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PRACTICING SKILLS TO BECOME SKILLFUL

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Abstract

This Final Master's Thesis proposes a didactic program for the subject of First Foreign Language: English, for the third course of compulsory secondary education, and designed under the regulations of the government of the Canary Islands. This program consists of ten teaching units that apply different active methodologies to ensure the complete acquisition of the contents, such as project-based learning and cooperative learning, and are combined with other traditional methods. The main strategy of this program is to give special importance to the linguistic skills that need to be mastered in order to be fluent in a language: listening, speaking, reading, and writing. Therefore, these skills are individually treated and assessed in separate units in which practice is the axis of the teaching-learning process. There will be different and realistic contexts in which English must be used naturally, so role play and gamification are very present in this program too. In terms of attention to diversity, the class that is described in this thesis is very heterogeneous in multiple ways, as many students are from different countries -especially from Asia and Latin America- and there are three students with educational needs, like ADHD, TEA, and INTARSE (late entry to the educational system). The response to it will be the one determined by the current regulations, based on the individualization of the learning process, the personalized assistance, the organization in advance, and the establishment of stable routines. Regarding the evaluation of the class, it will be continuous, summative, formative, and integrative. The ten evaluation criteria collected in the curriculum of the 3rd course of CSE are indispensable to determine the level of acquisition of the contents, and therefore, the scoring, which will be set with the help of the government's rubrics.

Keywords: Didactic program; English language; Compulsory Secondary Education; linguistic skills; active methodologies.

1. Introduction and justification

It is well known the importance of English in multiple aspects of our society. An increasing number of people learn to speak English every year in order to be able to communicate with the highest possible number of people in a wide variety of sceneries. In this day and age, English is spoken by 1.75 billion people around the world, which amounts to a quarter of the world's population (Crystal, 2003).

English occupies an essential role and is demanded in different aspects of our lives: when applying for a qualified job, when traveling abroad, and even when buying a foreign product online. For this reason, there is an intense demand and need for English in public educational systems to step up stability, employability, and prosperity. In Spain, educational reforms have benefited this subject by increasing the number of hours devoted to its instruction in Compulsory Secondary Education.

This didactic program refers to an academic plan designed to meet the knowledge requirements for the third course of CSE established by the Canary Islands' overall curriculum and educational standards. It is intended to be implemented in a group of twenty pupils from different contexts (socioeconomic, country of origin, belief, race) of a secondary school that includes the use of ICTs, promotes active methodologies, with a socio-constructivist perspective, and that encourages an autonomous as well as cooperative problem-solving.

1.1. What is and why program?

A didactic program is a document in which the planning of the course with the corresponding actions to be implemented by the faculty, is detailed. It runs throughout the academic year and gathers a series of objectives, competences, contents and evaluation criteria that have been composed for a specific course and subject. Each didactic department designs its corresponding program, including the response to the diversity of students, adding, if any, the curricular adaptations.

This program is divided into didactic units, composed of the specific contents that will be followed during the whole course. Such units are elaborated bearing in mind the length of the course and the time needed to fully cover each unit. The contents and activities proposed must be adapted to the specific course, which, in this case, is 3rd CSE.

According to section 3 of article 44 of Decreto 81/2010, de 8 de julio, a didactic program must encompass the following aspects:

1. The definition of the objectives, contents -as well as their distribution in time-, and evaluation criteria for each course.
2. The didactic methodology chosen that will be put into practice, which includes the materials and the resources required.
3. The different measures to address the needs of diversity and, if applicable, the curricular adaptations required.
4. The work strategies for cross-curricular teaching of education in values.
5. The plans and programs of pedagogical content to be developed at the school.
6. The complementary and extracurricular activities that are intended to be carried out.
7. The evaluation methods and instruments, and the qualification criteria for student assessments, both ordinary and extraordinary.
8. Academic support programs and recovery plans for those students who have not passed an area or subject.
9. Procedures to assess the balance between the design, the development, and the results of the didactic program.

1.2. Criteria followed to prepare the program

The level of 3rd of CSE normally covers students from 14 up to 16 years, a particularly difficult age due to the emotional, physical, sexual and mental changes that are experienced. The evolution that they undergo at these ages causes them to enter into crisis, as they are in search of their own identity and in the process of shaping their personality. This set of changes and concerns that are suffered at that stage forms part of adolescence.

It is also pertinent to take into account that the intellectual development of adolescents in this age range is linked to the search for more intimate and exclusive personal relationships to share their feelings and thoughts. So, using a grouping approach or other methodological strategies involving group techniques may make them feel confident and less afraid to fail.

More specifically, the group to which this program is addressed studies in a public school located in a neighborhood with a high percentage of migrant families, so cultural pluralism is present in the classroom. For this reason, the idea that the school is a space of equality, acceptance and understanding where students maintain their unique cultural identities, and their values and practices are accepted by others, must be reinforced.

In order to defend the need for teaching a foreign language based on communication among students through this challenging stage, different methodology will be added. Furthermore, in order to design the program, it has been mainly used a methodology based on projects due to the advantages that can be associated with it, such as the development of fluency and accuracy to communicate in that language.

1.3. Marco normativo

Esta programación didáctica se acoge al marco normativo que rige nuestro país y sistema educativo. Actualmente, dicho sistema se encuentra en una etapa de transición hacia una nueva ley educativa, la Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica de Educación 2/2006, de 3 de mayo. Ya que su implantación está siendo un proceso paulatino, se ha tenido en cuenta también la ley con la que ha convivido este curso escolar desde septiembre, la Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre.

Tal y como se puede ver reflejado en la Constitución Española, con fecha de 29 de diciembre de 1978, la educación es un derecho común para toda la ciudadanía. Como se ha citado en el apartado 1.1., se ha tenido en cuenta la definición, estructura y objetivos de la programación didáctica descritos en el Artículo 44 del Decreto 81/2010, de 8 de julio, para desarrollar la programación de manera eficaz y con el fin de incorporar toda la información necesaria.

El Decreto 315/2015, de 28 de agosto, en el que se refleja la ordenación específica de ESO y Bachillerato, ha sido de gran ayuda en la determinación de la duración de la programación didáctica.

Como se ha mencionado con anterioridad en el apartado 1.2., el pluralismo cultural está muy presente en la clase que nos ocupa, por lo que resulta esencial educar igualitariamente. Como apunta la Ley 6/2014, de 25 de julio, Canaria de Educación no Universitaria, “el derecho a la educación alcanza su verdadero sentido cuando las personas pueden acceder en condiciones de equidad a una educación”. De esta forma, es esencial tener presente el Artículo 7, que habla del alumnado y sus derechos y deberes comunes. También se ha revisado el Artículo 43, que establece un Plan Estratégico de Atención a la Diversidad (PEAD).

Para ajustar los estándares de aprendizaje evaluables, la contribución a los objetivos de la etapa, los contenidos, y las orientaciones metodológicas y estrategias didácticas, se han consultado los anexos del Decreto 83/2016, de 4 de julio. Se han incorporado a esta

programación la competencia lingüística, la competencia digital, aprender a aprender, las competencias sociales y cívicas, el sentido de iniciativa y espíritu emprendedor y la conciencia y expresiones culturales, siendo estas competencias clave las que encajan en el currículo y actividades de la asignatura de inglés. Estas se encuentran también detalladas en la Orden ECD/65/2015, de 21 de enero, donde se declara que deben estar estrechamente vinculadas con los objetivos de etapa (Artículo 4).

El proceso de evaluación, junto con los instrumentos necesarios y los criterios establecidos se han desarrollado consultando la Orden de 3 de septiembre de 2016, por la que se regulan la evaluación y la promoción del alumnado de Educación Secundaria Obligatoria y el Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes.

Por último, consultando el Real Decreto 1105/2014, de 26 de diciembre, se prestó atención a los programas de mejora del aprendizaje y del rendimiento mencionados en el Artículo 19 y llevados a cabo a partir del segundo nivel de la CSE. Este está dividido en tres ámbitos específicos, siendo el tercero el dedicado a las lenguas extranjeras.

2. Contextualization

2.1. Characteristics of the school environment

The high school where the didactic program is developed is located in a large city in Spain. Although the context is urban, the district, which has more than 140 000 inhabitants, is on the southern outskirts. The socioeconomic level of the population of this neighborhood is predominantly low, related to the great number of migrant families that arrive from different underdeveloped regions and countries, seeking an opportunity to improve their living conditions and provide their children with a better future. Within this heterogeneity, the largest nationality is Chinese. The next most frequent nationalities are Bolivian and Ecuadorian. However, there are also several people from Peru, Romania and Colombia.

Concerning unemployment, the total number of unemployed people in the neighborhood amounts to 11 000 people. Although this is a very high number, the statistics are positive, showing a progressive reduction from year to year. The reason may be related to the literacy rate, which is progressively increasing every year, making it easier to people to find a job, as it is known that education is the basis to improve life and work conditions. Nevertheless, it is still a disgracefully low figure, which means that much remains to be done in terms of education.

2.2. School center

Inside the building, there are a total of forty teaching classrooms distributed throughout the building, and each of them is occupied by a specific student group. Concerning additional services, one canteen, one Head of Studies' Office, one Head's Office, one Janitor's office, one Secretariat, one Assembly Hall, one Guidance department, one Extracurricular Activities department and one Parents' Association Office are found in the ground floor. Moreover, there are two Music classrooms, one Technology workshop and one Robotics workshop on the ground floor. On the first floor, two laboratories -one for Chemistry and another for Physics-, one library, two computer rooms -part of the ATE plan (Educational Technology Area) - and one staffroom can be found. Lastly, one Astronomy workshop, one Plastic Art classroom, one Natural Sciences laboratory and one Radio workshop are located on the second floor.

Among the forty teaching classrooms, there are some specific classrooms used to address the specific program needs of students, part of the Plan of Attention to Diversity, and all of them are located on the second floor. Thus, there are two classrooms for the Learning and Efficiency Improvement Program, for students from second and third courses of CSE. Also, there are two classrooms reserved for students with Autism Spectrum Disorders (ASDs), two classrooms for Transitional Classes, and a Welcome classroom. Transitional Classes are aimed at providing specific attention to those foreign students who have recently joined the school and who have serious language deficiencies, through specific Spanish language programs.

Among the projects that are carried out at the school, there are some of special interest to the English department. One of them is the Erasmus+ Program, in which this center participates with three other centers from different countries in Europe. The objective is that students who have carried out a tutored research project in English share their research with other peers from other countries. Other project related to the English department is the Global Classrooms, where a simulation of the United Nations conference is being held. Perhaps the most notorious program related to languages is the preparation for official language examinations. These courses are available in both English - First, Advanced - and French - DELF -.

Finally, the high school cooperates and includes other programs worth mentioning, such as the AET (Abandono Escolar Temprano), which is an action training plan for young people. One of the objectives of the center is to lower the school drop-out rate, which is especially high. Related to this program, there is also a project to enhance professional training and

employment of youth (Impulso a la Formación Profesional para el Empleo), to offer alternatives to those people who are not interested in the continuation of their studies.

2.3. Classroom

The classroom where the didactic program is carried out is equipped with a traditional blackboard and a board rubber. Also, there is also a projector and a rollable projection screen that can be unfolded next to the blackboard, making possible to read both the blackboard and the projection at the same time.

The projector is connected to a desktop computer that is placed on the teacher's desk. This lets the teacher project the computer screen. The computer is connected to the Internet, where he/she can browse the Internet if necessary and have access to the online English webbook through it. Opposite the teacher's desk, there are twenty-five student desks with their respective chairs that are peer-placed.

There are a total of four exterior windows that occupy almost the entire wall on the blackboard's righthand side, with blinds that can be closed to have a clearer view of projections. All the windows are provided with a smaller section at the upper part to facilitate air circulation in winter so that there is no need to open the entire window. On the opposite side, there are two doors, one for entry and another for the exit. They remain closed during the lesson and are open during class changes.

At the end of the classroom, there is a huge bulletin board to hang any relevant information: an annual calendar to write down exam dates and projects deadlines, the evaluation criteria of the course expressed as a percentage, meetings and contests announcements, a list of classroom rules decorated by the students, and so on.

2.4. Students

As it is a reference educational center for the population coming from China, a large percentage of the students are Chinese. However, overall migrant arrivals have dropped significantly since 2020 when the coronavirus pandemic began. In 2019, the percentage of Chinese students was 39%, while in this 2021/2022 academic year, that percentage has dropped to 22%. Perhaps this is the reason why there are fewer students in the transitional classes, and in the class that constitutes the subject of the present didactic program.

The students that make up the target class for which the program is intended are studying the third year of Compulsory Secondary Education (CSE) and they are between the ages of 14 and

16 years old. They live in a working-class neighborhood on the outskirts of a large Spanish city. This class is formed by a total of twenty students, and is a mixed group, that is, there are ten girls and ten boys. The heterogeneity is also marked by the diversity of countries of origin and cultures within the class. As described in more detail in section 2.1., this fact is due to the high number of migrant families who live in the neighborhood in which the school is located. They are mainly from different countries in Asia, Latin America and Africa.

The presence of a migrant population in the classroom implies a pedagogical challenge, since the teacher does not have a broad frame of reference of these cultures for pedagogical exemplifications, due to the intrinsic ethnocentrism that belongs to our society. Although it may be difficult at first, this cultural pluralism has powerful advantages: both students and teachers can learn about different cultures and customs, thus opening their minds and horizons. In addition, students grow up in a more respectful, tolerant and inclusive environment with differences, whether of race, culture, religion or disability, which is part of the education in values.

Regarding other differences found in the classroom, there are three pupils with special educational needs (NEAE). One of them is a boy diagnosed with ADHD (Attention Deficit Hyperactivity Disorder), another boy is diagnosed with ASD (Autism Spectrum Disorder) and finally, the other boy is a case of a late entry into the education system.

3. Curriculum specification

3.1. Stage Objectives

Under Article 11 of Real Decreto 1105/2014, de 26 de diciembre, the following general objectives are established for Compulsory Secondary Education, which is the stage that we are dealing with in this didactic program:

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.

On the other hand, in concordance with the regional regulations, Decreto 315/2015 del 28 de agosto de 2015, which establishes the planning of Compulsory Secondary Education and Bachillerato in the Autonomous Community of the Canary Islands, adds some objectives to the aforementioned ones, especially as regards Article 20 thereof:

2. El currículo de la Comunidad Autónoma de Canarias contribuirá, además, a que el alumnado de esta etapa conozca, aprecie y respete los aspectos culturales, históricos, geográficos, naturales, sociales y lingüísticos más relevantes de nuestra Comunidad Autónoma, así como los de su entorno más cercano, según lo requieran las diferentes materias, valorando las posibilidades de acción para su conservación.

3. La definición del currículo en la Comunidad Autónoma de Canarias se orientará además a la consecución de los siguientes fines:

a) La igualdad efectiva entre hombres y mujeres, en todos los aspectos, y el respeto a la diversidad afectivo sexual, eliminando los prejuicios, los estereotipos y los roles en función de su identidad de género u orientación sexual; la integración del saber de las mujeres y su contribución social e histórica al desarrollo de la humanidad; y la prevención de la violencia de género y el fomento de la coeducación.

b) El desarrollo en el alumnado de hábitos y valores solidarios para ejercer una ciudadanía crítica que contribuya a la equidad y la eliminación de cualquier tipo de discriminación o desigualdad por razón de sexo, identidad de género, orientación afectiva y sexual, edad, religión, cultura, capacidad, etnia u origen, entre otras.

c) El afianzamiento de la autoestima, el autoconocimiento, la gestión de las emociones y los hábitos de cuidado y salud corporales propios de un estilo de vida saludable en pro del desarrollo personal y social.

d) El fomento de actitudes responsables de acción y cuidado del medio natural, social y cultural.

3.2. Objectives of our subject and contribution to competences

Following the First Foreign Language curriculum, the objectives of this subject revolve around the idea of boosting the student involvement in contexts where a language other than the mother tongue is used, accessing to greater sources of information, and broadening intercultural awareness. First Foreign Language also facilitates the extension of mobility, including the possibility of obtaining access to more personal relationships and work positions,

among other benefits. Another primary objective is the widespread use of a foreign language to facilitate the inclusion and globalization of society.

According to Decreto 83/2016, de 4 de julio de 2016, the contribution of the First Foreign Language subject to competences is very complete and varied, as this subject presents the majority of the existent competences described in Orden ECD/65/2015, de 21 de enero.

The first competence is Linguistic Communication (CL – *Comunicación Lingüística*), since students must use the English language as a tool to develop sociolinguistic skills and by managing oral and written skills in their double aspect of comprehension and production. Students at this stage are able to develop those skills in order to make effective communication.

In today's world, Digital competence (CD – *Competencia digital*) is essential to approach other cultures and languages in an immediate way from anywhere. Learners will use the Internet to establish social contact and to do projects, which implies the mastery of aspects such as the correct use of search engines and word processing tools, as well as the discrimination of sources, by discarding unreliable ones and indirectly promoting the acquisition of basic security notions, facing the risks associated with the use of online technologies.

This subject also contributes to the acquisition of the Learning to Learn competence (AA – *Aprender a Aprender*), given that it implies the knowledge and management of a series of strategies that allow students to gradually assume their own progress and use the available resources autonomously.

Considering that language learning is a lifelong process, motivation becomes a crucial element. Students should be the impulsors of their own learning, gradually achieving the necessary autonomy to make decisions, and solve tasks and problems. Connected to the previous competence, this is the competence of a Sense of initiative and entrepreneurship (SIEE – *Sentido de la Iniciativa y Espíritu Emprendedor*).

First Foreign Language serves as a bridge to other cultures and customs, and, with that, the acceptance of diversity and respect for all individuals on an equal basis. Pupils are invited to reinforce the Social and Civic Competences (CSC – *Competencias Sociales y Cívicas*) in Secondary Education through the use of social conventions and courtesy rules, the use of verbal and non-verbal language appropriate to the different registers, and the knowledge of aspects related to the organization of work.

Finally, the competence of Cultural Awareness and Expressions (CEC – *Conciencia y Expresiones Culturales*) implies the consciousness of the English cultural and artistic heritage and of other cultures, mainly through the study and participation in artistic-cultural manifestations of everyday life (dance, music, festivals, gastronomy...).

3.3. Contribution to stage objectives

Stage objectives constitute an indispensable part of the learning process, given that, as Decreto 83/2016, de 4 de julio, claims, they are the key to organizing learnings. In the Compulsory Secondary Education stage, the subject of First Foreign Language contributes to the aforementioned objetive 'i) *Comprender y expresarse en una o más lenguas extranjeras de manera apropiada*'. Also, students must develop basic skills in the use of ICTs and diverse sources of information.

Through tasks and materials, values such as empathy and equality, democratic spirit and the practice of cooperation, appreciation of historical and cultural heritage, personal and social development, and critical spirit, should be actively promoted.

In addition, this subject also contributes to the achievement of objectives related to the appreciation and development of artistic sensibility and the preservation of the environment.

3.4. Evaluation criteria, contents and assessable learning standards

The following table contains the evaluation criteria listed, along with the contents and the assessable learning standards of the 3rd year of Compulsory Secondary Education, which are described in Decreto 83/2016, de 4 de julio. The assessable learning standards are included in Annex 1.

Table 1

Evaluation criteria, assessable learning standards and contents of 3rd CSE.

BLOQUE DE APRENDIZAJE I: COMPRENSIÓN DE TEXTOS ORALES	
Criterio de evaluación 1: Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
Competencias: CL, CD, CSC	**Estándares de aprendizaje evaluables:** 1, 2, 3, 4, 5, 6, 7
Contenidos: 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.
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.

Criterio de evaluación 2: Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE	**Estándares de aprendizaje evaluables:** 1, 2, 3, 4, 5, 6, 7

Contenidos:
Estrategias de comprensión:
1. Movilización de información previa sobre tipo de tarea y tema.
2. Identificación del tipo textual, adaptando la comprensión al mismo.
3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
4. Formulación de hipótesis sobre contenido y contexto.
5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

BLOQUE DE APRENDIZAJE II: PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN

Criterio de evaluación 3: Producir textos orales breves, comprensibles y adecuados al receptor y al contexto, que traten sobre asuntos cotidianos, generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.

Competencias: CL, CD, CSC	**Estándares de aprendizaje evaluables:** 8

Contenidos:
1. Componente funcional.
1.1. Funciones comunicativas. Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.
2. Componente lingüístico.
2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
2.2. Estructuras morfo-sintácticas y discursivas.
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.

Criterio de evaluación 4: Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
Competencias: CL, CD, CSC	**Estándares de aprendizaje evaluables:** 8, 9, 10, 11
Contenidos: 1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. 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.	
Criterio de evaluación 5: Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
Competencias: AA, SIEE	**Estándares de aprendizaje evaluables:** 8, 9, 10, 11.
Contenidos: Estrategias de producción: 1. Planificación 1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica. 1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso. 2. Ejecución 2.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto. 2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. 2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). 2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales: 2.4.1. Lingüísticos - Modificar palabras de significado parecido. - Definir o parafrasear un término o expresión. 2.4.2. Paralingüísticos y paratextuales - Pedir ayuda. - Señalar objetos, usar deícticos o realizar acciones que aclaran el significado. - Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica). - Usar sonidos extralingüísticos y cualidades prosódicas convencionales. 3. Evaluación y corrección 3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.	
BLOQUE DE APRENDIZAJE III: COMPRENSIÓN DE TEXTOS ESCRITOS	

Criterio de evaluación 6: Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
Competencias: CL, CD, CSC	**Estándares de aprendizaje evaluables:** 12, 13, 14, 15, 16, 17, 18
Contenidos: 1. Componente funcional. 1.1 Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico 2.1. Léxico escrito de uso común (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. 2.3. Patrones gráficos y convenciones ortográficas. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.	
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.	
Competencias: AA, SIEE	**Estándares de aprendizaje evaluables:** 12, 13, 14, 15, 16, 17, 18
Contenidos: 1. Movilización de información previa sobre tipo de tarea y tema. Estrategias de comprensión: 2. Identificación del tipo textual, adaptando la comprensión al mismo. 3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales). 4. Formulación de hipótesis sobre contenido y contexto. 5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. 6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.	
BLOQUE DE APRENDIZAJE IV: PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN	
Criterio de evaluación 8: Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
Competencias: CL, CD, CSC	**Estándares de aprendizaje evaluables:** 19, 20, 21, 22, 23, 24
Contenidos: 1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.	

Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.
2. Componente lingüístico
2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.
2.3. Estructuras morfo-sintácticas y discursivas. 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.

Criterio de evaluación 9: Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE	**Estándares de aprendizaje evaluables:** 19, 20, 21, 22, 23, 24.

Contenidos:
Estrategias de producción:
1. Planificación.
1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).
1.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.).
2. Ejecución.
2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.
2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el
mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.
2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).
3. Evaluación y corrección.
3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.

BLOQUE DE APRENDIZAJE V: ASPECTOS SOCIOLINGÜÍSTICOS, SOCIOCULTURALES Y EMOCIONALES

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

Competencias: CL, CSC, SIEE, CEC	**Estándares de aprendizaje evaluables:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Contenidos:
1. Componente Cultural
1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.
1.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida.
1.3. Valoración y comparación de los aspectos culturales, las peculiaridades, las costumbres, los valores, las creencias, las actitudes, las tradiciones, las formas de relación social, etc. propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general.
1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.
1.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.
1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.
2. Componente emocional

2.1 Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación. 2.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado. 2.3. Colaboración en la creación de una atmósfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.

Source: Compilation based on Decreto 83/2016, de 4 de julio.

3.5. Program units

Because of the above and having regard to the contents, evaluation criteria and assessable learning standards, the present didactic program has been developed for an entire academic course, the third level of CSE, which has been divided into a total of 10 program units: the first trimester has 4, the second trimester has 3, and the third trimester has 3.

DIDACTIC PROGRAM			
N.º 1	**TITLE: MIDSUMMER MADNESS**		
Grade: 3 CSE	**Implementation period:** from week n. 1 to n. 4	**Nº of sessions:** 14	**Trimester:** 1st
Description: The program starts with a unit focused on past verb tenses: past simple, past continuous, and past perfect. Students will learn their structure in affirmative, negative and interrogative sentences and their different uses. Description of summer experiences using specific vocabulary and different past tenses. Moreover, they will learn an irregular verbs list (past simple and participle forms). First, verb tenses will be studied separately and then combined to prove students know how to use them depending on the context. In addition, *used to* and *would* will be taught when expressing past habits and comparing past and present. The integration of more than one past tense in a sentence will be also practiced, specially past simple and past perfect. They will be expressed with timelines to better comprehend the succession of events that are being described.		**Justification:** The objective of this first group of sessions is to begin the course with one of the most important contents when learning a language: grammar and its correct use. As it is just after summer, they will describe in past some of their experiences and they will realize their importance by using them in a real and familiar context: telling something that has previously happened. Learning how to express past actions and events forms part of one of the most relevant knowledge that can be acquired when learning a foreign language, due to its usability in all type of sceneries: describing childhood experiences, desires and thoughts of years ago, and events that happened the day before. Past tenses are essential for communication and comparing past and present.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			**COMPETENCES**
Code: SPLW03C03	Producir textos orales breves, comprensibles y adecuados al receptor y al contexto, que traten sobre asuntos cotidianos, generales, o de interés personal, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		CL, CSC
CONTENTS			**A. LEARNING STANDARDS**
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; compras y actividades comerciales; alimentación y restauración; transporte. 2.2. Estructuras morfo-sintácticas y discursivas. 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.			5, 8, 11, 12, 14, 18, 21

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Direct teaching (EDIR), Advance Organizers (ORGP).
	METHODOLOGICAL FOUNDATIONS: Method by elaboration by discovery through project-based learning will be used.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The *comunicación lingüística* (CL) present in this unit can be seen in the teaching of essential grammar, which is past tenses. They represent linguistic and functional components of the English language. Regarding CSC, it is present when students are talking about their summer experiences, respecting each student's speaking time and interactions. In addition, cooperative learning contributes to that competence.
	GROUPS: Individual work (TIND), large group (GGRU), small groups (PGRU), heterogeneous groups (GHET).
	SPACES: Classroom with ICT resources.
	RESOURCES: Worksheets, projection system, mind map.

N.º 2	**TITLE: NUTS AND BOLTS**		
Grade: 3 CSE	**Implementation period:** from week n. 4 to n. 8	**Nº of sessions:** 14	**Trimester:** 1st
Description: Vocabulary about technologies, the Internet and devices will be studied through oral descriptions given by the teacher and guessed by the students. In addition, this will be interrelated to urban life and the characteristic elements found in a city. Some practical sessions looking for information about technological devices or apps. Informal language when chatting with friends online.		**Justification:** Nowadays, new technologies are very present in our lives. Young people are growing up with them and are part of their daily lives, so it is important to know how to communicate in those aspects, thus making English easier, practical and enjoyable. Moreover, students need to know about security on the internet, since they must acquire the ability to use digital devices and the web but also the risks associated to them, like the *competencia digital* teaches.	

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SPLW03C02	Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	CL, CD, SIEE, CSC, AA
SPLW03C07	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.	
CONTENTS		**A. LEARNING STANDARDS**
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.		1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18

6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.	
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Rote Learning (MEM), Deductive (DEDU), role play (JROL).
	METHODOLOGICAL FOUNDATIONS: In this learning situation, the narrative expository method through oral exposition with visual support (images) and the method by elaboration by discovery through cooperative learning and project-based learning will be used. Gamification is also present.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: CL can be seen in the teaching of new lexis and informal language to be used when communicating online with family and friends. CD is really important in this unit, not only for being the main topic but students have to search on the Internet for the characteristics of the selected device or app for a project. SIEE and AA are present in the autonomy that they need to carry out the mentioned project and have their own preferences. CSC is present in the respect of turns and interactions of the different groups when presenting the project.
	GROUPS: Individual work (TIND), Large Group (GGRU), Heterogeneous Groups (GHET), small groups (PGRU).
	SPACES: Classroom with ICT resources, Technology workshop.
	RESOURCES: Projection system, worksheets, images, videos.

N.º 3	**TITLE: BOOKWORMS**		
Grade: 3 CSE	**Implementation period:** from week n. 8 to n. 11.	**Nº of sessions:** 14	**Trimester:** 1st
Description: In this program unit, the importance of reading will be highlighted. Students will know about different types of texts: newspaper articles, blog posts, reports, formal and informal letters, magazine articles, biographies and narratives. They will learn their characteristics and use. They will identify them and bring real examples from American or English media.		**Justification:** This unit is a pedagogical proposal for the promotion of reading and strong reading habits in teenagers. Moreover, the importance of knowing about current news and keeping informed about what is happening in the world is also transmitted. This unit is related to the program of the school of official exams certification of English, as many activities and assignments follow the same structure as Cambridge exams.	

CURRICULAR FOUNDATIONS		
	EVALUATION CRITERIA	**COMPETENCES**
Code: SPLW03C06	Comprender el sentido general, la información esencial, los puntos más relevantes y detalles importantes de textos escritos breves, «auténticos» o adaptados, bien estructurados y que traten sobre asuntos cotidianos, generales, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	CL, CD, CSC, SIEE, AA, CEC
SPLW03C07	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.	
SPLW03C10	Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	

CONTENTS	A. LEARNING STANDARDS
1. Componente funcional 1.1 Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico 2.1. Léxico 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. 2.2. Estructuras morfo-sintácticas y discursivas. 2.3. Patrones gráficos y convenciones ortográficas. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. 4. Movilización de información previa sobre tipo de tarea y tema. 5. Identificación del tipo textual, adaptando la comprensión al mismo. 6. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales). 7. Formulación de hipótesis sobre contenido y contexto. 8. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. 9. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. 10. Componente Cultural. 10.1. Respeto de las convenciones sociales, las normas de cortesía y los registros. 10.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida. 10.3. 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. 10.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información. 10.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera. 10.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas. 11. Componente emocional. 11.1 Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

11.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado. 11.3. Colaboración en la creación de una atmósfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.	

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Expository (EXPO), Deductive (DEDU).
	METHODOLOGICAL FOUNDATIONS: Narrative expository method through oral exposition with visual support of master class type. Method by elaboration by discovery through Project-Based Learning. Method by interrogative elaboration by means of Socratic questions.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: CL is the most reflected competence in this unit since it is based on the reading of multiple texts of different nature. CD is present too, as students have to look for other texts on the Internet and in the digital library of the school. CSC is active when students work together to look for the necessary texts. SIEE and AA are present when students autonomously do their own searching and decide how to spend the time given for the projects. CEC is found in the texts with which they are working, whose contents reflect cultural and emotional aspects of other countries and people.
	GROUPS: Fixed groups (GFIJ), Small groups (PGRU), Interactive groups (GINT), Heterogeneous groups (GHET).
	SPACES: Classroom with ICT resources, school library, city archive, Technology workshop.
	RESOURCES: Texts worksheets, computers or tablets, photocopier, books, newspapers, magazines.

N.º 4	**TITLE: I CAN'T WAIT!**		
Grade: 3 CSE	**Implementation period:** from week n. 12 to n. 16.	**Nº of sessions:** 14	**Trimester:** 1st
Description: Students will learn about the use and structure of modals verbs in past, present and future: can, should, might, may, will be able to, could, must, have to, don't have to, mustn't. Plus, they will learn how to use quantifiers with countable and uncountable nouns. Gastronomy from all over the world will be added to the included in the plan. They will also record a recipe incorporating modal verbs and quantifiers.		**Justification:** Expressing possibility, prohibition, permission or advice is common and recurrent in a teenager's life. In their way to become more fluent in English, they need to incorporate these notions into their knowledge of the language. Quantity expressions and vocabulary about food is also taught in this learning situation.	

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SPLW03C02	**Description:**Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	CL, CSC, CD, AA, SIEE, CEC
SPLW03C08	Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	

CONTENTS	A. LEARNING STANDARDS
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. 7. Componente funcional. 7.1. 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. 8. Componente lingüístico. 8.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 8.2. Estructuras morfo-sintácticas y discursivas. Patrones gráficos y convenciones ortográficas. 9. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.	1, 2, 3, 4, 5, 6, 7, 19, 20, 21, 22, 23, 24

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Direct Teaching (EDIR), Advance Organizers (ORGP).
	METHODOLOGICAL FOUNDATIONS: the method by elaboration by discovery through project-based learning and the demonstrative expository method are used in this unit.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: the CL competence is inherent in the present unit because grammar and verbs order and structure are learned. CSC is also importantly represented, as learners work together to develop the projects and respect other pairs' projects. The CD competence is present when they look for videos to know how to prepare the recipes and to have some inspiration for their own projects. AA and SIEE are seen in the development of the video project in an autonomous way, having the teacher as their guide. CEC is present when talking about gastronomy from other countries.
	GROUPS: Individual work (TIND), large group (GGRU), pair work (TPAR), Heterogeneous groups (GHET).
	SPACES: Classroom with ICT resources, canteen, Technology workshop.
	RESOURCES: Projection system, blackboard, kitchen tools, worksheets, camera.
N.º 5	**TITLE: BLAH BLAH BLAH**

Grade: 3 CSE	**Implementation period:** from week n. 16 to n. 19.	**Nº of sessions:** 14	**Trimester:** 2nd
Description: This program unit will be centred on the practice of speaking in multiple realistic simulated situations: asking for/giving advice, persuading, agreeing and disagreeing, interviewing, and ordering at the restaurant. Students will practice with each other and create alternatives to other situations started by their classmates. They will learn useful phrases and courtesy rules to apply in different contexts.		**Justification:** Practicing speaking skills when learning a foreign language is essential. Speaking and oral communication are key to succeeding in a foreign language. Students need to be able to communicate orally with others to express their opinions and thoughts and detect when it is necessary to speak formally or informally, adapting it according to the context. This unit is related to the program of exams certification, given that the part of speaking is worked in the same way as in the Cambridge examinations.	

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SPLW03C04	Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	CL, CSC, AA, SIEE, CEC
SPLW03C05	Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y con estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
CONTENTS		**A. LEARNING STANDARDS**
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. Patrones gráficos y convenciones ortográficas. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Estrategias de producción: 3. Planificación		8, 9, 10, 11.

3.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica. 3.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso. 4. Ejecución 4.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto. 4.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. 4.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). 4.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales: 4.4.1. Lingüísticos - Modificar palabras de significado parecido. - Definir o parafrasear un término o expresión. 4.4.2. Paralingüísticos y paratextuales - Pedir ayuda. - Señalar objetos, usar deícticos o realizar acciones que aclaran el significado. - Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica). - Usar sonidos extralingüísticos y cualidades prosódicas convencionales. 5. Evaluación y corrección 5.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.	
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Role Play (JROL), Direct teaching (EDIR).
	METHODOLOGICAL FOUNDATIONS: Gamification is the main form of practicing oral conversations. Method by elaboration by discovery through cooperative learning is also present.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The unit contributes to CL as it is the fundamental pillar of it, basing all the sessions on the production of oral interventions. It also contributes to CSC when learners are deciding in pairs how to elaborate the different dialogues and listening to each other's ideas. As they have this decision-making authority, AA and SIEE are stimulated too. CSC is seen in the contents of the dialogues and monologues, since they are adapted to the contexts of English-speaking countries.
	GROUPS: Pair work (TPAR), small groups (PGRU), mobile teams (EMOV), Heterogeneous groups (GHET).
	SPACES: Classroom, Radio workshop, outdoor spaces.
	RESOURCES: Projection system, worksheets, recording system.

N.º 6	**TITLE: DOING TIME**		
Grade: 3 CSE	**Implementation period:** from week n. 20 to n. 24.	**Nº of sessions:** 14	**Trimester:** 2nd
Description: In this unit, students will learn new specialized vocabulary. In this case, they will acquire terms related to crime, justice, and punishment. Moreover, the passive voice will be introduced and practiced. Learners will participate in dynamics,		**Justification:** Within this unit, different topics can attract learners' attention, such as the debate on the use of the death penalty as punishment or the varied vocabulary that this topic generates, for example, different types of crimes such as arson or kidnapping. The	

games, and assignments to better get to know how a trial and a debate looks like, and they will participate in two role plays to develop both of them.	debate and the role play of a trial are intended to be a preparation for students' participation in the Global Classrooms program of the center.

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SPLW03C01	Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	CL, CSC, SIEE, CD, AA
SPLW03C04	Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	
SPLW03C08	Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	

CONTENTS	**A. LEARNING STANDARDS**
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. 2.3. Patrones sonoros, acentuales, rítmicos y de entonación. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24

	TEACHING MODEL: Rote Learning (MEM), Deductive (DEDU), role play (JROL).

METHODOLOGICAL FOUNDATION	**METHODOLOGICAL FOUNDATIONS:** the narrative expository method through oral exposition with visual support (images), the method by elaboration by discovery through project-based learning and gamification are employed in this learning situation.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is involved in this unit because learning is focused on the acquisition of new terms and vocabulary. CSC is present too since teamwork and cooperative learning must be taken into account during the projects' development. This program unit also contributes to the AA and SIEE competences when participating in the trial project, taking the lead when necessary, and working on their own during projects. CD is promoted since many of the tasks require computers to do it.
	GROUPS: Individual work (TIND), small groups (PGRU), large group (GGRU), interactive groups (GINT), heterogeneous groups (GHET).
	SPACES: Classroom with ICT resources, assembly hall, Technology workshop.
	RESOURCES: Projection system, worksheets, blackboard, computers, newspapers, taboo cards, videos, presentation.

N.º 7	**TITLE:** DROP ME A LINE		
Grade: 3 CSE	**Implementation period:** from week n. 24 to n. 27.	**Nº of sessions:** 14	**Trimester:** 2nd
Description: Different types of writing will be practised: a biography, a blog post, an essay, a report, an article and a narrative, taking as examples the given texts from unit 3. Apart from the final products that students need to hand out, other relevant aspects will be evaluated, such as the development of original ideas, the adherence to the structure, the connectors employed, the organization of information, and the use of a wide vocabulary adequate to the third level of CSE.		**Justification:** Another remarkable skill when acquiring a new language is writing complete and organized texts adequating the language depending on the type of text. Presenting this unit specialized in the writing skill after having worked on unit 3, dedicated to the reading skill, is indispensable, since learners already possess a vast quantity of model texts that have read, translated, and differentiated the parts. They have a powerful basis to start writing their own versions, combining creativity and imagination with their previous knowledge about each type of text. This learning situation is connected to the Erasmus+ program, since the structure of the reports in English that need to be written to participate is taught.	

CURRICULAR FOUNDATIONS		
	EVALUATION CRITERIA	**COMPETENCES**
Code: SPLW03C08	Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	CL, CSC, CD
SPLW03C09	Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
CONTENTS		**A. LEARNING STANDARDS**
1. Componente funcional.		19, 20, 21, 22, 23, 24

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. 2.3. Patrones sonoros, acentuales, rítmicos y de entonación. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Estrategias de producción: 4. Planificación 4.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.). 4.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.). 5. Ejecución 5.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto. 5.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. 5.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). 6. Evaluación y corrección 6.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.	
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Direct teaching (EDIR), Expository (EXPO).
	METHODOLOGICAL FOUNDATIONS: Demonstrative expository method by tutorial. Flipped Classroom.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is present in every session of the unit because the functional component of the English language is stimulated, especially the writing skill. CD is acquired since some of the writings such as the biography or the report, need some information to search online. CSC is promoted when students respect the silence during the time devoted to writing in class and ask questions to the teacher in order and raise their hands.
	GROUPS: Individual work (TIND).
	SPACES: Classroom with ICT resources, Technology workshop.

	RESOURCES: Blackboard, worksheets.		
N.º 8	**TITLE: IN THE NEAR FUTURE**		
Grade: 3 CSE	**Implementation period:** from week n. 27 to n. 30.	**Nº of sessions:** 14	**Trimester:** 3rd
Description: Program unit devoted to the different future verb tenses: future simple, *be going to*, future continuous and present continuous when expressing future. Students will learn when and how to use each tense and will practice with real plans, predictions and intentions. Although all kinds of plans and predictions will be touched, the central topic will be education and work, trying to show the importance of the continuation of studies to access to the majority of jobs.		**Justification:** Expressing the future correctly and knowing how to differentiate the different existent tenses can be a challenge for 3rd-year students. This program unit will try to finish with the issues presented when facing a future tense, establishing the differences between the existent types of future tenses. Moreover, coinciding with the end of the course and the choice of itineraries for the fourth level of CSE, students will express their choices by practicing the future tenses in a realistic environment. In this way, this learning situation is related to the esTEla program and the training action plan, giving different options and itineraries to students concerning their futures.	

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SPLW03C08	Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	CL, CSC, SIEE, AA
SPLW03C09	Aplicar las estrategias adecuadas para redactar textos breves y con estructura clara, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

CONTENTS	**A. LEARNING STANDARDS**
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas.	19, 20, 21, 22, 23, 24

2.3. Patrones sonoros, acentuales, rítmicos y de entonación. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. Estrategias de producción: 4. Planificación 4.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.). 4.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.). 5. Ejecución 5.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto. 5.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. 5.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). 6. Evaluación y corrección 6.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.	

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Direct teaching (EDIR), Advance organizers (ORGP)
	METHODOLOGICAL FOUNDATIONS: the method by elaboration by discovery through project-based learning and the demonstrative expository method by tutorial are employed in this unit.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: CL is inherent in the unit, whose objective is to improve grammar related to future tenses in students, an essential component for communication. This unit also contributes to the development of SIEE and AA during the development of the different projects, working autonomously in their projects. CSC is present in the respect for turns and interactions that students must keep to other groups, and when listening while the other groups are presenting their work.
	GROUPS: Large group (GGRU), individual work (TIND), pair work (TPAR), Heterogeneous groups (GHET).
	SPACES: Classroom.
	RESOURCES: Projection system, mind map, worksheets, blackboard.
N.º 9	**TITLE: I'M ALL EARS!**

Grade: 3 CSE	**Implementation period:** from week n. 30 to n. 33.	**Nº of sessions:** 14	**Trimester:** 3rd
Description: The sessions that make up this program unit are dedicated to improving students' listening skills. They will hear conversations between natives in a variety of contexts: a discussion, a lecture, a description, a quiz show, a presentation, a gallery tour, an interview, an invitation to a party and a radio program.		**Justification:** Listening skills must be mastered by students since they need to understand native speakers in real life and get used to the different existent accents that are in the world. Accustoming the young's hearing to native accents will make daily life easier, since in real life students cannot reproduce twice what a native speaker is saying at a particular moment. This didactic unit is related to the Cambridge exams program, since many of the assignments and the test possess the same structure as those exams.	

CURRICULAR FOUNDATIONS		
EVALUATION CRITERIA		**COMPETENCES**
Code: SPLW03C01	Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.	CL, CD, CSC, CEC
SPLW03C10	Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	
CONTENTS		**A. LEARNING STANDARDS**
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. 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. 4. Componente Cultural. 4.1. Respeto de las convenciones sociales, las normas de cortesía y los registros. 4.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida. 4.3. 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. 4.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

4.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera. 4.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas. 5. Componente emocional 5.1 Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación. 5.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado. 5.3. Colaboración en la creación de una atmósfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.			
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Basic Inductive (IBAS).		
	METHODOLOGICAL FOUNDATIONS: Cooperative learning, project-based learning.		
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Linguistic communication (LC) is present in unit 9, especially in comprehension skills. CD is also present, as students work with videos who look for and visualise. CSC is also present when students are raising their hands and respecting classmates' answers. CEC is inherent in the audio and video recordings as they are adapted to the cultures of English-speaking countries.		
	GROUPS: Individual work (TIND), large group (GGRU).		
	SPACES: Classroom with ICT resources, Technology workshop.		
	RESOURCES: Projection system, audios and videos, worksheet, quiz.		
N.º 10	**TITLE: A PICTURE OF HEALTH**		
Grade: 3 CSE	**Implementation period:** from week n. 33 to n. 36.	**Nº of sessions:** 14	**Trimester:** 3rd
Description: Program unit devoted to the learning of new specialized vocabulary. The first sessions will be about parts of the body. After that, a vocabulary about health and diseases will be studied. Finally, both contents blocks will be blended during the last sessions, and students will practise the two parts of vocabulary together in realistic contexts.		**Justification:** Vocabulary about health, illnesses, emergencies and accidents can be helpful whether students are in any foreign country and unfortunately need help. Communication is key for any situation, and the importance of choosing useful vocabulary that can be applied in real life is crucial. This unit is connected to the InnovAS network of the Canary Islands, in which this school participates, in particular, the network of equality and affective sexual gender education, since when parts of the body are taught it will be in an inclusive manner. In the second part of the unit, which is about health and diseases, sex education is included.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			**COMPETENCES**
Code: SPLW03C01	Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		CL, CSC

CONTENTS	A. LEARNING STANDARDS
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico. 2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. 2.3. Patrones sonoros, acentuales, rítmicos y de entonación. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.	1, 2, 3, 4, 5, 6, 7

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Deductive (DEDU), Rote Learning (MEM), role play (JROL).
	METHODOLOGICAL FOUNDATIONS: Cooperative learning, project-based learning, and gamification.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: This unit contributes to CL because new lexis about health is learned, and lexis is a fundamental part of a language. CSC is put into practice when pupils work together to guess the vocabulary definitions and when developing the projects, listening to the opinion of all the members of the group.
	GROUPS: Individual work (TIND), small groups (PGRU), large group (GGRU), heterogeneous groups (GHET).
	SPACES: Classroom with ICT resources.
	RESOURCES: Projection system, blackboard, images, worksheets.

4. Method

4.1. Methodological principles

The didactic program that is detailed above has been developed taking into account the methodological orientations that can be found in Decreto 83/2016, de 4 de julio, where the First Foreign Language curriculum recommends the use of diverse methodologies to favor the acquisition and assimilation of a foreign language in a variable educational context. Likewise, students are seen as three-dimension beings.

Firstly, they are social agents, as they receive and produce knowledge or information to communicate with each other, and for this reason, they need active methodologies to be employed in class, like project-based learning and cooperative learning.

Secondly, they must be autonomous learners in the sense that they require open methodologies in which they are the protagonists of their own progress and the teacher is considered a mere guide who provides support, like the flipped classroom. Due to this, the use of ICT resources and their combination with traditional resources are indispensable for their development of autonomy.

Thirdly, students are seen as intercultural speakers and emotional and creative subjects, and they require a method that includes the transmission of cultural products, values, and customs of other cultures, such as those of English-speaking countries. Additionally, references to cultures other than Spanish will be embraced, bearing in mind the cultural pluralism that is present in this class. Thus, cultures are represented with videos, images, music or gastronomy, e.g., in the program unit n. 6 which includes gastronomy from other countries.

Furthermore, it is worth mentioning the influence of Bloom's taxonomy (1956) on the design of products. Bloom developed a hierarchy of educational objectives to be achieved by students. The cognitive area was hierarchized, from easier and passive to more complex and active work. The most complex and active categories have been useful and taken into account for this program, since students need to feel motivated and be the protagonists of their learning.

For the concretion of activities that have been developed in Annex 2, Merrill's first principles of instruction (2012) have been consulted. The importance of activation of previous knowledge which Merrill highlighted, is key to connecting with new ideas and concepts. It is an excellent starting point in the acquisition of new knowledge in other languages and

enriching learning, making it meaningful.The second phase, demonstration, shows students realistic conversations, texts and more examples that are necessary when learning a language. They show them how to use different structures or vocabulary in a lifelike context. During the following two phases, application and meta-cognition and integration, students are encouraged to implement the knowledge learned in the previous phases and carry out projects to develop realistic products that can be applicable in real life. The final result, integration, is the goal that must be reached to ensure the internalization of learning content.

4.2. Strategies

Different methods, teaching models and techniques will be put into practice throughout this didactic program, combining them to powerfully enrich the learning process. On the one hand, students occupy an active role and are autonomous learners that are aware of their learning process. On the other hand, the teacher's role consists of accompanying learners through that process, transmitting the necessary information as well as guiding and providing support.

Regarding the models, teaching methods and techniques employed, they have been selected depending on the type of contents that will be taught in each program unit. Therefore, those units that are dedicated to the acquisition of specific vocabulary (units 2, 6, and 10) use the same strategy. Rote learning (MEM), role play (JROL), and deductive (DEDU) are the teaching models that will be followed. Concerning methods, the method by elaboration by discovery through cooperative learning and project-based learning together with the narrative expository method through oral exposition with visual support and gamification are the options that better fit the programming. Some mnemonic rules are effective with vocabulary learning, and the use of those new words in a given context, like in role play, will make it easier for students to remember them.

In the units that are centered on grammar, i.e., units 1, 4, and 8, direct teaching (EDIR) and advance organizers (ORGP) are the teaching models. The methods that will be used are the method by elaboration by discovery through project-based learning and the demonstrative expository method by tutorial. It is important to refresh the previous knowledge that students have that is related to the new content in order to be able to broaden that knowledge.

The rest of the units are devoted to the four English language skills that need to be developed for successful communication. Unit 3 is specialized in reading, and its models are expository (EXPO) and deductive (DEDU). The method by elaboration by discovery through project-based

learning and the method by interrogative elaboration by means of Socratic questions are the methods that will be used. Through deduction, the characteristics of different types of texts will be analyzed. Unit 5 is devoted to speaking, and the teaching models used will be direct teaching (EDIR) and role play (JROL). It is essential to practice speaking by making realistic conversations through role plays of different quotidian situations that can be recreated in real life. The methods will be the method by elaboration by discovery through cooperative learning. The writing skill will be worked on unit 7, with the direct teaching (EDIR) and expository (EXPO) models. The methods utilized will be the demonstrative expository method by tutorial and the flipped classroom. Students will prepare to create written lifelike products by watching videos where steps and indications are described and will write such products in class to have the possibility to be helped by the teacher. Lastly, unit 9, dedicated to listenings, will apply the basic inductive (IBAS) teaching model. The methods will be the method by interrogative elaboration by means of Socratic questions and through cooperative learning. The teacher will make questions about the audio or videos and students will have to demonstrate their comprehension skills.

4.3. Types of activities

The main source for developing activities for this class has been Merrill's first principles of instruction to coordinate contents in different sessions, trying to be easier for the learner to understand and acquire, by establishing a specific order divided into stages: activation, demonstration, application, and meta-cognition and integration.

However, more guides have been consulted and followed, like the Common European Framework of Reference for Languages (CEFR). As explained above, four units have been designed to be specially dedicated to each of the communication skills: listening, writing, reading, and speaking. They have been arranged alternately the receptive or passive skills (reading, listening) with those productive or active skills (speaking, writing).

However, all the skills are practiced not only in those units but also in those dedicated to grammar and vocabulary, being present all the time as an indispensable part of the English learning process. Thus, activities recommended by CEFR, based on reception, production, interaction, and mediation, can be found along the didactic program.

Reception activities include watching tv, films, and videos; reading correspondence; understanding conversations between other people; and reading for information and argument, among others.

Production activities involve sustaining monologues about describing experiences; giving information and putting a case in a debate; writing reports, essays, and other types of texts; and creative writing, among others.

Interaction activities entail having formal and informal discussions; writing correspondence; information exchange; writing messages and forms; interviewing and being interviewed; and online conversation, among others.

Mediation activities encompass explaining data; translating a written text; analysis and criticism of texts; acting as an intermediary in informal situations; facilitating pluricultural space; and facilitating communication in delicate situations and disagreements, among others.

4.4. Groups

There are different types of groups proposed in this didactic program. They are adapted depending on the requirements of the diverse dynamics or activities that will be developed in class. Moreover, the grouping has been selected taking into account the strategies and learning methods that are applied in each program unit. For instance, cooperative learning demands activities in pairs (TPAR) or small groups (PGRU), as well as role play and gamification. In addition, in order to foster better communication between all the students in class, interactive (GINT) and heterogeneous (GHET) groups are included in this program. Heterogeneous groups will be done at the discretion of the teacher, bearing in mind marks, personalities, and willingness to English, among other aspects. Individual work (TIND) will be chosen for writing tasks and other activities in which the learner must demonstrate his or her own abilities and capacity to organize ideas and work.

4.5. Complementary activities

Following the indications described in Orden de 15 de enero de 2001, por la que se regulan las actividades extraescolares y complementarias en los centros públicos no universitarios de la Comunidad Autónoma de Canarias, some complementary activities centered in English have been meticulously selected. The first suggested activity consists of an educative escape room called *Oscar Wilde's last work*, with different types of clues, messages to decipher and

challenges that require ingenuity, teamwork and the use of English to understand the messages and communicate with the game master. This activity combines gamification and incorporation of other skills from different areas, like Mathematics, Technology or Social Sciences.

The second activity will take place during the last school week of December, and it will be the attendance to a theatre play in English based on a novella by the famous Londoner writer Charles Dickens called *A Christmas carol*. It is a special adaptation for Secondary students which includes funny situations that will become a powerful tool to put into practice their knowledge and skills in the language.

The third outlined activity will be an English language immersion titled *Women in history*, done on the occasion of Women's Day. It involves a marathon of activities in English where women are the protagonists. It revolves around the role of women in scientific, technological, humanistic and artistic fields, fostering education in values.

Finally, the last activity will be prepared in the school playground by the English and Physical Education departments. It is a gymkhana with clues in English and physical tests to be performed in the shortest time possible.

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

Although most of the lessons are developed inside the classroom designated to this group, the organization of spaces also includes workshops, like Technology and Radio, the school canteen, the library, the assembly hall, some outdoor spaces and even a visit to the city archive. The objective is to provide students with more dynamic and engaging sessions and less monotonous activities.

The regular classroom possesses some ICT resources, that is to say, a computer for the teacher and a projection system connected to it. When it is required the use of computers for students, the lesson is carried out in the Technology workshop.

Regarding the timing of the didactic program, this course 2021-2022 is divided into ten didactic units. Each of them are of equal duration, consisting of 14 sessions, although this can vary depending on the students' learning rate and other determinants. Bearing in mind that students must have 4 hours of First Foreign Language a week, each unit will be taught in three weeks and a half. To have all the course schedule gathered in a more visual format, a Gantt chart is added below. Months are split into eight parts, with the exception of September, due

to the fact that lessons start during the second week. Each yellow part corresponds to half of a week. For that reason, program units occupy a total of seven parts. On the other hand, green parts symbolize vacation periods.

Table 2

Gantt chart containing the timing of the teaching units

DIDACTIC PROGRAM	EVALUATION CRITERIA	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
UNIT 1	SLNT03C03										
UNIT 2	SLNT03C02, SLNT03C07										
UNIT 3	SLNT03C06, SLNT03C07, SLNT03C10										
UNIT 4	SLNT03C02, SLNT03C08										
UNIT 5	SLNT03C04, SLNT03C05										
UNIT 6	SLNT03C01, SLNT03C04, SLNT03C08										
UNIT 7	SLNT03C08, SLNT03C09										
UNIT 8	SLNT03C08, SLNT03C09										
UNIT 9	SLNT03C01, SLNT03C10										
UNIT 10	SLNT03C01										

Source: prepared by the author.

4.7. Teaching materials and resources

When defining the materials and resources needed to develop this program, it is important to emphasize that students will not be provided with a textbook. All the contents taught will be supplied by the teacher. In this subject, theory is not abundant so most of the contents to be studied will be copied by students from the blackboard or projections. The objective of applying this traditional method is to encourage learners to organize contents and autonomously arrange the information according to their personal needs. Additionally, depending on each unit, photocopied material, worksheets, magazines or newspapers will be supplied to students in order to develop the products proposed.

Regarding ICT resources, it is indispensable to have a projection system installed in the classroom, given that the presentation of videos, audios, films, images and other means are recurrent. Nevertheless, ICT resources are not only utilized by pupils as a passive viewing support, but also as an active tool for consultation, search and communication when carrying out the activities and as an integral part of many program units. In this case, the lessons are carried out in the Technology workshop since the regular classroom does not possess computers for students.

5. Attention to diversity

In ordinary usage, the term diversity is usually understood as disability, but the concept of diversity can involve many different fields, such as cultural, sexual, linguistic, biological, functional, and ethnic. The word diversity comes from diverse, which means 'having variety; assorted', and having a variety of personalities and characters in a classroom is the most common situation. Human beings are different from one another by nature, and this aspect creates an enriching variety in which each person brings a role.

Precisely in the school detailed in the contextualization, where diversity is not only determined by special educational needs but also to a very high degree by social strata, races, and cultures, it is indispensable to teach students to embrace differences. Likewise, a plan of attention to diversity has been built from the subject of English, in which learning is individualized and personalized, considering the varying situations of the students, as well as collective, in which they help each other taking into account their personal situations.

5.1. General aspects and regulations

The measures taken to ensure the inclusion of all students and their effective learning are based on Decreto 25/2018, de 26 de febrero, since it regulates the attention to diversity at the secondary education stage in the Canary Islands. Attention to diversity is proclaimed as a fundamental principle that must govern all types of education in order to provide all students with quality education, adapted to the characteristics and needs of each individual. Quality education is understood as “aquella capaz de promover el éxito escolar y la excelencia en todo el alumnado, de acuerdo a sus potencialidades, desde un enfoque inclusivo y competencial” (p. 7806).

For the preparation of the measures for attention to diversity, Orden de 13 de diciembre de 2010 has also been consulted, concerning the attention to students with specific needs in the autonomous community of the Canary Islands. It is grounded on the recognition and acceptance of the different educational needs that may be found in students, as well as the adjustment and response to these needs. Of particular interest are the measures aimed at ADHD, ASD, and INTARSE students (late incorporation to the educational system), since they are present in the class to which this didactic program is addressed.

Resolución de 9 de febrero de 2011 has also been consulted, in which instructions are issued on the procedures and deadlines for the educational attention of students with specific

educational support needs, as well as Resolución de 22 de mayo de 2018, where instructions are dictated for the organization of the educational response to students in Childhood Education, Basic Education, and Bachillerato, who cannot attend schools on a regular basis, and also the operation of hospital classrooms, home education care, and therapeutic centers. Finally, 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) has been examined, although its application has not been necessary in the present program.

5.2. Ordinary measures

The individualization of the learning process is essential since all the individuals are not alike and precise different attention according to their needs. Due to this fact, the ordinary measures that are described in the present section have taken into account the students' profiles for better performance. In this case, there are three pupils with educational needs, presenting Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), and a late entry to the educational system (INTARSE) respectively.

Regarding the student with ASD, the teacher will plan the lesson in advance, establishing stable routines and frequent use of visual aids. Likewise, she or he must structure and organize the classroom space and materials, avoiding continuous modifications and exposure to multiple stimuli. Collaborative work in small groups is encouraged, although solitary work should be allowed at certain times of the day, so as not to overload him. The teacher will supervise his behavior, paying attention to the social and civic competence skills, such as respecting turns, following rules, and resolving conflicts. For these students, it is appropriate to use a directive and tutored teaching style to provide an environment perceived as safe and stimulating by the student. In addition, there are two ASD classrooms available in the center to receive intensive individualized support.

Concerning the student with ADHD, he will be seated close to the teacher and away from distractions. Activities should be fragmented and supervised, and the most motivating tasks should be combined with those that are less motivating. It is necessary to promote other skills in which the student highlights, in order to improve his self-esteem. It would be also advisable

to write work instructions on a piece of paper or the blackboard, maintaining classroom routines as much as possible.

For the INTARSE student, the measures are provided through the language support service and the Welcome classroom. The language support service helps students to acquire the necessary knowledge of the Spanish language, but in the case of this subject, that point is not relevant, since the language spoken during the lessons is English. In the case of this student, his level of English is considerably low, since his country of origin does not give the English language an important position in the educational system. In the transitional classes, the indispensable concepts are taught to be able to follow the lessons with the rest of the class as soon as possible.

6. Education in values, plans and programs

Good foundations of education in values are essential for the correct development of society. Beginning with school, this is the most powerful weapon against bullying. Educating the young generations with values of equality, respect, and tolerance can curb bullying or, at least, decrease it. Concurrently, a society that grows up with a good education in values will make the world a fairer, more respectful, and non-discriminatory place. This would mean putting an end to the wage gap, prejudices towards the LGBTIQ+ community, and xenophobia, among other issues.

6.1. Education in values from the subject

As stated in Article 44 of Decreto 315/2015, de 28 de agosto, a program unit must include a description of the work strategies chosen for the transversal treatment of education in values. For this purpose, the stage objectives previously mentioned in subsection 3.1 from Article 11 of Real Decreto 1105/2014, de 26 de diciembre, have been considered. In addition, they have been interrelated to the competences included in subsection 3.2 from Decreto 83/2016, de 4 de julio.

Thus, the competence of linguistic communication (CL) relates to the objectives (a), which refers to the practice of dialogue to strengthen human rights, and (i), corresponding to the ability to understand and express oneself in one or more foreign languages, i.e., English, in an appropriate manner (these values are more thoroughly detailed in subsection 6.2).

The digital competence (CD) is associated with objective (e), as it encourages the development of basic skills in the use of information sources and technologies to acquire new knowledge (this aspect is expounded in subsection 6.3).

The sense of initiative and entrepreneurship (SIEE) and Learning to Learn (AA) competences are interconnected with objective (g), since it motivates the development of entrepreneurial spirit and self-confidence, critical sense, personal initiative, and the ability to learn to learn, and plan or make decisions.

The cultural awareness and expressions (CEC) competence is correlated to the objectives (j) and (l), which describe the importance of respecting the features all the cultures as well as the recognition of artistic and cultural heritage.

Finally, the social and civic competences (CSC) encompass features from multiple objectives, such as (a), (b), (c), (d), (j), and (k). They are referred to the respect for others and the equality of opportunity and treatment, regardless of gender, race, culture, gender identity, sexual orientation, diversity of opinion, or religion.

6.2. Development of linguistic communication

The competence of linguistic communication is inherent in the English subject, since consists of the ability to interact with other people through language. For this reason, it is incorporated into all the didactic units of this program.

The competence has been integrated through texts in multiple formats. Each format coincides with the different skills that need to be acquired to dominate any language: writing, listening, speaking, and reading. Therefore, and as previously explained in subsection 4.2, four units are specialized in each of the four language skills and communication formats. Thus, the ability to express oneself orally in a variety of communicative situations is practiced in unit 5; the comprehension of different types of texts, as well as seeking, gathering, and processing information is put into practice in unit 3; knowing how to express oneself in written form in multiple modalities, contexts, and formats is trained in unit 7; and knowing how to listen with attention and interest, controlling and adapting the response to the requirements of the situation is trained in unit 9. However, it is fundamental to emphasize that they are not only practiced in these units but also in the rest.

Moreover, other essential factors that facilitate learning as well as coexistence have also been included, such as the development of critical and constructive dialogue; the use of dialogue

as the primary tool for conflict resolution; the interest in interacting with all the classmates; and the awareness of the impact of certain uses of the language on other people.

6.3. ICT integration

Information and Communication Technologies (ICT) are changing the ways of accessing knowledge and information. With this, the conception of learning has also evolved. Traditional teaching basically consisted of providing information to the students, who acted as passive agents that simply assimilated it and memorized it through repetition. However, according to constructivism, it is considered that learning cannot be entirely transmitted but also constructed by the learner. Therefore, learning at present considers the learner an active subject who is capable of searching for the information required autonomously.

To this end, the digital competence (CD) plays an important role, which is why it is present in half of the didactic units. Its acquisition requires attitudes that allow the user to adapt to the new needs established by technologies and the ability to socially interact around them.

Moreover, ICT integration must also involve security. Students should be able to protect their digital identity and personal data, and be cognizant of security measures.

On the other hand, a unit has been specifically developed around technological media, their use, and their language when interacting online, which is unit 2 entitled *Nuts and bolts*. To achieve a good base of English it is necessary to know how to refer to all the objects present in our routine, and, undoubtedly, ICT resources are a part of it.

6.4. Center plans and programs

The school has established and planned the inclusion of programs and networks of the community of the Canary Islands. The Red InnovAS (Canarian Network of Educational Centers for the Innovation and Quality of Sustainable Learning) is an initiative developed to provide improvements in learning processes through creative proposals to promote more inclusive practices.

Firstly, this center participates in the Network of Equality and Affective-Sexual and Gender Education. As a center with students from a wide variety of countries of origin, it is important to emphasize equality, not only in terms of race or ethnicity, but also in terms of gender equality, sexual orientation, and gender identity. Although discrimination still exists everywhere, there are countries where legislation on LGBTIQ+ rights is more unfair than in Spain, as it criminalizes homosexuality and transsexuality. This network includes the program

Educating for Equality as well as collaboration programs with the Canary Islands Institute for Equality, focused on violence against women.

Secondly, the center is also part of the esTEla program, whose general objective is to facilitate the educational transition of students between all the stages to prevent absenteeism and early school dropout, and improve academic performance.

Related to the latter, for those students who want to drop out of school, there is an action plan for young people that tries to put an end to early school dropout. To facilitate access to all young interested people, there are no academic or professional requirements to carry out the training actions, as long as they are between 16 and 24 years old and are registered in the Employment Offices of the Canary Islands. With this, they will be able to obtain the Certificate of Professionalism of level one. With this qualification, it will be easier to find a job.

6.5. Specification of the institutional plans of the center

Following the general plans and programs of the center mentioned above, the English subject also collaborates with the achievement of these values. In this way, Unit 10 entitled *A Picture of health*, which describes the parts of the body, will be done in a fully inclusive manner in which all body types will have a place, including transgendered bodies. Speaking of bodies, it will be emphasized that the body does not determine gender or sexual orientation, thus introducing the different types of orientations. The second part of the unit, dedicated to health and diseases, will also comprise a short section on good practices in sex education, including both heterosexual and homosexual examples.

As for gender equality, although it is transversally addressed throughout the course, special emphasis will be made during the week in which Women's Day is celebrated. There is a complementary activity involving an English language immersion entitled *Women in History*, already described in subsection 4.5. The objective is to make visible the work of women, which is just as valuable as that of men, and to highlight the fact that there are more men known in history because women were not allowed to work and were not given opportunities to prove their worth.

On the other side, the 8th unit, *In the near future*, motivates students to think about their future and the job they want to get, thus discovering their passions and explaining to them how to reach those positions. It is a fundamental moment to think about it, since they are in

3rd year, and at the end of the course they will have to decide their itinerary for 4th year, based on their priorities.

Finally, it is worth mentioning that the creation of groups to carry out the activities also promotes values of equality and inclusion. This is achieved through the formation of heterogeneous and interactive groups since collaborative work fosters an atmosphere of respect and tolerance.

7. Learning Assessment

As established in Real Decreto 984/2021, de 16 de noviembre, and in Orden de 3 de septiembre de 2016, where the evaluation and promotion in the CSE and Bachillerato courses are stipulated, the evaluation of students in Compulsory Secondary Education will be continuous, summative, formative, and integrative.

Continuous evaluation of the student's learning process is carried out in each didactic unit by assessing the different instruments done: class activities, homework, projects, and tests. Students should be able to understand the evaluation as a means of continuous assessment of their work in skills and linguistic mastery. In this sense, constant evaluation by the teacher of both oral and written activities will be the best way to ensure satisfactory student participation in the constant learning process.

Formative evaluation ensures a higher-quality and personalized learning process, bearing in mind the level and advance of the class. With the information obtained, reflection is made to optimize the processes and, therefore, the results.

Evaluation is also summative, given that the instruments used to know the level reached by each student are a final exam, scheduled at the end of each trimester, among others.

Finally, integrative evaluation guarantees the acquisition of knowledge from other areas, including different subjects and areas of knowledge. The learning of vocabulary related to body parts and diseases taught in unit 10 or the complementary activities planned are an example of this blending.

It must be also pointed out that the assessment process, as well as the teaching one, is individualized, focusing on the evolution of each student and his or her initial situation and particularities.

7.1. Procedures and assessment tools

Both the procedures and the instruments selected for the 3rd-grade group during the course are intended to assess the evaluation criteria corresponding to the First Foreign Language subject at this educational stage, which has been previously detailed in Table 1. For this reason, there will be oral activities, both about comprehension (evaluated by criteria 1 and 2) and production (criteria 3, 4, and 5), and written activities, both about comprehension (criteria 6 and 7) and production (criteria 8 and 9). Criterion 10, concerning sociolinguistic, sociocultural, and emotional aspects of the English language, will be assessed in multiple formats, especially through group projects, such as presentations and reports.

The evaluation instruments will be carried out on a continuous basis to check the progress of each student. These will be mostly projects, since project-based learning is an efficient teaching model that contributes to the assimilation of the contents in a practical and autonomous way. However, there will also be tests, both oral and written, at the end of each unit.

Depending on the agent performing the evaluation, three different types of evaluation will be performed: heteroevaluation, performed by the teacher, peer evaluation, by classmates, and self-evaluation, performed by the student himself/herself.

In the case of the heteroevaluation, it will be carried out mainly through systematic monitoring during the execution of projects to evaluate not only the final result but also the process, the search for ideas, the capacity for self-correction and, in the case of group projects, teamwork and the capacity to listen to and value the proposals of the other members. The analysis of the documents and oral instruments made by the students will also be the main way to evaluate their learning. As for the tools selected, the descriptive record and the teacher's notebook will be the most common for the evaluation of daily activities and homework. However, for projects and assignments with more evaluative weight, rubrics or rating scales will be used.

Those presentations with a considerable evaluative weight will also be assessed with the peer evaluation, through the analysis of the presentation itself, and the tool used will be the checklist. In the case of the autoevaluation, it will be used for the assessment of significant individual assignments, and the tool used will be the learning diary.

7.2. Scoring criteria

As established in Orden de 3 de septiembre de 2016, the evaluation results will be expressed in whole numbers from 1 to 10, accompanied by a qualifying term. In this respect, 9 and 10 are *sobresaliente* (excellent); 7 and 8 are *notable* (outstanding); 6 is *bien* (good); 5 is *suficiente* (sufficient); and 1, 2, 3 and 4 are *insuficiente* (insufficient). In the circumstance that a student does not attend the extraordinary test, he/she will receive the term *no presentado* (not submitted). All students have the opportunity to take the extraordinary test in order not to fail the course. This grade will be reflected in a separate report.

As detailed in Article 2 of the aforementioned Orden, the evaluation criteria relate to all the elements of the curriculum: stage objectives, competences, contents, assessable learning standards, and methodology. For this reason, the evaluation criteria are the reference for the realization of the evaluation. In order to facilitate the objective evaluation of all students as well as the collective verification of the degree of development and acquisition of these criteria and competencies, the rubrics proposed by the Government of the Canary Islands have been of great help and guidance. These rubrics establish qualifiers that describe the performance expected from students, the level of achievement expressed in observable behaviors, together with the competencies to which each criterion contributes.

7.3. Support and evaluation plans

Individualized teaching and assessment also mean that those students who are not meeting the expected evaluation criteria will receive personalized support. Basing such support on communication and feedback, the planning of impulse strategies includes two main modalities: re-teaching -when the teacher considers it necessary to explain the didactic unit again using other methods-, and other instructional possibilities -when the more advantaged students elaborate summaries, tutor or support the learning of their classmates. These options will be combined with a series of reinforcement activities of different styles that put into practice again the struggling contents.

8. Conclusions

As stated at the beginning, English has become the common universal language. However, the way to teach it is not universal, as there is no exact formula to ensure success. While there are detailed guidelines and recommendations in the regulations, the implementation of two teachers who follow them can be totally different. In the case of this didactic program, a

differentiated evaluation of each language skill has been chosen, treating each one as a field of expertise that must be extensively studied and put into practice in order to turn students into "masters" of each language skill at the end of the units. In the units dedicated to vocabulary, all these skills are worked on simultaneously in a relaxed and natural way. But the truth is that learning English goes beyond acquiring the knowledge transmitted in the classroom.

From my point of view, a good teacher does not simply explain the contents of the curriculum but is the one who makes you curious and makes you want to go deeper on your own. There is a quote from Albert Einstein that sums this up very well: 'it is the supreme art of a teacher to awaken joy in creative expression and knowledge'. The Learning to learn and Sense of initiative and entrepreneurship competences are intended to achieve precisely this, so that the learner does not require a full-time teacher to acquire knowledge and can do so on their own.

Nowadays, there are many ways to expand knowledge in the area of English, thanks to globalization and the interconnection that the Internet allows. Therefore, many projects in this program use the Internet and technologies (also promoting digital competence) and are contextualized in everyday and realistic situations.

In addition, the projects are mostly collaborative to foster fellowship and teamwork, so necessary in later working life (reinforcing the social and civic competence). For this reason, peer evaluation is present, since students learn not only to work together but also to value the efforts of their classmates and to be honest and aware of what each member has done. As adolescents must also be self-critical of one's own work and admit the effort put into the work, self-evaluation is required in individual work.

After all, being a teacher should involve teaching much more than just the contents of the subject in question. A teacher is also a guide on the arduous path of adolescence and, in order to be a help to the students, they must see it as such.

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Annexed

Annex 1. Estándares de aprendizaje evaluables del curso 3º de ESO

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22. Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y

ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.

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

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

Annex 2. Development of program unit 6

N.º 6	**TITLE:** DOING TIME		
Grade: 3 CSE	**Implementation period:** from week n. 20 to n. 24.	**Nº of sessions:** 14	**Trimester:** 2nd
Description: In this unit, students will learn new specialized vocabulary. In this case, they will acquire terms related to crime, justice, and punishment. Moreover, the passive voice will be introduced and practiced. Learners will participate in dynamics, games, and assignments to better get to know how a trial and a debate looks like, and they will participate in two role plays to develop both of them.		**Justification:** Within this unit, different topics can attract learners' attention, such as the debate on the use of the death penalty as punishment or the varied vocabulary that this topic generates, for example, different types of crimes such as arson or kidnapping. The debate and the role play of a trial are intended to be a preparation for students' participation in the Global Classrooms program of the center.	
CURRICULAR FOUNDATIONS			
EVALUATION CRITERIA			**COMPETENCES**
Code: SPLW03C01	Comprender el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, que traten sobre asuntos cotidianos, o sobre temas generales o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		CL, CSC, SIEE, CD, AA
SPLW03C04	Interactuar de manera sencilla y coherente en breves intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las distintas capacidades y formas de expresión, con la finalidad de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		
SPLW03C08	Escribir textos breves y sencillos, con estructura clara, adecuados al receptor y al contexto, que traten sobre temas cotidianos o habituales, respetando las convenciones escritas de uso común, con el fin de participar con progresiva autonomía en situaciones habituales o menos comunes en los ámbitos personal, público, educativo y ocupacional.		
CONTENTS			**A. LEARNING STANDARDS**
1. Componente funcional. 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico.			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24

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. 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.	
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** Rote Learning (MEM), Deductive (DEDU), role play (JROL).
	METHODOLOGICAL FOUNDATIONS: the narrative expository method through oral exposition with visual support (images), the method by elaboration by discovery through project-based learning and gamification are employed in this learning situation.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: LC is involved in this unit because learning is focused on the acquisition of new terms and vocabulary. CSC is present too since teamwork and cooperative learning must be taken into account during the projects' development. This program unit also contributes to the AA and SIEE competences when participating in the trial project, taking the lead when necessary, and working on their own during projects. CD is promoted since many of the tasks require computers to do it.
	GROUPS: Individual work (TIND), small groups (PGRU), large group (GGRU), interactive groups (GINT), heterogeneous groups (GHET).
	SPACES: Classroom with ICT resources, assembly hall, Technology workshop.
	RESOURCES: Projection system, worksheets, blackboard, computers, newspapers, taboo cards, videos, presentation.

CONCRETION. SEQUENCE OF ACTIVITIES		
ACTIVITY: 1	**TITLE:** WHY ARE YOU CRIMING?	**ACTIVATION**
DESCRIPTION: The first part of this sequence of activities is compounded by four sessions. The first session begins with a YouTube video on the 10 weirdest criminals of all time that is used in order to attract the attention of learners regarding the main topic. This video contains several interesting crimes that they will later have to discuss with their shoulder partners. Pupils will carry out an exchange of opinions about the crimes they have observed in the video. Subsequently, a word cloud will be created among all the students in the class. Thus, they will implement strategies to carry out autonomous learning through the identification of keywords on the topic of crimes. They have to write meaningful sentences using the words from the word cloud to prove that they understand them. Next, learners will work in groups using flashcards to relate different types of crimes with their corresponding definitions. In the second session, students will choose a random flashcard offered by the teacher which contains a type of crime and will search for information about it and a popular outstanding case that existed to write a report. Then, they will share their searching with their classmates through a presentation by describing their type of crime and the rest of the class have to guess it. The different types of crimes are repeated two times, but the explanations must be different and with different words. After that, students will be paired with the classmate that owns the same card, and they will discuss the punishment that the famous cases that they had searched deserved.		

The third session will start with the teacher writing on the blackboard other types of crimes that did not appear while doing the word cloud. The students will have to guess the definition of those words and write them down on papers individually. After that, the teacher will explain the actual definitions and the differences between similar types of crimes, and the students will randomly correct the definitions of a classmate.
The fourth session will introduce the passive voice with two activities where students will identify the structure of this tense through newspaper headlines about crimes. In this way, they will develop an autonomous learning process in which the teacher has the role of explaining the objective of the exercises and resolving any questions they may have. After that, the teacher will expand the information by describing the different uses of the passive voice on the blackboard. Students will practice with a worksheet of exercises combining the uses explained.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW03C01, SPLW03C04, SPLW03C08.	1, 3, 4, 6, 7, 10, 21.	1, 2, 3.	CL, CD, CSC, SIEE, AA	- Systematic monitoring - document analysis.	- Teacher's notebook - Rubric.	- Meaningful sentences with the words from the word cloud - Report about a famous case - Presentation.
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
- Meaningful sentences with the words from the word cloud - Report about a famous case - Presentation - Definitions - Passive voice activities.	Heteroevaluation, peer evaluation.	Large group (GGRU), pair work (TPAR), individual work (TIND).	4 sessions.	Video: https://www.youtube.com/watch?v=3auAEGYCcck, blackboard, flashcards, worksheets, computers, newspapers, peer evaluation questionnaires.	Classroom with ICT resources, Technology workshop.	
ACTIVITY: 2	**TITLE:** CRIME AND PUNISHMENT					**DEMONSTRATION**

DESCRIPTION: This part is also divided into four sessions. Taking the newspaper headlines from the previous session, the first session will start with a collaborative project in which the students will write their own original and creative headlines using the vocabulary and passive voice. Once they have finished, every student will go up to the blackboard and draw one of the headlines from another group to demonstrate that they understand the terms used and the passive voice.
During the second session, the class will play the taboo game with specific cards about crimes. The game consists in a student trying to describe a word without mentioning the forbidden words that are on the card. The teacher will pay attention and will blow a horn if a forbidden word is pronounced. The student that guesses the word first, earns one point.

The third session will begin with brainstorming about the different types of punishments that the students know. A discussion will be done about which ones are the most severe and why, speaking in turns. After that, they will participate in an activity entitled 'group of experts'. Throughout this exercise, students will have to discover the main characteristics of each type of punishment and go deeper into them in order to become experts in their type of punishment. To carry out this task, they will have to implement cooperative work based on communication that allows all members of the group to contribute something positive to achieve the objective. In this exercise, the teacher's role is to make the students understand the progress they have to make to achieve the objective, being the students the protagonists and the ones who have to develop their learning. To facilitate the students' work and to be clear about the information they have to look for, the teacher provides them with a chart so that they are aware of the most important aspects they have to look for.

Once they have delved into the subject and become 'experts', during the fourth session they will have to demonstrate their technological skills through the creation of a Voki. A Voki is a free Internet application through which students can create a character and give it a voice (text-to-speech technology). This voki can help students in their reflections on their texts and also improve the pronunciation of words. The main objective of this exercise is for students to develop digital competence and ICT skills. The technology will allow learners to explore new topics, involve them in real-life situations, increase their opportunities for interaction, promote skill development and facilitate access to other resources. With all the Vokis created, they will be shown to the rest of the class, who will evaluate the other classmates' work.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW03C01, SPLW03C04, SPLW03C08.	3, 4, 8, 10, 22.	1, 2, 3.	CL, CD, CSC, SIEE, AA.	- Systematic monitoring. - Document analysis.	- Rating scale - Teacher's notebook - Questionnaire.	- Creation of newspaper headlines - 'Group of experts' document - Voki.
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
- Creation of newspaper headlines - 'Group of experts' document - Voki.	Heteroevaluation, peer evaluation.	Small groups (PGRU), large group (GGRU), heterogeneous groups (GHET).	4 sessions.	Newspapers, computers, taboo cards, www.voki.com, peer evaluation questionnaires.	Classroom with ICT resources, Technology workshop.	
ACTIVITY: 3	**TITLE:** LET'S TRIAL!					**APPLICATION**

DESCRIPTION: The third part of this sequence of activities is compounded by four sessions too and they will go around the idea of developing a role play of a trial. In the first session, the roles will be randomly assigned: judge, prosecutor, lawyers, jury, witnesses, lawyers, and criminals. Afterward, the teacher will explain through a presentation the functions of each role in order to perform the role play correctly. To check that they have understood, they will do some written activities in which they have to explain the functions and characteristics of each role in the passive voice.

The second session will be about presenting the case in which the class is going to work: a shoplifting offense. The teacher will hand out a text with all the details concerning the facts. The text will be read aloud by the students, and then the teacher will ask about the meaning of the most complex words to check reading comprehension. If they do not know the meaning, he/she will give a definition in English using synonyms. Finally, written activities about reading comprehension will be done.

Throughout the third session, the trial will be developed. Before starting, as a warm-up, the teacher will play a piece of a video about a trial. After that and some questions, the role play of the trial will take place. The teacher will indicate the order of the interventions, thus helping the judge.
The fourth session is about a writing assignment of a witness statement describing a scene of a crime and giving all the details possible. The teacher will give some indications on the blackboard before starting. At the end of the lesson, he/she will collect the writings.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW03C01, SPLW03C04, SPLW03C08.	3, 4, 5, 9, 11.	1, 2, 3.	CL, CSC, CEC, SIEE, AA.	- Systematic monitoring - Oral production analysis.	- Descriptive record - Rubric.	- Trial role play - Witness statement writing.
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
- Written activities about the roles. - Reading comprehension activities - Trial role play - Witness statement writing.	Heteroevaluation.	Individual work (TIND), large group (GGRU).	4 sessions.	Presentation about the roles, video of a trial, text comprehension worksheets.	Classroom with ICT resources, Assembly hall.	
ACTIVITY: 4	**TITLE:** IN FAVOR OR AGAINST?					**METACOGNITION AND INTEGRATION**

DESCRIPTION: The last part will consist of two sessions and they will be about the development of a debate. In the first session, a school debate will be visualized. After that, the teacher will give all the important information to carry out the debate: useful expressions to be in favor or against, the use of formal language, the division of teams, and the topic, which is the death penalty. Also, one moderator and one secretary per team will be designated. During the rest of the lesson, the teams will meet, think and write down the arguments depending on their position (in favor or against). Moreover, they will prepare the supporting material (images, presentation…).
During the second session, the debate will take place in the assembly hall. The turns will be prestablished and the teacher will perform the judge, listening to the debate and deciding the winner team. However, he/she can be the neutral moderator if the moderators are not doing their paper correctly. After the debate, the students will answer an autoevaluation checklist.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW03C01, SPLW03C04.	1, 2, 3, 4, 5, 7, 8, 9, 10, 11.	1, 2, 3.	CL, CD, CSC, CEC, SIEE, AA.	- Systematic monitoring - Oral production analysis - Survey.	rubric, learning diary, checklist.	- Oral production during the debate.

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
- Oral production during the debate.	heteroevaluation, autoevaluevaluation.	Large group (GGRU), interactive groups (GINT).	2 sessions.	Video: https://www.youtube.com/watch?v=6PFc9Pogz94 , autoevaluation sheets, computers.	Classroom with ICT resources, assembly hall.	

EXTENSION AND REINFORCEMENT ACTIVITIES

- Reinforcement activities: for those students who need more practice, a wordsearch and a crosssword about the vocabulary of the unit (crime and punishment) will be available.
- Extension activities: for advanced students, a scene of a trial from the TV series *The Wire* with English subtitles (https://www.youtube.com/watch?v=J0kelLEWNNw) will be available with three comprehension activities.