the units, students are pushed to think about different values and communicate their ideas. For example, in the unit 4 student would have to debate about social problems such as poverty or themes such as forgiveness or generosity. In unit 7, the unit developed in the learning situation, students will use the round table to collaborate and to discuss to rewrite a play by Shakespeare. This method is interesting as the teacher will not participate and students will guide the conversation, adding their ideas and taking turns to participate respecting each other's ideas.

6.3. ICT integration

Nowadays, the use of ICT is essential even in education. In relation to languages, and if used responsibly, ICT can be a very useful for working with the language at a written and oral level, as it provides a wide variety of very useful materials so that students are able to find out what there is beyond the English spoken within the four walls of the classroom.

In this programme, ICT will be useful for individual or group projects or for activities that require the participation of all pupils in the classroom in a quick and efficient way, using for example *Padlet* for the project in unit 7 in which students would present their characters for the play they will rewrite or *Quizizz* in unit 5 through which students would test their reading comprehension of the book *The Invisible Man*. For the use of dictionaries, *WordReference* will be recommended as it is intended that learners produce language independently and *WordReference* only allows individual word searches. Other software and websites will be used to support learning through games, videos, or other multimedia elements.

6.4. Centre plans and programs

The centre is involved in a series of projects and programmes, all of which belong to the RED CANARIA InnovAS (Canarian Network of Educational Centres for the Innovation and Quality of Sustainable Learning). This network is responsible for promoting the inclusion within the educational field of creative or, as the name suggests, innovative proposals, transmitting the idea of caring for the environment, caring for people and sustainability.

The centre is a member of several of the networks offered by the InnovAS Network. One of them is the Network for Equality and Affective, Sexual and Gender Education, which advocates against discrimination of any kind and in favour of all types of diversity, paying special attention to equality between men and women.

On the other hand, and in favour of the subject, the school is a member of the Network for Linguistic Communication, Libraries and School Radios, which helps to favour the development of linguistic competence and facilitates the development of competence in learning to learn. This network is included in the PGA as it is necessary for schools to have a communication plan.

Returning to the issue of inclusion, the school participates in the Educate for Equal Access to Education Programme as, given the diverse circumstances of the students attending the school, a lot of work is done on equality between students from different socio-economic backgrounds in order to provide equal access to education for all students.

6.5. Specification of the institutional plans of the centre

The subject of first foreign language has the advantage of being a flexible and open subject since the learning of a second language can take place in multiple ways and following different strategies, which facilitates the access and participation of this subject in different programmes and networks.

Through different readings included in the syllabus, the theme of equality will be dealt with by participating in the network for Equality and Affective, Sexual and Gender Education and through other units and with the help of a story by Charles Dickens, students will reflect on economic inequality, thus participating in the programme Educating for Equality in Access to Education.

Directly related to the subject are the programmes in which the centre participates called Spelling Bee and Global Classroom, programmes designed for the development of linguistic competence in English and run by the English department.

7. Learning Assessment

In conformity with *Real Decreto 984/2021, de 16 noviembre*, the evaluation, promotion and certification of students depends on the evaluation carried out by the teacher, focusing on the achievement of the objectives of the stage and the acquisition of the established

competences of its students. Therefore, the assessment of the subject of First Foreign Language must be adapted to the requirements of the law.

For the evaluation of the subject, four different types of evaluation will be taken into account, all of them working simultaneously. In order to keep a record at the end of the teaching process (unit) of the objectives achieved individually by the students, summative assessment will be used, which will be accompanied by continuous assessment in which simple, varied and short tests will be carried out to evaluate the learning process and improve it if necessary.

Thus, formative assessment will be key during the learning process as it is the one that will contribute to the development of the competences established for the promotion of students. The projects programmed for each unit will be responsible for formative assessment of the competences acquired by the students.

Finally, and continuing with the assessment of the objectives, an integrative assessment will be the one that globally estimates whether the objectives have been achieved, taking into account the work carried out by the students as a whole.

In order to be able to correctly visualise the type of assessment, in the learning situation related to unit 7, the first three assessments mentioned above will be applied. Formative assessment will go hand in hand with all the activities carried out in the sessions established for the learning situation. The programmed competences will be worked on in these sessions. Through continuous assessment, all the knowledge acquired previously will be put into practice through activities and through the test related to this unit, which will also be of a summative nature to observe whether or not the proposed objectives have been achieved.

7.1. Procedures and assessment tools

The types of evaluations to be carried out by the teacher have been mentioned above, but depending on the type of agent, there are other types of evaluations, all of them with their associated techniques and tools.

The first type of assessment, the one performed by the teacher, is called hetero-evaluation. It will be the main type of evaluation that will be taken into account throughout the entire programme. Through hetero-evaluation, the teacher uses techniques such as surveys (whose evaluation tools can be interviews or questionnaires, for example),

systematic observation (very important for this programme as many activities are carried out orally) with tools such as checklists, learning diaries, assessment scales or anecdotal records and, finally, analysis of documents, productions and artefacts evaluated through tools such as rubrics.

Another interesting type of assessment for this programme is self-assessment, in which students have the opportunity to analyse and control their own progress, thus favouring the development of the learning to learn competence. This type of assessment will be carried out in each unit through the portfolio that students will complete with the activities they have carried out and with a small learning diary that they will complete before handing in the portfolio to the teacher before the assessment test.

Finally, co-assessment is an interesting and democratic form of assessment as students have the possibility of showing their opinions about the work of their classmates. They will do so in order to assess activities carried out by peers by means of instruments such as written documents, group activities or oral activities that will be evaluated through tools such as rating scales, rubrics or checklists.

These three types of assessment, together with all the tools, instruments, and techniques, are a way of assessing students in a varied way, thus assessing all their skills and without compromising the subject simply on an exam mark. All the students' work will be taken into account whether it is individual, or group work and all areas will be covered, including creativity, which should have a greater place in the classroom.

7.2. Scoring criteria

According to the *Orden de 3 de septiembre de 2016*, which regulates assessment in the CSE and Baccaureate, the students of the stage will be assessed from 1 to 10 by the teachers taking into account a correlation between the qualification of the subject and the acquisition and development of the competences related to it and also established in the mentioned order. As a consequence of this, all the instruments destined to the programming of the subject must be related to the development of the competences and, at the same time, comply with the learning included in the evaluation criteria.

It will be the teaching staff who, in the assessment sessions, will be responsible for agreeing on the grading of the competences acquired by the students. This process will be

reviewed by the management staff who will ensure that the subjects are assessed taking into account the competences.

The *Orden de 3 de septiembre de 2016* provides in the same document rubrics for student assessment that will be taken into account throughout the course. These rubrics are associated with the *LOMCE* and include a section for the assessment of competences.

7.3. Support and evaluation plans

Through the use of the portfolio that will be collected before each test, the teacher will be able to evaluate the deficiencies of the different students and know what weaknesses each one has in order to review the content before the tests. In addition, for those students who find it difficult to understand the subject or certain content, video tutorials recorded by the teacher or ICT resources with explanations will be made available to students who need them. Finally, as reinforcement activities or to achieve the desired competences, the teacher may send extra activities to those students who need them.

8. Conclusions

Equality and diversity are the elements that most characterise this programme, as working on all the students' abilities, taking into account their diversity, motivates them to participate and to want to learn.

It is true that each person is different and that every student is different, which is why this programme considers each and every one of the aspects that students can offer as well as helping them in the process of acquiring the necessary competences to achieve the objectives of the subject.

Creating a pleasant atmosphere in the classroom is essential for students' learning because, if a team bond is created in which all members are considered equally, students will not be afraid to attend classes, participate or make mistakes.

In order to learn a language, not only comprehension is necessary but also production is a key factor. Through this programme and thanks to the atmosphere of companionship created in the classroom, production will play an important role as students will feel more confident with each activity to participate and produce elements in the language they are learning.

The teacher's daily monitoring will be central to the assessment of the students, as this will not depend exclusively on written tests, but will take into account all the activities carried out and the daily work, as well as the students' demonstration of interest in the language.

This form of assessment should be considered more often in the classroom since, as competences have to be assessed according to the established by law, they cannot be assessed simply through exams but by monitoring students' progress.

This programming is about working with a challenge posed by Howard Gardner (2006) in which he proposes to take into account as educators, the different cognitive profiles of students and their individual differences.

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Annexed 1

Estándares de aprendizaje evaluables 4º de la ESO

1. Capta los puntos principales y detalles relevantes de mensajes grabados o de viva voz, claramente articulados, que contengan instrucciones, indicaciones u otra información, incluso de tipo técnico (p. ej. en contestadores automáticos, o sobre cómo realizar un experimento en clase o cómo utilizar una máquina o dispositivo en el ámbito ocupacional).
2. Entiende lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. ej. en bancos, tiendas, hoteles, restaurantes, transportes, centros educativos, lugares de trabajo), o menos habituales (p. ej. en una farmacia, un hospital, en una comisaría o un organismo público), si puede pedir confirmación de algunos detalles.
3. Identifica las ideas principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que tiene lugar en su presencia y en la que se tratan temas conocidos o de carácter general o cotidiano, cuando el discurso está articulado con claridad y en una variedad estándar de la lengua.
4. Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales, así como la formulación de hipótesis, la expresión de sentimientos y la descripción de aspectos abstractos de temas como, p. ej., la música, el cine, la literatura o los temas de actualidad.
5. Comprende, en una conversación formal, o entrevista en la que participa (p. ej. en centros de estudios o de trabajo), información relevante y detalles sobre asuntos prácticos relativos a actividades académicas u ocupacionales de carácter habitual y predecible, siempre que pueda pedir que se le repita, o que se reformule, aclare o elabore, algo de lo que se le ha dicho.
6. Distingue, con apoyo visual o escrito, las ideas principales e información relevante en presentaciones o charlas bien estructuradas y de exposición clara sobre temas conocidos o de su interés relacionados con el ámbito educativo u ocupacional (p. ej., sobre un tema académico o de divulgación científica, o una charla sobre la formación profesional en otros países).
7. Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

8. Hace presentaciones breves, bien estructuradas, ensayadas previamente y con apoyo visual (p. ej. PowerPoint), sobre aspectos concretos de temas académicos u ocupacionales de su interés, organizando la información básica de manera coherente, explicando las ideas principales brevemente y con claridad y respondiendo a preguntas sencillas de los oyentes articuladas de manera clara y a velocidad media.
9. Se desenvuelve adecuadamente en situaciones cotidianas y menos habituales que pueden surgir durante un viaje o estancia en otros países por motivos personales, educativos u ocupacionales (transporte, alojamiento, comidas, compras, estudios, trabajo, relaciones con las autoridades, salud, ocio), y sabe solicitar atención, información, ayuda o explicaciones, y hacer una reclamación o una gestión formal de manera sencilla pero correcta y adecuada al contexto.
10. Participa adecuadamente en conversaciones informales cara a cara o por teléfono u otros medios técnicos, sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica brevemente opiniones y puntos de vista; narra y describe de forma coherente hechos ocurridos en el pasado o planes de futuro reales o inventados; formula hipótesis; hace sugerencias; pide y da indicaciones o instrucciones con cierto detalle; expresa y justifica sentimientos, y describe aspectos concretos y abstractos de temas como, por ejemplo, la música, el cine, la literatura o los temas de actualidad.
11. Toma parte en conversaciones formales, entrevistas y reuniones de carácter académico u ocupacional, sobre temas habituales en estos contextos, intercambiando información pertinente sobre hechos concretos, pidiendo y dando instrucciones o soluciones a problemas prácticos, planteando sus puntos de vista de manera sencilla y con claridad, y razonando y explicando brevemente y de manera coherente sus acciones, opiniones y planes.
12. Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia (p. ej. en un evento cultural, en una residencia de estudiantes o en un contexto ocupacional).
13. Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados, relacionados con asuntos de su interés personal, académico u ocupacional (p. ej. sobre ocio, cursos, becas, ofertas de trabajo).
14. Comprende correspondencia personal, en cualquier soporte incluyendo foros online o blogs, en la que se describen con cierto detalle hechos y experiencias, impresiones y sentimientos; se narran hechos y experiencias, reales o imaginarios, y se intercambian

información, ideas y opiniones sobre aspectos tanto abstractos como concretos de temas generales, conocidos o de su interés.

15. Entiende lo suficiente de cartas, faxes o correos electrónicos de carácter formal, oficial o institucional como para poder reaccionar en consecuencia (p. ej. si se le solicitan documentos para una estancia de estudios en el extranjero).

16. Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.

17. Entiende información específica de carácter concreto en páginas Web y otros materiales de referencia o consulta claramente estructurados (p. ej. enciclopedias, diccionarios, monografías, presentaciones) sobre temas relativos a materias académicas o asuntos ocupacionales relacionados con su especialidad o con sus intereses.

18. Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.

19. Completa un cuestionario detallado con información personal, académica o laboral (p. ej. para hacerse miembro de una asociación, o para solicitar una beca).

20. Escribe su curriculum vitae en formato electrónico, siguiendo, p. ej., el modelo Europass.

21. Toma notas, mensajes y apuntes con información sencilla y relevante sobre asuntos habituales y aspectos concretos en los ámbitos personal, académico y ocupacional dentro de su especialidad o área de interés.

22. Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le resultan importantes (p. ej. en una página Web o una revista juvenil, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta.

23. Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. ej. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones.

24. Escribe correspondencia personal y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; narra, de forma lineal y coherente, hechos relacionados con su ámbito de interés, actividades y experiencias pasadas (p. ej. sobre un viaje, sus mejores vacaciones, un acontecimiento importante, un libro, una película), o hechos imaginarios; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos.

25. Escribe correspondencia formal básica, dirigida a instituciones públicas o privadas o entidades comerciales, fundamentalmente destinada a pedir o dar información, solicitar un servicio o realizar una reclamación u otra gestión sencilla, observando las convenciones formales y normas de cortesía usuales en este tipo de textos.

Annexed 2

Contenidos de los criterios de evaluación de 4º de la ESO

Bloque 1. Comprensión de textos orales. Criterio 1

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.

Bloque 1. Comprensión textos orales. Criterio 2

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.

Bloque 2. Producción de textos orales: expresión e interpretación. Criterio 3

1. Componente funcional. 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. 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. Estructuras morfosintácticas y discursivas. ¹ 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.

Bloque 2. Producción de textos orales: expresión e interpretación. Criterio 4

1. Componente funcional. 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 .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. Estructuras morfo-sintácticas y discursivas.¹ 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.

Bloque 2. Producción de textos orales: expresión e interpretación. Criterio 5

1. Planificación. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.
2. Ejecución. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto. 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. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje “prefabricado”, etc.). Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales: lingüísticos, paralingüísticos y paratextuales
3. Evaluación y corrección. Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje

Bloque 3. Comprensión de textos escritos. Criterio 6

1. Componente funcional. 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 .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. Estructuras morfo-sintácticas y discursivas¹.Patrones gráficos y convenciones ortográficas.
3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Bloque 3. Comprensión de textos escritos. Criterio 7

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, implicaciones).
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.

Bloque 4. Producción de textos escritos: expresión e interpretación. Criterio 8

1. Componente funcional .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. Léxico escrito de uso común 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. Estructuras morfo-sintácticas y discursivas.¹ Patrones gráficos y convenciones ortográficas.

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

Bloque 4. Producción de textos escritos: expresión e interpretación. Criterio 9

1. Planificación. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea. Localizar y usar adecuadamente recursos lingüísticos o temáticos.

2. Ejecución. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto. Reajustar la tarea o el mensaje, tras valorar las dificultades y los recursos disponibles. Apoyarse en y sacar el máximo partido de los conocimientos previos.

3. Evaluación y corrección. Aplicar mecanismos de evaluación y de autocorrección para progresar en el aprendizaje.

Bloque 5. Aspectos sociolingüísticos, socioculturales y emocionales. Criterio 10

1. Componente cultural. Respeto de las convenciones sociales, las normas de cortesía y los registros. 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. Valoración y comparación de los aspectos culturales, las peculiaridades, las costumbres, los valores, las creencias, las actitudes, las tradiciones, las formas de relación social, etc., propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general. 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. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.

2. Componente emocional. Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación. 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. 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.

Annexed 3

Learning Situation

N.º 7		TITLE: TO WRITE OR NOT TO WRITE		
Grade: 4th		Implementation period: from week nº 25 to 29	Nº of sessions: 20	Trimester: Second
<p>Description: In this unit the <i>passive voice</i> will be introduced. It will be dealt with in a simple way, as the <i>passive voice</i> is not really studied in depth until the Baccalaureate. In order to do so, different practice activities will be carried out. The vocabulary related to the unit is about relationships, whether they are friendship, family, love, etc. As this is the last unit of the term, the project will be a bit more laborious. In this case it is a reinterpretation of Shakespeare's play <i>King Lear</i>. A summary of the play will be read by the students at home from the beginning of the unit. Thereafter, the class will be divided into small groups. Each group will be responsible for reinventing the characters from the play by making them characters from present day life. Once the characters have been created, over the course of the 8 sessions that will be used to carry out the project, the students will reach agreements to rewrite the play together. The teacher will be in charge of guiding the students and writing the play in a document. Finally, the play will be published in the school's quarterly magazine.</p>		<p>Justification: With the <i>passive voice</i>, a further step is taken in the difficulty of the subject. By introducing the <i>passive voice</i>, students will learn to speak in an impersonal way, whether narrating events and interpreting or giving news. At the same time, vocabulary based on interpersonal relationships will give richness to the students' language when narrating or describing events. Finally, the project will motivate pupils because of the freedom of imagination allowed. Criteria 1 and 6 have been selected because of the need for pupils' comprehension of oral and written texts. In addition, criterion 4 will be key to peer interaction and finally criterion 8 is completely necessary for the realisation of the project.</p>		
CURRICULAR FOUNDATIONS				
EVALUATION CRITERIA			COMPETENCES	
Code: SPLW04C01	Description: Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.		LC, DC, SCC, L2L	
SPLW04C04	Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			
SPLW04C06	Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.			
SPLW04C08	Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.			
CONTENTS			ASSESSABLE LEARNING STANDARDS	
SPLW04C01: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos			1,2, 3, 4, 6,10,13, 17, 21, 22, 23, 24.	

<p>socioculturales y sociolingüísticos). SPL204C04: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C06: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos). SPLW04C08: 1 (Componente funcional), 1.1 (Funciones comunicativas), 2 (Componente lingüístico), 2.1, 2.2, 2.3, 3 (Aspectos socioculturales y sociolingüísticos).</p>	
METHODOLOGICAL FOUNDATION	<p>TEACHING MODEL: Basic Inductive (BASI), Synectic (SYNE), Prior Organisers (PORG)</p>
	<p>METHODOLOGICAL FOUNDATIONS: Cooperative learning, Project-based learning, Flipped Classroom.</p>
	<p>CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through the project, students will work in small groups and will also have to reach agreements as a class for the creation of the story, so they have to respect each other and develop their SCC. In addition, to practise the <i>passive voice</i>, activities and games found on the internet will be used to develop DC. Throughout the unit student will work on LC, with oral expression being the key to achieving the objectives of the unit. Finally, L2L competence is key as students will take control of their learning through cooperative learning</p>
	<p>GROUPS: Individual Work (INDW), Small Groups (SGRU), Large Group (LGRU), Fixed Groups (FIXG), Heterogeneous Groups (HETG).</p>
	<p>SPACES: Subject classroom.</p>
<p>RESOURCES: <i>LitCharts, Padlet, computers, digital whiteboard, Quizizz, Jeopardy, YouTube, Genially, Word, MindMeister.</i></p>	

CONCRETION. SEQUENCE OF ACTIVITIES						
ACTIVITY: 1		TITLE: READ, READ, READ			ACTIVATION	
<p>DESCRIPTION: During the first week, the content of the unit is going to be introduced. Session 1: At the beginning of the units, the teacher uploads to <i>Seesaw</i> a document in which a summary of the content that is going to be seen appears. In this document there is also an introduction to the author and book that is going to be worked. In this first session students will read this in class with the teacher to comment on the ideas that appear on it. Session 2: Is going to be used to introduce the vocabulary related to relationships. A brainstorming will be done with the help of the entire class, and it will be written on the digital whiteboard. The teacher will complete the information with more words. Sessions 3 and 4: In these sessions, the <i>passive voice</i> will be introduced with a <i>Genially</i> prepared by the teacher and some <i>YouTube</i> videos will be seen to complete the information or to make it easier to understand.</p>						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C01 SPLW04C04 SPLW04C06	1, 2, 3, 4, 6, 10, 13, 17	<p>SPLW04C01: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPL204C04: 1, 1.1, 2, 2.1, 2.2, 2.3, 3.</p>	LC, DC, SCC, L2L	<ul style="list-style-type: none"> - Systematic observation - Analysis of documents, productions and items 	<ul style="list-style-type: none"> - Learning diary - Checklist 	<ul style="list-style-type: none"> - Mindmap - Portfolio

		SPLW04C06: 1, 1.1, 2, 2.1, 2.2, 2.3, 3.				
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
- Mindmap - Portfolio	- Hetero-evaluation - Autoevaluation	Individual Work (TIND), Large Group (GGRU), Heterogeneous Groups (GHET).	3	Seesaw, Genially, MindMeister, https://www.youtube.com/watch?v=W1_IRU6zx9g , https://www.youtube.com/watch?v=nRGLDD0BBdc , digital whiteboard.	Subject classroom	
ACTIVITY: 2		TITLE: PRACTICE MAKES PERFECT			DEMONSTRATION	
DESCRIPCIÓN: Through these sessions, students will practice the <i>passive voice</i> in class via games and activities. Some of them will be team games and other will be played individually. <i>WordWall</i> , <i>Jeopardy</i> and <i>Quizizz</i> will be very useful tools. Apart from that, students will work individually in worksheets so that they include them in the portfolio, and they can control their learning process. During one of the six sessions, the project will be explained, and small groups will be done with the help of a webpage.						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C01 SPLW04C04 SPLW04C06	1, 2, 3, 4, 6, 10, 13, 17	SPLW04C01: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPL204C04: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPLW04C06: 1, 1.1, 2, 2.1, 2.2, 2.3, 3.	LC, DC, SCC, L2L	- Systematic observation - Analysis of documents, productions and items	- Learning diary - Checklist	- Portfolio - Class participation
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
Class participation	- Hetero-evaluation - Autoevaluation	Individual Work (TIND), Small Groups (PGRU), Large Group (GGRU), Heterogeneous Groups (GHET).	5	https://echaloasuerte.com/groups/a31bf0cc-0633-4dd7-aff3-b22408a41f78 , WordWall, Jeopardy, Quizizz, digital whiteboard.	Subject classroom	
ACTIVITY: 3		TITLE: THE PERFORMERS			APPLICATION	
DESCRIPTION: Along these sessions, students will get down to work and start working with the project. They will have to reinvent the characters of the play. They will do it through <i>Padlet</i> which will be on the screen of the class. When the characters created, the students, as a large group, will work in round table to decide the destination of each character. Before creating the story, a video will be seen. This video is a summary of the play and with it the teacher ensures that the students understand the play. Again, in a round table, students will decide how the story is going to be and they can use the digital whiteboard to create mindmaps with the main ideas. A rubric will be given to the class to rate the experience of class work as a large group. Finally, different parts of the story will be divided between the groups.						
Evaluation criteria	Assessable learning	Contents	Competences	Evaluation techniques	Evaluation	Evaluation instruments

SPLW04C01 SPLW04C04 SPLW04C06	standards 1, 2, 3, 4, 6, 10, 13, 17	SPLW04C01: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPL204C04: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPLW04C06: 1, 1.1, 2, 2.1, 2.2, 2.3, 3.	LC, DC, SCC, L2L	- Systematic observation - Analysis of documents, productions, and items	tools - Anecdotal record - Rubric	Class participation
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
- Padlet - Mindmap	- Hetero-evaluation - Coevaluation	Small Groups (PGRU), Large Group (GGRU), Fixed Groups (GFIJ), Heterogeneous Groups (GHET).	4	Padlet, MindMeister, https://www.youtube.com/watch?v=e0cN22FnI40 , digital whiteboard.	Subject classroom	
ACTIVITY: 4		TITLE: KING LEAR WAS WRITTEN BY SHAKESPEARE			METACOGNITION AND INTEGRATION	
DESCRIPTION: One session will be used to write the different parts of the story in groups. The story will be written in prose, not very long and sent by email to the teacher. The rule students have to follow is to use the <i>passive voice</i> as long as they can. The last three sessions will be used to practice for the test. The teacher will know with the help of the portfolio what are the difficulties students find so that it would be easier to prepare activities to review the unit.						
Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C01 SPLW04C04 SPLW04C08	1, 2, 3, 4, 6, 10, 21, 22, 23, 24	SPLW04C01: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPL204C04: 1, 1.1, 2, 2.1, 2.2, 2.3, 3. SPLW04C08: 1, 1.1, 2, 2.1, 2.2, 2.3, 3.	LC, DC, SCC, L2L	- Analysis of documents, products, and items - Systematic observation	Checklist	Word document with the story
Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
- Portfolio - Participation in the writing of the story - Contribution to the writing process with ideas or corrections	Hetero-evaluation	Individual Work (TIND), Small Groups (PGRU), Fixed Groups (GFIJ), Heterogeneous Groups (GHET).	4	Word, computers, digital whiteboard, worksheets.	Subject classroom	
EXTENSION AND REINFORCEMENT ACTIVITIES						

Students who find the *passive voice* difficult and need more practice should go to *Seesaw* where the teacher will post links to explanatory videos and activities to complete and send to the teacher. For those students who need extension activities, they will be given the opportunity to help their peers understand the *passive voice* as, being of the same age and thinking similarly, they may be able to explain it in a way that is easier for their peers to understand.