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BECOMING A STRONG INDEPENDENT LEARNER

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Abstract

The use of the English language and its teaching is nowadays one of the most important aspects of the globalized society in which we live in, as well as in education. However, its importance is often overlooked. The following didactic program has been developed with this in mind with the aim of changing this perception, based on fostering student autonomy in their learning, implementing methodologies and strategies that also foster their teamwork skills and critical sense when developing any kind of task, as well as on fundamental values such as equality and respect for multiculturalism and the different traditions around the world. This knowledge, paying attention to the technological context of our everyday life, will be taught in the most digital way possible, encouraging the use of ICT, without forgetting at any time to carry out tasks in traditional ways, seeking at all times a balance between analogue and more innovative procedures. On the other hand, situations are taken into account in which it is necessary to adapt the knowledge to be taught to those students who need it, with the aim of offering inclusive and egalitarian teaching and creating an atmosphere of comfort and trust between members of our community.

Keywords: flipped classroom; culture; autonomous work; ICT.

1. Introduction and justification

When speaking about the learning of the English language, there is a question that has been repeated through almost every generation of students “what do I need English for?”. To this question, the answers they often receive is that of “because you will need it in the future” or rather “because nowadays you have to be able to speak English”; however, these responses are not what students, especially teenagers, usually feel satisfied with, since they still live in an age in which immediacy and the present events they are experiencing are of the utmost importance to them.

As educators, we are generally required to teach students the knowledge they are expected to learn taking into account their age and the school year they might be going through, but we do not usually stop and actually give them reasons as to why it is important for them to learn this, and how can they apply it in their everyday life. This is the reason why when programming our syllabuses we should attempt to include those aspects that they may come across even when they are not at school, in order to encourage students to feel more motivated towards their English learning process.

The program detailed in this dissertation is aimed at the fourth year in Compulsory Secondary Education and it is inspired by a group of 4th of CSE students of a school located in a particular town in the Northeast of Tenerife. Nevertheless it is to be noticed that for some particular aspects, some students from other 4th CSE groups in this school have been observed and considered, since the main object of study did not present all of the characteristics required to be included in our program.

1.1. What is and why programming?

According to the Consejería de Educación, a school syllabus can be defined as a document in which teachers are required to plan in advance the activities that are to be carried out, as well as the content that will be taught, during each year. These aspects are generally based on the guidelines established both by the school’s Educational Delegation as well as in official school documents such as Proyecto Educativo and Planificación General Annual, therefore this outline is expected to include activities that cover each subject’s objectives, content, competences and assessment criteria. Each syllabus is formed by a series of learning situations, in which educators will develop the explanation of the activities they

have the intention of executing, that are required to have the objective of providing students with the knowledge they are required to learn according to the curriculum. Also, each yearly program aims at planning the content given in each class as well as being able to decide how to assess students, revising the different pedagogies used in the school.

Regarding the legal aspects of the developing of a program, it is to be said that in Spain, every school syllabus is demanded to follow the requirements expressed in the law decrees established by the government, more specifically in article 44 of the Law Decree 81/2010, published in the BOC on 08/07/2010, which includes every characteristic that is to be included in every program.

1.2. Criteria followed to prepare the program

As mentioned before, each program is supposed to be developed by teachers, and therefore not only the requirements expressed in the law, but also the necessities of students and school departments, are going to be present in the syllabus. According to the Consejería de Educación de Canarias, since programs are elaborated by teachers belonging to diverse departments, they are required to take into account the diverse pedagogical aspects to be covered in each session, which are required to rely on teaching models and work groups, as well as including diversity topics and curricular adaptations. These aspects will later be detailed in the different learning situations that compose the entire syllabus.

The first aspect to be covered, paying attention to the guidelines given by the Consejería de Educación would be related to the general methodologies, whose justification for their presence in the syllabus is the relation they hold with the academic needs that students may have shown. Also, in this section of the program, teachers will be required to describe the methodologies chosen to develop as well as the distribution of group work and the explanation for it. Taking into account all elements mentioned, along with specifying the resources needed for each task and the time and place they are to take place on, it is essential for these aspects to show coherence among them.

Secondly, and paying attention to the current legislation, a syllabus is expected to include in its planning the participation of every student, and therefore it has to include aspects such as support programs for students with special needs or curricular adaptations, which have also been a part of the previous decisions taken. On the other hand, in order to establish

innovative approaches to the teaching process, the activities present in this syllabus have been included paying attention to techniques such as Cooperative Learning and Project-Based Learning, encouraging students to become active participants in their own learning process, by making use of ICTs, which will adequate our teaching process to the use of new technologies and the different requirements that may be asked from a rapidly changing society.

Finally, to correctly develop a syllabus it is essential for teachers to pay attention to the assessment criteria established by the current law of education, which is expected to allow teachers to easily analyse their students' progress, and also for them to receive new knowledge through competences. As for the content to be included in the program, it is required to be based on the curriculum established by the Consejería, hence having to adequate their ideas to these aspects in order to create coherence among them.

1.3. Curriculum norms

Para la completa elaboración de esta programación didáctica se han tenido en cuenta no sólo los diferentes artículos de ley referentes al ámbito educativo sino también el currículum académico de la etapa de Secundaria y Bachillerato, específicamente el relacionado con la asignatura de Inglés; así como algunos de los documentos oficiales del centro prestados por el mismo.

El currículum académico de la mencionada etapa se encuentra establecido en el Real Decreto 1105/2014, de 26 de diciembre, que pertenece a la Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre, por la cual se regirán todos los aspectos referentes en la programación didáctica a desarrollar. Dicha ley consiste en una modificación de la Ley Orgánica de Educación 2/2006, de 3 de mayo. Ambas leyes pueden encontrarse en el Boletín Oficial del Estado (BOE), que a su vez se trata de una entidad asociada a la Constitución Española de 1978. Aparte de los decretos mencionados, y con la finalidad de ampliar los conocimientos necesarios para el desarrollo de esta programación didáctica también han sido tenidos en cuenta los siguientes decretos y leyes:

- Constitución Española. *Boletín Oficial del Estado*, 311, de 29 de diciembre de 1978, 29313-29424.

- Decreto 81/2010, de 8 Julio, por el que se aprueba el Reglamento Orgánico de los Centros docentes públicos no universitarios de la Comunidad Autónoma de Canarias. *Boletín Oficial de Canarias*, 143, de 22 de julio de 2010, 19517-19541.
- Decreto 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y el Bachillerato, mediante el que se implantan las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. *Boletín Oficial de Canarias*, 169, de 31 de agosto de 2015, 25289-25335.
- Decreto 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias. *Boletín Oficial de Canarias*, 136, de 15 de julio de 2016, 17046-9333.
- Ley 6/2014, de 25 de julio, Canaria de Educación no Universitaria. *Boletín Oficial del Estado*, 238, de 1 de octubre de 2014, 77321-77371.
- Ley Orgánica de Educación 2/2006, de 3 de mayo. *Boletín Oficial del Estado*, 106, de 4 de mayo de 2006.
- Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. *Boletín Oficial del Estado*, 295, de 10 de diciembre de 2013.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 340, de 30 de diciembre de 2020, 122868-122953
- Orden de 3 de septiembre de 2016, por la que se regulan la evaluación y la promoción del alumnado que cursa las etapas de la Educación Secundaria Obligatoria y el Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes, en la Comunidad Autónoma de Canarias. *Boletín Oficial de Canarias*, 177, de 13 de septiembre de 2016, 24775-24853.
- Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato. *Boletín Oficial del Estado*, 25, de 29 de enero de 2015, 6986-7003.

- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. *Boletín Oficial del Estado*, 3, de 3 de enero de 2015, 169-545.

Respecto a los documentos del centro tenidos en cuenta e incluidos en la elaboración de esta programación, se han utilizado el Plan General de Centro y el Proyecto Educativo de Centro, de los cuáles se han extraído la información correspondiente a la distribución estructural y del alumnado que hemos necesitado para la inspiración de nuestra programación.

2. Contextualization

2.1. Characteristics of the school environment

The school chosen to be the object of study of this project is located in a small town named San Miguel de Geneto, outside of San Cristóbal de La Laguna, in the Northeast of Tenerife. According to its Proyecto Educativo de Centro (PEC), although it is considered a small town, San Miguel de Geneto offers the basic services that inhabitants may need to live a comfortable life, being able to find establishments such as a doctor's office, a church, a pharmacy or repair shops as well. It is to be said that this is essentially a residential zone, mainly composed of residential areas or detached houses where most of our school's students' families live, although taking into account the study made by the school and represented in the PEC most of the members of these families do not go to work where they live.

Regarding the socioeconomic aspects of this study, it has been observed that while the shopping areas and businesses have undergone a significant growth, the truth is that services dedicated to leisure time and sports are rather limited. However, the different neighbourhood organisations are attempting to find and apply a solution to this issue. On the other hand, concerning the socioeconomic level of the school's students' families, taking into account the information present in the PEC, it can be affirmed that, taking into account the Spanish average, that most of them have a stable income, which is probably a result of both parents in each household to be working outside the house for most of the day, thus leading students to spend more time in the school centre outside of their actual class sessions, having as a consequence of this situation the apparent lack of family support for

students. In fact, and according to the study carried out by the school, it may be precisely this situation the origin of the generally observed lack of motivation and studying routines among students.

2.2. School center

As for the description of the school building, and according to the PEC, the centre is formed by three main buildings, dedicated to each stage in education, as well as rooms aimed at different services offered by the school such as labs, teacher's lounges, meeting rooms or offices. The school also has numerous open spaces dedicated to gardening, sports, parking spots for teachers and the rest of the staff or simply open spaces to be enjoyed by students and members of staff during each daily break.

Focusing on the Secondary Education building it is to be said that it consists of two floors where not only classrooms are included, but also rooms dedicated to the Orientation department, Head of Studies and Audiovisual Classroom. Regarding the courses offered by this centre, it can be seen that they correspond to the periods of compulsory education established by the current educational legislation, that is, Primary and Secondary education, as well as the three courses corresponding to Preschool education.

Apart from its evident teaching and educational purpose, this school also offers a series of services that enrich the experience of students and families, as well as helping them to create a sense of community. Students are able, and offered the possibility to attend to different extracurricular classes or activities as well as being able to choose to have lunch in the school's canteen rather than in their homes, especially when they come from households where both parents are required to attend longer work shifts.

Regarding the means of communication between the school and families, it was seen that several channels were available. On the one hand, parents and tutors are able to communicate with the school's management via two telephone numbers and email addresses that are facilitated to them both by management itself and can be easily found in the school's official website. On the other hand, the school also has an internal app which is often used by teachers and families in the case of requiring a meeting with a specific teacher, or maybe receive daily reports about their performance at school. Also, this school

can be found on Instagram where their teachers are able to post the different projects carried out by students.

2.3. Classroom

The syllabus established for this study was developed bearing in mind one of the 4th CSE groups of the school where the internship period demanded by the Universidad Europea was held. This group's classroom is located in the second floor of the Secondary building, with its windows facing the school's parking lot, therefore allowing the room to be adequately ventilated, especially when taking into account situation derived from the COVID-19 sanitarian crisis, which causes a certain amount of restrictions and rules to be maintained in each school centre.

As for the equipment destined for education, aside from the traditional white and chalk boards, it can be found in the classroom a computer and a projector connected to a digital board, that make the implementation of technology-based activities easier for teachers and more visual for students. Regarding the elements used in the class by students, and although they have access to a digital book, the truth is they are often encouraged to use their own paper books and notebooks. Bearing in mind these facts, the program was planned with the intention to put both traditional and current elements into practice through the methodologies chosen.

2.4. Students

As explained before, in order to successfully develop a yearly program, it was essential to bear in mind an already existent group of students, rather than trying to think about a hypothetical one. Taking this into account, the group in which certain outcomes of this program were inspired in as a small 4th CSE group of only 14 students, in which due to its small amount of learners, it is easier to plan cooperative work by grouping them in pairs or small groups, a situation that has already proven to be successfully productive for them.

Moreover it is also to be taken into account the fact that these students have shown that their levels of commitment to their own learning process, especially to those tasks meant to be developed at home, are alarmingly low, which presents a situation in which it is more complex to implement innovative pedagogies in whose nature there is a great deal of relying on students responsibility and autonomous work, thus leading the activities planned while

taking into account this context to be a mixture of innovative and traditional methodologies. However, it is also true that this situation has perhaps derived from a lack of motivation, and therefore it would be advisable to plan activities aimed at solving this situation before dealing with more demanding or complex activities. On the other hand, referring to what has been observed of their behaviour and attitude during the sessions, it is also fair to say that they usually present themselves willing to carry out the activities proposed to them, which is a characteristic that must be taken into account when planning the different tasks included in the syllabus.

3. Curriculum specification

3.1. Stage Objectives

Students in Compulsory Secondary Education are expected to cover a series of objectives that will allow them to move forward not only in their learning process but also their future role in society. However, it is to be noticed that in order to develop a program or approach a teaching process, we must take into account not only those objectives established by the state but also those established by the different autonomous communities. This dissertation will firstly focus on the mentioned state objectives, which are expected to be accomplished by every student in the country regardless of where they may live. These objectives are the following:

“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, and as explained earlier, every Autonomous Community in Spain is required to have specific stage objectives. Focusing on the Canary Islands, the objectives are present in Article 20, Chapter II of the Law Decree 315/2015 (2015). These objectives are the following:

“Los objetivos de la etapa de la Educación Secundaria Obligatoria son los previstos en el artículo 11 del Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la etapa.

1. “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.
2. 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

When taking into account language learning as a subject, educators are required to teach by following a series of objectives specific for this subject, so that they are able to know which aspects of, in this case, language, they are to focus on. For this thesis we will focus, once again, on those objectives belonging to the Canary Islands law, by taking into consideration the Law Decree 83/2016, which establishes the academic curriculum in said region.

According to the curriculum, students will firstly be expected to be able to both understand and make use of the different foreign languages that they are to be taught in their centres,

therefore being required to widen their previous knowledge of said language and to learn how to adequate their spoken and written productions to the context that they are given. To this end, the materials that they will receive are to be more complex, in order to encourage more elaborated productions and uses of the language from them. Due to this, CSE students are expected not only to be able to adapt themselves and successfully making use of their knowledge in usual and everyday situations, but also to be able to do so in less usual context, hence being expected to achieve a set of skills allow them to make use of this knowledge in practical environment, where they may be required to make use of ICTs and diverse sources of information.

Furthermore, aside from the academic and practical aspects of this objective, educators are also required to encourage a number values aimed at turning students in active members of society, such as equality, empathy, a sense of democracy, teamwork, and the development of critical thinking, these being skills that will be needed in the future professional and personal lives. The last objective to be mentioned is that of the implementation of CLIL programmes that are going to encourage the planning of learning situations aimed at the different subjects in which a foreign language could be included, thus developing the already mentioned objectives. When implementing these objectives in our syllabus, we are also to consider the contribution that these objectives may have in the basic competences established by the Law Decree 83/2016, paying attention to the Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013.

Due to the linguistic nature of this language learning subject, we will firstly focus on the competence of *Comunicación Lingüística (CL)*, which determines that the use of a language is an essential tool in social contexts, and therefore students are required to apply their oral and written language skills so that they are able to adequately communicate among themselves and with other people or institutions. On the other hand, and given the society that we are living in nowadays, in which we are constantly relying on technology, students will need to develop the skills related to the *Competencia Digital (CD)*. The principles of this competence will allow students to make use of the different online resources to both develop diverse social interactions and to search information necessary to carry out tasks, considering and finding out during this process the numerous dangers and negative aspects that the Internet may offer. As it happens with most of the subjects in every school year,

ours also focuses on the *Aprender a Aprender* (AA) competence, which aims mainly at encouraging students and helping them to develop those skills related to working autonomously and being the agents responsible for their own learning process, by getting used to employ different strategies and resources to further their knowledge and also develop skills that allow them to be able to assess and criticise their own work, by learning to see mistakes or errors as a possibility of change and education.

Also, bearing in mind the fact that education must contemplate not only academic aspects but also social values, students will be expected to achieve *Competencias sociales y cívicas* (CSC) through the application of diverse types of communication, as well as acquiring cooperative and group work skills that will encourage them to learn how to deal with conflicts and giving constructive criticism. When focusing on the need to apply their autonomy in developing their work, we naturally will focus the *Sentido de la iniciativa y espíritu emprendedor* (SIEE) competence, whose main aim is precisely to implement these skills into the academic aspects, especially following the different directions given to them when it comes to complete the different contents proposed and also being able to assess their own and their classmates' work. Finally, as the concept of culture is an essential aspect of our society, students are required to achieve the *Conciencia y expresiones culturales* (CEC) competence, whose main purpose is to encourage both the appreciation and respect both for our culture as well as others', allowing them to see their representations in their everyday life. Aside from this, this competence also aims at valuing learners' artistic productions, by encouraging them to express themselves both individually and cooperatively.

3.3. Contribution to stage objectives

Since we are focusing on learning a language, the main objective that English as a subject has is to allow learners to express themselves and to understand foreign languages appropriately, and therefore they will be expected to widen their linguistic knowledge and learn how to adapt it to different situations and contexts, which will require that the materials given to them increase their elaboration. It should also be mentioned the importance of ICT in these objectives, since at this stage in their academic and personal life students will be expected to be able to manage information searches in the target language. Finally, and bearing in mind the fact that society is always intertwined with education, it will

be the academic performance’s objective the encouragement of civic values such as empathy, responsibility and teamwork, which will be essential attitudes to be expected from future active members of society.

3.4. Evaluation criteria, contents and assessable learning standards

According to the English educational curriculum, several contents are expected to be covered every school year. These contents are divided into different areas, which cover the various aspects of the overall units that are to be presented to students. In the current section of this dissertation, we will divide the mentioned contents taking into account both the area and the evaluation criterion they are associated with. While the assessable learning standards that are to be covered during the school year will be present in Annex 1, the mentioned contents are organized as it follows:

Table 1

Area I: Oral texts comprehension

| Criterion | 1 | 2 |
|-------------------------------|---|--|
| Contents | <p>1. Componente funcional</p> <p>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.</p> <p>2. Componente lingüístico</p> <p>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.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas.¹</p> <p>2.3. Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> | <p>Estrategias de comprensión:</p> <p>1. Movilización de información previa sobre tipo de tarea y tema.</p> <p>2. Identificación del tipo textual, adaptando la comprensión al mismo.</p> <p>3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).</p> <p>4. Formulación de hipótesis sobre contenido y contexto.</p> <p>5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.</p> <p>6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.</p> |
| Assessable Learning Standards | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6, 7 |

Source: Canary Islands Curriculum

Table 2

Area II: Oral production: expression and interaction

| Criterion | 3 | 4 | 5 |
|-------------------------------|--|--|---|
| Contents | <p>1. Componente funcional.</p> <p>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.</p> <p>2. Componente lingüístico.</p> <p>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.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas.</p> <p>2.3. Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> | <p>1. Componente funcional</p> <p>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.</p> <p>2. Componente lingüístico</p> <p>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.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas.1</p> <p>2.3. Patrones sonoros, acentuales, rítmicos y de entonación</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> | <p>Estrategias de producción:</p> <p>1. Planificación</p> <p>1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</p> <p>1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.</p> <p>2. Ejecución</p> <p>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.</p> <p>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.</p> <p>2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje "prefabricado", etc.).</p> <p>2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o para textuales:</p> <p>2.4.1. Lingüísticos</p> <ul style="list-style-type: none"> - Modificar palabras de significado parecido. - Definir o parafrasear un término o expresión. <p>2.4.2. Paralingüísticos y para textuales</p> <ul style="list-style-type: none"> - 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, prosémica). - Usar sonidos extralingüísticos y cualidades prosódicas convencionales. <p>3. Evaluación y corrección</p> <p>3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.</p> |
| Assessable Learning Standards | 8 | 8, 9, 10, 11 | 8, 9, 10, 11 |

Source: Canary Islands Curriculum

Table 3

Area III: Written text comprehension

| Criterion | 6 | 7 |
|-----------|---|---|
|-----------|---|---|

| | | |
|--------------------------------------|---|--|
| Contents | <p>1. Componente funcional</p> <p>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.</p> <p>2. Componente lingüístico</p> <p>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.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas¹</p> <p>2.3. Patrones gráficos y convenciones ortográficas.</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> | <p>Estrategias de comprensión:</p> <ol style="list-style-type: none"> Movilización de información previa sobre tipo de tarea y tema. Identificación del tipo textual, adaptando la comprensión al mismo. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes, implicaciones). Formulación de hipótesis sobre contenido y contexto. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. |
| Assessable Learning Standards | 12, 13, 14 15, 16, 17, 18 | 12, 13, 14 15, 16, 17, 18 |

Source: Canary Islands Curriculum

Table 4

Area IV: Written production: expression and interaction

| Criterion | 8 | 9 |
|-----------------|--|---|
| Contents | <p>1. Componente funcional</p> <p>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.</p> <p>2. Componente lingüístico</p> <p>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</p> | <p>Estrategias de producción:</p> <ol style="list-style-type: none"> Planificación <ol style="list-style-type: none"> Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (reparar que se sabe sobre el tema, que se puede o se quiere decir, etc.). Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.). Ejecución <ol style="list-style-type: none"> Expresar el mensaje con claridad ajustándose a los modelos y formulas de cada tipo de texto. Reajustar la tarea (emprender una versión mas modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). Evaluación y corrección <ol style="list-style-type: none"> Aplicar mecanismos de evaluación (resultado y |

| | | |
|--------------------------------------|---|---|
| | <p>restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas.1</p> <p>2.3. Patrones gráficos y convenciones ortográficas.</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> | <p>proceso) y de autocorrección para progresar en el aprendizaje.</p> |
| Assessable Learning Standards | 19, 20, 21, 22, 23, 24, 25 | 19, 20, 21, 22, 23, 24, 25 |

Source: Canary Islands Curriculum

Table 5

Area V: Sociolinguistic, cultural and emotional aspects

| Criterion | 10 |
|--------------------------------------|---|
| Contents | <p>1. Componente cultural</p> <p>1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.</p> <p>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.</p> <p>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.</p> <p>1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.</p> <p>1.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.</p> <p>1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.</p> <p>2. Componente emocional</p> <p>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.</p> <p>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.</p> <p>2.3. Colaboración en la creación de una atmosfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.</p> |
| Assessable Learning Standards | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |

Source: Canary Islands Curriculum

3.5. Program units

| | | | |
|--|---|--|--|
| N.º 1 | TITLE: Up, up, and away! | | |
| Grade: 4th CSE | Implementation period: from week nº 1 to 5 | Nº of sessions 16 | Trimester: 1st Trimester |
| Description: In this unit students will review and assess their previous knowledge regarding the expected contents of the course by relating it to vocabulary about tourism and travels around the world. They will be asked to carry out online activities and games, and will finally develop a short presentation about their favourite city in the world. These topics will put students up to speed to continue with the contents to be taught during the year. | | Justification: This unit has been planned with the aim of reinforcing the students' linguistic background, so that in future units it will be easier for them to assimilate the content presented to them. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C01 | Description: Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2, 3 | | 1, 2, 3, 4, 5, 6, 7 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Basic Inductive (BASI), Expository (EXPO), Deductive (DEDU), Direct Teaching (DIRT) | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom, Gamification | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will develop their CL and CD competences by using ICT in several activities focused in different grammar aspects. On the other hand, they will work on the CSC competence by learning about different values and traditional behaviours from other cultures | | |
| | GROUPS: Individual work, Pair work, Small groups, heterogeneous groups | | |
| | SPACES: Classroom, work at home | | |
| RESOURCES: Textbook, PowerPoint presentations, Google Classroom | | | |

| | | | |
|--|--|--|---|
| N.º 2 | | TITLE: One day I'll fly away | |
| Grade: 4th CSE | | Implementation period: from week nº 6 to 10 | Nº of sessions 16 Trimester: 1st Trimester |
| Description: In this unit students will be taught the grammatical aspects of future tenses through the context of their personal and professional future plans. Activities will also be carried out based on the theme of the application of new technologies in our daily lives and how this use will be developed in the future. | | Justification: The aim of this unit is to make sure that students learn about the future tenses in order to apply them in their different use of English skills, especially when holding conversations or debates about the culture aspects to be shown in this unit. They will also be given some guidelines as to how to use different online tools and resources to search for information. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C03 | Description: Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personales, públicos, educativos y ocupacional/laboral. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2 | | 8 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Basic Inductive (BASl), Expository (EXPO), Guided Research (GUIR), Direct Teaching (DIRT) | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will develop their CL and CD competences by using ICT in several activities focused in different grammar aspects. On the other hand, they will work con the CSC competence by learning about different values and traditional behaviours from other cultures | | |
| | GROUPS: Individual work, Pair work, Small groups, heterogeneous groups, Large groups | | |
| SPACES: Classroom, work at home, library, audio-visual room | | | |
| RESOURCES: Textbook, PowerPoint presentations, Google Classroom | | | |

| | | | |
|--|--|--|---|
| N.º 3 | | TITLE: Joy to the World | |
| Grade: 4th CSE | | Implementation period: from week nº 11 to 13 | Nº of sessions 14 Trimester: 1st Trimester |
| Description: In this unit students will learn about different traditions similar to Christmas in other cultures and verb tenses related to telling stories. They will be shown different pieces of audiovisual elements related to these topics as well as reading comprehension activities dealing with the topics that are to be covered in this unit. | | Justification: With the contents of these unit students will be encouraged to practice and make use of their role-playing speaking and improvisation skills by preparing a play about the given topic. They will also learn how to develop a script. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C05 | Description: Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | AA, SIEE | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2 | | 8, 9, 10, 11 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Basic Inductive (BASI), Expository (EXPO), Guided Research (GUIR), Direct Teaching (DIRT). | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will work on the AA and the SIEE competences by preparing the necessary means to build a play, and taking into account the Flipped Classroom methodology. They will also work on the CL, CD and CSC competences by originally and autonomously producing their own script paying attention to the requirements given by the teacher. | | |
| | GROUPS: Individual Work, Heterogeneous Groups, Big Groups | | |
| | SPACES: Classroom, School theatre | | |
| RESOURCES: PowerPoint presentations, textbook, <i>Top 10 Most Incredible Christmas Celebrations Around the World</i> . (2021, 20 noviembre). YouTube. https://www.youtube.com/watch?v=VNd15gTzslA&t=10s | | | |

| | | | |
|---|--|--|--------------------------|
| N.º 4 | | TITLE: Every action has an equal opposite reaction | |
| Grade: 4th CSE | | Implementation period: from week nº 15 to 19 | Nº of sessions 19 |
| | | Trimester: 2nd Trimester | |
| Description: In this unit, students will be introduced to the theory of the use of conditionals in English, as well as to the topic of decision-making and the consequences of decisions through discussions debates during the sessions. We will also work on problem solving and the development of a critical sense with regard to our daily practices by writing an email to help a friend. | | Justification: The contents of this unit aim to reinforce the knowledge imparted in the previous term, as well as to continue practising the different language skills through the topics to be covered in this didactic unit. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C08 | Description: Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2, 3 | | 19, 20, 21, 22, 23, 24, 25 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Basic Inductive (BASI), Expository (EXPO), Guided Research (GUIR), Group Research (GROUR) | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom, Problem-based Learning | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will work on the CD competence by making use of the ICT needed for the development of the Flipped Classroom methodology. Also, they will work on the CSC competence by offering advice to a friend, while also working on the CL competence by expanding their knowledge on the language. | | |
| | GROUPS: Individual Work, Heterogeneous Groups, Small Groups | | |
| | SPACES: Classroom, School theatre | | |
| RESOURCES: PowerPoint presentations, textbook | | | |

| N.º 5 | TITLE: What a wonderful world | | |
|---|---|--|--|
| Grade: 4th CSE | Implementation period: from week nº 20 to 23 | Nº of sessions 16 | Trimester: 2nd Trimester |
| Description: In this unit, students will learn to express in writing and orally the importance of different works of art, monuments and landmarks in different parts of the world. They will also learn to select the information given in documentaries and written texts so that they can apply it correctly. | | Justification: This unit aims at working on students' critical sense when selecting the reliable information from the different sources that will be offered to them, as well as teaching them how to include this information in their personal notes. This unit's contents will also allow them to reinforce their listening and reading skills. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C01 | Description: Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 3 | | 1, 2, 3, 4, 5 6, 7 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Guided Research (GUIR), Inductive Basic (IBAS), Concept Formation (CFOR), Memoristic (MEMO), Expository (EXPO) | | |
| | METHODOLOGICAL FOUNDATIONS: Flipped Classroom | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will develop their CL and CD competences by using ICT in the selection of the information they are to do in order to complete the final tasks proposed to them. On the other hand, they will work on the CSC competence by learning about the different traditional and cultural aspects that are to be covered during the unit. | | |
| | GROUPS: Individual Work, Pair work | | |
| | SPACES: Classroom | | |
| RESOURCES: PowerPoint presentations, Google Classroom, <i>The Seven Wonders Of The World - BBC Documentary</i> . (2015, 19 enero). YouTube. https://www.youtube.com/watch?v=3aY9Se-J2ww | | | |

| | | | |
|--|---|--|--------------------------|
| N.º 6 | | TITLE: A Murder is Announced | |
| Grade: 4th CSE | | Implementation period: from week nº 24 to 27 | Nº of sessions 20 |
| | | Trimester: 2nd Trimester | |
| Description: In this unit, learners will be taught how to write reports and make reference to given information in the indirect style using the context of the crime genre in books, series and films. In line with the school's <i>Plan Lector</i> , throughout this unit we will read extracts from <i>A Murder is Announced</i> by Agatha Christie or <i>The Hound of the Baskervilles</i> by Arthur Conan Doyle. | | Justification: The main objective of this unit will be to improve students' reading and writing skills, as well as to continue the development of their critical sense and autonomous work skills. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C09 | Description: 04 Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | AA, SIEE | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2 | | 19, 20, 21, 22, 23, 24, 25 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Basic Inductive (BASl), Expository (EXPO), | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will work on the AA and the SIEE competences by taking into account the employment of the Flipped Classroom methodology that will be followed to develop the different activities proposed to them. | | |
| | GROUPS: Individual Work, Small Groups, Pair Work | | |
| | SPACES: Classroom, homework | | |
| RESOURCES: PowerPoint presentations, textbook | | | |

| | | | |
|--|--|--|--------------------------|
| N.º 7 | | TITLE: Anything you can do I can do better | |
| Grade: 4th CSE | | Implementation period: from week nº 28 to 31 | Nº of sessions 16 |
| | | Trimester: 3rd Trimester | |
| Description: In this unit, students will be trained in a series of aspects that will be useful in their future lives, both in the academic and personal fields, specifically those referring to the preparation of emails and the different registers and contexts that can influence these writings, while at the same time encouraging students' independence and autonomous work. | | Justification: The aim of this unit is to provide students with the knowledge and practice they will need in the future, ensuring that in the development of this content they also make use of and therefore cultivate their critical sense and independence in their work, thus training them for their professional future. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C09 | Description: Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | AA, SIEE | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2 | | 19, 20, 21, 22, 23, 24, 25 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Guided Research (GUIR), Expositive (EXPO), Deductive (DEDU) | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this DU students will work on the AA and SIEE competences by becoming responsible for and leaders of their own learning, using the resources given to them, as well as the guidance provided by the teacher, in the way they consider appropriate to acquire the expected knowledge. | | |
| | GROUPS: Individual Work, Small Groups, Heterogenous groups | | |
| | SPACES: Classroom, | | |
| RESOURCES: PowerPoint presentations, Google Classroom | | | |

| | | | |
|--|---|--|--------------------------|
| N.º 8 | | TITLE: Wlaking, that is a gerund! (Andando, que es gerundio) | |
| Grade: 4th CSE | | Implementation period: from week nº 32 to 34 | Nº of sessions 11 |
| | | Trimester: 3 rd Trimester | |
| Description: Students will be shown a series of different resources from which they will be asked to extract autonomously, both as a group and individually, the information necessary to acquire knowledge of the different aspects of the content established for this unit. | | Justification: Beyond the acquisition of content, the aim of this unit is to encourage students to work independently in order to continue their learning process by using the critical thinking they have developed throughout the school year. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C07 | Description: 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. | AA, SIEE | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2, 3, 4, 5, 6 | | 12, 13, 14, 15, 16, 17, 18 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Guided Research (GUIR), Expositive (EXPO), Deductive (DEDU) | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom, Gamification | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: During the course of this unit, students will work on the AA and SIEE competences by becoming responsible for and leaders of their own learning, using the resources given to them in the way they deem appropriate to acquire the expected knowledge. | | |
| | GROUPS: Individual work, Small groups, Heterogeneous groups | | |
| | SPACES: Classroom, Google Classroom | | |
| RESOURCES: PowerPoint presentations, Google Classroom | | | |

| | | | |
|--|--|--|--------------------------|
| N.º 9 | | TITLE: The Brits are coming! | |
| Grade: 4th CSE | | Implementation period: from week nº 35 to 37 | Nº of sessions 12 |
| | | Trimester: 3 rd Trimester | |
| Description: In this unit students will be shown and taught different aspects regarding the culture of the diverse English speaking countries around the world. Students will be taught about the difference between the United Kingdom and the countries that are part of it, as well as those that belong or have belonged to the Commonwealth, so that students are able to learn about the diverse customs of different English-speaking cultures. | | Justification: The main objective of this unit will be on the one hand to introduce the students to knowledge based on the values of multiculturalism that are addressed by the school, as well as to put into practice all the grammar and vocabulary that the students have learnt throughout the school year. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW 04 C10 | Description: Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos concretos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo. | CL, CSC, SIEE, CEC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1, 2 | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Guided Research (GUIR), Expository (EXPO) | | |
| | METHODOLOGICAL FOUNDATIONS: Cooperative Learning, Flipped Classroom | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit students will work on the CL competence by making use of the language they have been taught throughout the year. They also will work on the CSC and CEC competence by both receiving content about different cultures and traditions. This will be connected to the SIEE competence since they will be asked to research the information they consider necessary to expand their knowledge. | | |
| | GROUPS: Individual Work, Small Groups, Heterogenous groups | | |
| | SPACES: Classroom, work at home, school pitch | | |
| RESOURCES: Visual presentations, audiovisual elements | | | |

The complete development of the learning situation related to the ninth didactic unit can be found in Annex 5.

4. Method

4.1. Methodological principles

According to the guidelines present in the English curriculum, the most important aspect when it comes to implement any methodology is that both educators and students are comfortable with it, hence creating a context in which it will be easier for them to teach or learn the different concepts and contents that are to be presented during each session. Also, since we are talking about the teaching of a language, when continuing the elaboration of this program, we are encouraged to make use of active methodologies that motivate students and allow help them realise the importance and need of learning our subject, especially bearing in mind the fact that when living in the Canary Islands, where tourism is one of the main economic aspects of its society, it is essential to have a knowledge of the English languages that will allow us to communicate with the various travellers that arrive to our islands from multiple parts of the world.

For this programme, and once again considering language teaching, both expository and elaborative methods have been followed, so that students not only receive the information but are also able to search for it or create it, favouring their involvement in their learning process, and therefore these methodologies will also be related to Merrill's principles and Bloom's Taxonomy, which will provide a guide by which the different learning objectives of our subject will be established.

Firstly, we will use expository methods, especially narrative approaches, to explain the grammatical aspects of the language, so that we can be sure that all students have received the same information with which to work from that moment onwards. These explanations will be given to students both by showing them illustrative videos and by explaining them, with the help of a PowerPoint presentation, which will also be posted in Google Classroom so they can easily have access to it. Moreover, the use of Google Classroom will also allow us to implement the Flipped Classroom methodology, or at least a few aspects from it, with the aim of providing explanations on the above-mentioned aspects through the use of the

round-table technique, so that students can become more than listeners and are allowed to have a more active approach to the content they are being taught.

Finally, and with regard to the use of methods by elaboration in our programming, we will take into account the learning by discovery methods, especially project-based learning and debates, whose inclusion in our programming will correspond to the content relating to the cultural and social aspects of the language.

4.2. Strategies

When following the expositive method combining it with the conference teaching technique, it will be considered that the teacher's role will be that of the transmitter of information, which will generally be taught to a large group in the class designated for the teaching of this subject. On the other hand, when combining this same method with the round-table technique, the teacher's role will switch to moderator in the same group and space that were mentioned before. However, when following the methods by elaboration combining them with project-based learning or debate techniques, the teacher's role will be that guide and moderator to either small or large groups, in which students will have a central role in their learning process as well as the information they may find, in the different spaces in which these activities will take place, these being the classroom, the library or the ICT room.

4.3. Types of activities

Bearing in mind the content expected to be taught during the school year, another of the central aspects that a teacher is required to plan is the different type of activities that are to be carried out both in the different spaces where the units belonging to the syllabus. According to the information gathered from the theory covered through one of the subjects of this master's degree, it is advisable not only to plan different types of activities but also various activities belonging to each type. In the syllabus elaborated in this paper, we have focused on the activities related to the development of the didactic work, and thus it will be needed to plan various activities according to each stage of said development.

Firstly, students will carry out a number of motivation activities that will allow them and the teacher to establish the starting point and the previous knowledge that learners have about a topic, such as brainstorming, and true or false questionnaires. We will see examples of these activities on the brainstorming in the development of unit 6, in which it will be

planned to teach students about the use of the reported speech structure, and we would therefore use this technique to find out the previous knowledge that students have regarding this topic, in order to make sure in which aspects of the content we are required to present in class we should focus on.

Motivation activities will be followed by those of development tasks, which will consist on working on the theory given and the information related to the content, hence asking students to carry out oral expositions or listening activities, such as asking them to sit down in pairs or small groups where they would be required to either discuss or explain again to their classmates the information that they have received, so that they can easily understand and interiorize the content taught, especially when it comes from a friendlier and closer source. Following those, and at the end of each unit, students will be instructed to complete a number of activities with the aim of observing the progress of the knowledge acquired during the course of the unit. Aside from the mentioned activities, our syllabus will also contemplate the reinforcement and extension activities that are planned to give students with special needs the opportunity to either achieve the same objectives as the rest of their classmates or deepen their knowledge about a certain topic.

4.4. Groups

When planning the set of activities that are to be carried out through the development of a learning situation it is of the utmost importance to bear in mind how the different ways that students can be put together to work, and how these groups may influence the results that each task is expected to have. To fulfil the different objectives that these activities may have, while planning the groupings for each activity, it is important to consider the aptitudes and abilities of the pupils, as well as their difficulties and potential demotivation that they may suffer depending on the nature of each activity.

The different groupings that have been consulted during the development of this program are those that have been taught to us during the training belonging to this master's degree, from which we have chosen those that may be in our best interest when developing the present program. On the one hand, since one of the main objectives of our teaching process is to encourage students' independent working skills, they will be required to engage in individual work, especially in those activities that are aimed at reinforcing the content that is presented to them in class. As a complement to this, there may be a possibility that at times

these activities are also carried out by students sitting down in pairs, with the main objective of helping each other with those aspects that they might need.

On the other hand, it has been observed that at times students tend to ask for help among their peers, rather than their teachers, and therefore it has been considered the possibility of organising activities that allow students to work in groups. However, it must be noticed that to aim for success with this strategy it will be advisable to take part in the organisation of the groups, so that the results are as heterogeneous as possible, which will lead students to find themselves put on a team where they feel both encouraged to help and ask for help, as well as challenged to work for those objectives that this group may have.

As for the size that these groups will have, it will be important to bear in mind the type of activities that students are to engage in, since not all of them will allow for every group size. When planning an everyday activity or even a group project, it is easier to ask students to form small groups, between 4 and 6 people, aiming to avoid the usual situation that may appear in a bigger group context, in which it can be observed that there is a certain number of members of a group that are relying too much in the work done and the knowledge had by their peers. Nevertheless, there also may be situations in which it is possible to include a larger group, especially in those tasks that are based on a higher degree of dynamism or movement. When continuing to plan the group distribution through the different activities, another decision to be made is the flexibility in choosing the members of these groups over the course of the school year, therefore, establishing if those groups are going to stay fixed or students are going to be exchanged among them. In the case of the syllabus we are currently dealing with, students will work on flexible groups, with the main objective of allowing them to establish relationships among the entirety of their classmates, thus encouraging community spirit and tolerance towards teamwork regardless of those personal disputes they may have, which will allow them to develop a sense of professionalism that will be of use in the future.

4.5. Complementary activities

It is stated in the Orden de 15 de enero de 2001 that “las actividades lectivas que se imparten en los centros deben complementarse con otras actividades fuera del aula, que utilicen recursos extraordinarios, y actividades no lectivas, que desarrollen aspectos no

incluidos en los currículos”, and therefore, while programming the different contents and tasks that are to be done over the course of the school year, it is essential to consider the possibility to include a number of activities that do not necessarily require to be subject to the same criteria and assessable standards that the others have. Regarding the program that is being developed in this paper, it was decided to propose two main complementary activities.

On the one hand, we will propose the implementation of a weekly project named “Conversations with friends”, that will consist on letting students walk out of the classroom to the patio where they will be asked to move around chatting with their classmates, so that they can improve their speaking and conversation skills, especially outside of the classroom context, so that students can connect the use of English with different situations in their everyday life. This activity will be planned and carried out in line with the school's *Proyecto Bilingüe*, and will therefore be conducted by the school's conversation assistant so that students will receive feedback on their pronunciation and ways of expressing themselves from someone other than their usual teacher.

Also, continuing the objective of expanding the relationship that students will eventually establish between the use of English and the different situations that they may encounter in their daily lives, it has been decided to schedule a school trip to the British Library and Anglican Church in Puerto de la Cruz, which will allow students to see and experience English culture and lifestyle at first hand. For this activity it will be needed to book a bus service that will be required to carry out the necessary transportations for both students and teachers involved in this activity. Also, it will be necessary to book an appointment with the people in charge of both establishments and to give the students a session prior to the outing in which the history and functions of both institutions will be briefly explained to them.

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

When thinking about the place where a certain learning or teaching process may take place, the idea that most commonly comes to mind is that of a traditional classroom, where students are often sitting down at their desks paying attention to a teacher that is presenting the content they are to learn.

However, when putting into practice the teaching process and the activities planned in this syllabus, it was taken into consideration the possibility of looking for alternate spaces where to carry out these elements.

Firstly it was decided to conduct the main points of the teaching process in the classrooms, therefore, and as explained before, taking a traditional approach in this aspect. This will allow the teacher to give different explanations as well as offering students a stable space where they can develop their individual work skills. It will also be in this space where students will more often be expected to also carry out the elaboration of the different proposed tasks, in particular, those that do not require expanding the information that they do not have at hand at that moment.

On the other hand, since there is a number of activities that will cover the use of ICT and for which they will need to look for further information than the one their textbook for class notes may give to them, there will be some sessions to be held either in the centre's library or audio-visual room, where they will have access both to paper and online sources that will let them develop the different projects and tasks they will be asked to do.

Secondly, and with the aim of reinforcing students motivation towards the content and the teaching process, it has been contemplated during the elaboration of this program, the possibility of having some sessions taught outside of the classroom, so that, as mentioned before, students can connect the use of English outside the school or academic context. It will be in these spaces where the before mentioned "English Out with Friends" will take place. As explained before, taking into account that the development of this project will require a lot of physical space in order to allow students to feel comfortable by sitting down or standing up as well as moving around. Finally, when planning a syllabus for a whole school year in which there will be contemplated the complementary activities that include school trips outside the centre, it is a requirement to also consider the various spaces where these activities are going to take place.

Since a school trip has been scheduled during the second trimester to the British Library and Anglican Church in Tenerife, an activity that, as explained above, will have the objective of letting students get in contact with English culture. This library is located in Puerto de la

Cruz, where after visiting the library and the church students will be allowed to take a stroll before coming back to school.

Also, when it comes to decide the timing given to each activity and each session throughout the school year, it will be required to look at the weekly distribution hours that our subject is going to have, which, taking into account our centre's timetable, it can be observed that there are 4 weekly teaching hours given to the English subject, and therefore teachers will be allowed to count with an approximate total of 135 sessions distributed in the timetable to be found in Annex 2. Additionally, we have taken into account the holiday periods as well as the national and regional holidays, whose inclusion in the school calendar directly affect the distribution and timing given to the sessions.

4.7. Teaching materials and resources

When thinking about the resources that are to be used during a teaching process, educators are generally required to bear in mind both the traditional resources that include the content that is to be covered as well as resources that present said content more visually and also related to the use of ICT, so that it is easier for teachers to adapt the way of presenting the content for students, taking into account the one that will prove more successful when assimilating the new knowledge.

During the design of this plan, several decisions were made regarding the materials and resources to be used. These decisions that were essentially based on the experience had in the educational field take into consideration the two aspects that have been mentioned.

On the one hand, considering the traditional aspect of education mentioned above, it has been decided to make use of a regular English textbook that covers the content established for 4th of CSE, since it was decided that by using it students are able to find a content reference and a number of written exercises that they may use for learning and reinforcing their knowledge.

On the other hand, and referring to the visual aspect of the content and its relation with the use of ICT, it has been decided that certain parts of the unit are going to be taught by using visual presentations, elaborated on platforms such as PowerPoint or Prezi, which together with the use of textbooks will make up the entirety of the resources for the teaching aspect of the units.

However, as educators we should continuously bear in mind the fact that just presenting the content to students is not valid enough to influence in their learning process, and therefore it is essential to make use of different resources aiming at reinforcing the knowledge shown as well as making sure that it has been properly assimilated.

To this objective, we will make use of online resources destined to this purpose, especially Kahoot or Genially, which are platforms that are allowed to bring the different aspects of knowledge closer to students through gamification strategies so that students' motivation towards the subject can be easily reinforced.

Moreover, and also being related with the use of ICT, it has been planned to use some online interactive resources that will also allow students to have a closer contact with their English learning process, being able to access these resources whenever they may need to do so. We will consider resources such as liveworksheets, a webpage in which there are several interactive worksheets that both teachers and students can easily have access to. On the other hand, and with the objective of exploring the use of different elements to teach grammar and vocabulary aspects, we will also employ platforms like YouTube, and LyricGap, which will allow us to create worksheets based on song lyrics that help students relate the content they are being shown with elements that are present in their everyday life.

Furthermore, and continuing with the aspect of knowledge reinforcement, as well as taking into account the potential implementation of the Flipped Classroom methodology, and the pandemic context that we have been undergoing in the last few years, the decision of making use of a platform that allows us both to be in contact with students as well as to provide them with information and tasks to develop in class or in their homes. The platform that has been chosen to achieve this objective is Google Classroom, since it is the one that is easier to use both from the students' and the teachers' point of view.

Finally, and with the aim of using it as a path to connect both the traditional and ICT-related elements, it has been decided that it will be asked to students that they make use of a physical dictionary, but they will also be encouraged and shown to how to make a proper use of online dictionaries, aiming at reinforcing their autonomous working skills, since once they have managed to develop a correct use of these elements, they will not feel the need to rely on asking their teachers as often as usual when expanding their vocabulary and assimilating new words they may come across in class.

5. Attention to diversity

For some years now, the principle that education should be inclusive and accessible to all has been gaining shape and importance in the field of education. This is why it is essential to take into account students with diversity, who often require strategies and methodologies adapted to their different needs they may have. It is due to this that teachers are expected to plan and develop activities and methodologies dedicated to the full inclusion of these students in their teaching processes, thus being able to guarantee them a dignified and quality education. Taking all of this into account, the different principles and processes to be followed are explained in each school centre's Plan de Atención a la Diversidad (PAD), which also includes the legislation that regulates these procedures, as well as the organisation of measures that the centre follows when, as mentioned above, bringing the curriculum closer to the students, taking into account the characteristics and difficulties they may face. This plan and its organisation are at the same time included in the Proyecto Educativo de Centro and the programmes of each teaching department, and it is in these documents where the organisation of the measures to be applied in each subject will be included.

5.1. General aspects and regulations

As explained above, and as it happens with the elements regarding the field of education, attention to diversity responds to both the legislation established by the state and regional government. On the one hand, the state government sets out three principles which the regional law will later expand. Firstly, according to Article 16 in the Real Decreto 1105/2014, attention to diversity

“corresponde a las Administraciones educativas regular las medidas de atención a la diversidad, organizativas y curriculares, incluidas las medidas de atención al alumnado con necesidades específicas de apoyo educativo, que permitan a los centros, en el ejercicio de su autonomía, una organización flexible de las enseñanzas.”

By paying attention to this statement, it becomes clear that every process and policy should be regulated not only by individual schools, but also by public administrations, whose role will be linked to the current legislation. On the other hand, it is stated in the already referenced article that “entre las medidas indicadas en el apartado anterior se contemplarán

las adaptaciones del currículo, la integración de materias en ámbitos, los agrupamientos flexibles, el apoyo en grupos ordinarios, los desdoblamientos de grupos, la oferta de materias específicas, los Programas de Mejora del Aprendizaje y el Rendimiento y otros programas de tratamiento personalizado para el alumnado con necesidad específica de apoyo educativo”, which implies the fact that while the groupings and the different adaptations that are to be made to the curriculum are addressed by the law, school centres will have freedom and the power of choosing how these features are to be carried out by studying the resources said centres can offer. These characteristics, as it was introduced in the previous section, will be developed in the Proyecto Educativo de Centro.

Finally, in the same article we find a third principle which states that “la escolarización del alumnado con necesidades educativas especiales en centros ordinarios podrá prolongarse un año más, sin menoscabo de lo dispuesto en el artículo 28.5 de dicha Ley Orgánica, según el cual, el alumno o alumna podrá repetir el mismo curso una sola vez y dos veces como máximo dentro de la etapa. Cuando esta segunda repetición deba producirse en tercero o cuarto curso, se prolongará un año el límite de edad al que se refiere el apartado 2 del artículo 4 de la Ley Orgánica 2/2006, de 3 de mayo. Excepcionalmente, un alumno o alumna podrá repetir una segunda vez en cuarto curso si no ha repetido en los cursos anteriores de la etapa” therefore, allowing teachers, counsellors and families to evaluate and make a decision on whether students should be advised to retake the number of years that are necessary to successfully complete their education process in case they needed to do so.

As for the regional regulations that are to be taken into account in the development of this paper, we will look at the Decreto 25/2018, where we will find the attention to diversity guidelines and regulations regarding education in the Canary Islands. These guidelines will be stated through a series of articles that are to be commented on in the following paragraphs.

On the one hand, Article 2 contains a series of principles which support attention to diversity in Canarian schools, and therefore offers guidelines to be followed by bearing in mind the idea that since education is considered an universal right, both to adapt the general aspects in the diverse teaching processes that are carried out in every centre. Secondly, Article 11 establishes the definitions of the different needs that students may have and therefore are to be taken into account, since these students will need to be granted the specific help and

resources necessary to reduce any difficulties they may have in their learning process. The definitions present in Article 11 are stated in Annex 3. On the other hand, Article 12 states the different indications to follow as well as the when noticing and determining the characteristics of special needs or the need for educational support, as well as the entities responsible for such tasks. These procedures are also presented in Annex 3.

On the other hand, the final article that is to be paid attention to is Article 18, where the different instructions and characteristics that are to be followed when implementing curricular adaptations based on the different needs that students may have. These instructions cover both the characteristics that any curricular adaptation may have, as well as explaining how they will be offered to learners, paying attention to their needs, the resources available or educational stage they are at.

5.2. Ordinary and extraordinary measures

Having established the foundations of the situations in which teachers have to implement a series of adaptations and measures in their teaching processes with the aim of facilitating access to such teaching for all their students, it will be necessary to determine the set of standard measures to be carried out, the definition of which can be found at the Decreto 25/2018, specifically article 4, where it is stated that

“a) Medidas ordinarias: las destinadas a promover el desarrollo pleno y equilibrado de las competencias explícitas en los objetivos de cada una de las etapas, a través de las modificaciones en el contexto educativo referidas a cambios en la organización de la enseñanza o en las interacciones que tienen lugar en dicho contexto.”

Regarding this type of measures, the Consejería de Educación in the Canary Islands also establishes in article 6 of this decree a number of procedures that can be implemented, such as integrating the different subjects into domains or programmes to improve learning and performance for pupils who meet the requirements established by the regulations that develop them.

Furthermore, there may be occasions in which these measures and regulations are not useful enough to cover the needs that these students may have, or the different situations related to them that may arise, therefore creating the urgency to establish a different set of extraordinary measures, that are defined in article 4 of the Decreto 25/2018 as "están

referidas a las adaptaciones de los medios de acceso al currículo, las adaptaciones en los diferentes elementos del currículo o a las adaptaciones que requieran de ampliación o enriquecimiento del mismo”.

At the school on which this programme is based, as well as the Plan General Annual, from which we have extracted the following information, the Orientation Department has developed a Diversity Plan, which includes a series of ordinary and extraordinary measures aimed not only at those pupils who have difficulties but at the entirety of the students in the school, therefore, the responsibility for both the attention to diversity and the development of these measures lies with the teaching staff.

According to the mentioned plan, the ordinary measures that are to be implemented are focused on fostering the full development of the competences of each educational stage, through modifications in the different strategies, methodologies and materials used by the teacher, such as different groupings when developing activities or the use of reinforcement and extension activities and consequently the adjustment of assessment methods so that they are adapted to the needs of the students.

Along with these measures, the centre also offers pupils specialised tutorials in which personalised attention will be given to the pupil's needs, monitoring their progress and coordinating with the rest of their teachers and family. The information retrieved from this meetings will also influence the decision that the student should not be promoted, taking into account the results of his or her learning process and maturity. This decision will be taken by the teaching team at the end of each educational stage and must be accompanied by a reinforcement plan or curricular adaptation aimed at resolving the situation in which the student in question finds himself. In addition, in the case of pupils in compulsory secondary education, pupils with specific special needs will be allowed to remain in the school and extend their learning time until the age of 19, with the aim of enabling them to acquire the Compulsory Secondary Education Certificate.

On the other hand, in addition to these ordinary measures, the school also adds a series of extraordinary measures that will attend to those adaptations that involve an adaptation of the curriculum and in which, in addition to the teacher of each subject, the intervention of the specialist in attention to pupils with special support needs is also necessary.

These curriculum adaptations respond to a number of different characteristics which divide them into different types. In our school, we work with two of these types of adaptations. On the one hand, the school works on significant curricular adaptations, which are aimed at pupils with specific special needs and whose adjustments consist of the temporary and definitive suppression of objectives, competences or methodology of the subject to be adapted.

On the other hand, we also work on curricular adaptations aimed at SEN, ASD, ADHD and ECOPHE students, and whose adjustments consist of the adaptation of the previously mentioned elements in the subject to which these adaptations belong. These adaptations will be proposed, both by the teacher of the subject and the school counsellor, once it has been demonstrated that the ordinary measures explained above have not met the needs of the pupils.

However, focusing on the characteristics of our group, we should mention the only case of students with special needs that we found in this group. According to the information provided by the school, this is a case diagnosed with ADHD in a mild state, which allows him to follow both the explanations and the content taught in class without significant difficulties, so that the implementation of extraordinary measures is not required.

Nonetheless, with the aim of preventing any kind of problem that may arise during class sessions or exams, a series of ordinary measures have been planned that will be adapted to the abilities of our student, who will receive adaptations of the different activity sheets, giving them the activities or test questions in sections, as well as giving them extra time to develop these tasks.

6. Education in values, plans and programs

As it is known, in the field of education it is not only purely academic knowledge and contexts that are important, but also the development of our students as active members of the society in which they live, and this is why it is essential to take into account the concept of education in values. Furthermore, the practical development of this principle represents a commitment from teachers to include this type of education in each of their subjects, thus linking it to the different competences that must also be acquired by the learner.

In fact, according to the Artículo 24 of the Decreto 315/2015 of the 28th of August, “la educación en valores deberá estar presente también con el fin de desarrollar en el alumnado una madurez personal y social que le permita actuar de forma responsable, reflexiva, crítica y autónoma. Además, se deberá propiciar el uso de las tecnologías de la información y la comunicación como herramienta de apoyo esencial en su proceso de aprendizaje”. This decree also states that education in values is also expected to be covered in accordance with the different teaching and learning processes proposed in the curriculum of each subject.

The main values that are worked on and encouraged in our school will be those related to coexistence in society, the promotion of healthy habits, respect for the environment, the responsible use of free time and new technologies, gender equality as well as respect for multiculturalism.

Firstly, the school will cover the teaching and encouragement of the coexistence in society by creating an environment of trust and confidence in which students can express themselves freely, always with respect for others and tolerance, as well as encouraging conflict resolution through dialogue and understanding of others.

Moreover, and especially at the current time, when we are still in a pandemic situation, our centre will aim to promote healthy habits, paying attention to nutrition and hygiene, as well as physical activity and the prevention of mental health-related problems. To this end, the school organisation will prepare a series of workshops and special days dedicated to education on these aspects, so that pupils can receive such education in a practical and attractive way for them.

With regard to environmental education, pupils will be taught about renewable energies and the responsible use of natural resources. To this content will be added awareness of climate change, as well as the strategies necessary for its prevention. On the other hand, we will also promote the cleanliness of the classroom and school spaces, paying attention and instructing students in the use of recycling by participating in the ECOEMBES programme.

With regard to education for the responsible use of free and leisure time, the centre will work to educate and show pupils the importance of the rational and prudent use of video games, thus also fostering an appreciation for more traditional games. To this awareness we will add the one concerning responsibility in the use of the Internet, which will be detailed in

the following sections of this paper. In addition, education on the importance of physical activity in leisure time will be considered.

Paying attention to gender equality education, it should be taken into account that since society assigns roles depending on gender, it will be our aim to solve this inequality through attitudes and teachings such as the use of non-sexist language or the promotion of domestic activities regardless of the sex of the pupils. We will also design and develop different activities on commemorative days, such as the International Day against Gender Violence or International Women's Day.

Finally, we will also develop an education that includes both respect for our own culture and for other cultures of the world, by including elements of these cultures in the different subjects to be taught, as well as encouraging communication with those members of the student body who come from other countries, so that they can share their experiences, thus enriching respect and tolerance in the school environment.

6.1. Education in values from the subject

As explained in the previous section, values education should be cross-curricular and covered in every subject, therefore there should be a commitment on the part of the teaching staff to carry out such teaching. As far as our subject is concerned, our commitment will be based mainly on collaboration with the plans established by the school, such as the participation of our pupils in the different workshops organised by the school, as well as outings aimed at extending education in values.

With regard to the values that will be dealt with in our subject, we will try to include in our planning activities related to them, thus maintaining the transversal nature expected of education in values. On the one hand, we will work on the value of coexistence in class by encouraging respectful attitudes among students, with special emphasis on respect for the right to speak, as well as for the ideas of classmates.

With regard to the values of equality and respect for one's own culture and multiculturalism, we will plan activities that include content related to these themes, especially activities dedicated to women's day or the different days of celebration in other cultures, as well as including activities on the theme of International Women's Day and or days such as the Canary Islands' Day, as well as including in our units aspects regarding English culture, in

addition to the cultures that may emerge in countries that were formerly considered colonies of the British Empire.

On the other hand, when educating students in the importance of respecting the environment, as explained above, we will also include content related to this topic in the planning of our activities, especially encouraging the development of debates and watching conferences or speeches given by scientists and experts on this matter.

As for the daily consideration of the concept of education in values, we will make sure to include in our everyday communication with students ideas regarding these values, encouraging conversations about said values and their influence in our students' lives.

6.2. Development of linguistic communication

Given the linguistic nature of our subject, the communicative component, in any of its aspects, is closely related to the development of any of our sessions. Nevertheless, when it comes to teaching a foreign language, we must take into account the added difficulty this causes, especially when teaching new structures and content.

In order to deal with the reading comprehension aspect of our subject, we will focus first of all on trying to make use of resources that are close to the level of understanding of our students, as well as paying attention to problems or doubts regarding the content that may arise during the different sessions.

In addition, the texts and statements presented to the students will include a glossary explaining any concepts that may cause confusion, as well as encouraging the use of both physical and online dictionaries, so that they can broaden their vocabulary and therefore their understanding of the message displayed.

In terms of spoken communication, the language used during the sessions, both in explanations and in the help and guidance given to the students and their needs or doubts, will be equally appropriate, and therefore constantly adapting, to the level shown by the students, using vocabulary and grammar that is familiar to them, and even resorting to the use of Spanish if the students need it.

On the other hand, when it comes to focusing on written communication, it should be taken into account that this is a skill that will be practised and assessed within the context of the

subject, so we will seek to guide and help students to improve it through the different contents and structures that we will work on throughout the units.

6.3. ICT integration

Due to the technological aspect present in the constant progress in our society it is of the utmost importance to be able to use technology in the different sides of people's lives, furthermore this progress also has a significant influence in the field of education, thus making it vital to include the use of ICT in our lessons and in the way we plan and develop each session.

However, we must not forget that the new generations of students, unlike the generations of teachers, have been born into a society in which the use of such technology is intrinsically included in their education, both familiar and academic, therefore more than encouraging the use of it, it would be necessary to encourage and teach the responsible use that can and should be made of the different devices, especially when they are used to develop the different activities that are proposed throughout the different units.

During our classes, the main and usual use of ICT will be carried out by the teacher, who will be in charge of organising the series of different contents that will be taught through the use of the classroom projector, which will also be used to show the different works and tasks that will be proposed to the students. In addition, on some occasions, students will also be allowed to use their own devices, especially their mobile phones, usually for various activities that require the use of online resources, these being platforms like Kahoot or Genially.

The teacher will also encourage the use of technology when searching for information both to expand and reinforce the theoretical knowledge taught in class and to carry out the different tasks and assignments proposed in class. To this end, they will also be concerned with training students in how to search for information in reliable sources, as well as teaching them to contrast this data using their critical sense so that they can avoid the use of unreliable and poorly researched information.

As for the previously mentioned aspect of teaching students how to use ICT and their devices responsibly, it will be essential to inform them not only of the dangers of risky use, but also of the many consequences that can result from those situations. Furthermore, the

school will also organise jointly with the local police force a workshop dedicated to inform students of the dangers that an irresponsible use of the new technologies may have both inside and outside the educational environment.

6.4. Center plans and programs

Considering the information gathered from the PGA of the school that we are considering as a guide, it is to be stated that this school has partnered with a series of programmes that enhanced the previously explained education in values. Firstly, we will refer to the aforementioned ECOEMBES programme, which, according to its own website, focuses on educating citizens on the correct management of recycling, especially with regard to the use of blue and yellow bins. This programme, as it is implied, represents one of the main aspects referring to education for respect to the environment.

This school also follows a Bilingual Project that is also connected, on the one hand, with the ERASMUS+ program, which gives students the opportunity to explore new experiences and complementing their academic knowledge with personal and professional development they will need in the future by granting them a number of scholarships that will allow them to participate in language immersion periods in other countries. On the other hand, the Bilingual Project is also related to the British Council APTIS Certification Exam, offering students the possibility of certifying their English language level by presenting them with tests that will let them know the different levels they might have in the different skills they study. Finally, this school has recently implemented its One to One Project, which is initially directed to 1st of CSE, with the aim of encouraging the concept of innovation as well as the use of ICT in every class, by giving each student a Chromebook that will be used in order to digitalize the content that is to be taught in class.

6.5. Specification of the institutional plans of the center

Due to the essentially linguistic and literary nature that our subject holds, the main project that we will take part in is that of the school's Bilingual Project, which will be naturally connected with the English subject, where students will be taught the rather theoretical contents students will need at the time of interiorizing the use of the language, so that learners are allowed to practice that language in those sessions when the school's conversation assistant attends to encourage communication in English among the students, especially when carrying out the English Out with Friends activities take place. As explained

above, in relation to this program, we will also take into consideration students' opportunity to prepare and carry out the British Council APTIS exam, informing them that their participation will be voluntary as well as allowing them to increase their established language education in order to strengthen their preparation for such exam.

7. Learning Assessment

In the following segment the procedures to be followed when assessing students will be presented, as well as the requirements that students must fulfil in order to complete the objectives of a stage and therefore receive the diploma belonging to this stage. The procedures that will be explained under the following sections correspond to the requirements presented at the Orden de 3 de septiembre de 2016, which regulates the assessment and promotion requirements to obtain the needed qualifications for students in the stages of Compulsory Secondary Education and Bachillerato, in the Canary Islands. In accordance with this order, which complements the LOMCE, we will establish the evaluation and promotion processes that will correspond both to the content planned in this didactic programme and to the different characteristics and situations presented by the students on which we have based ourselves to draw up this programme.

7.1. Procedures and assessment tools

Throughout this section, the types of assessment that will be carried out during the development of this didactic programme will be explained, paying attention also to the instruments that will be used to assess students' work and progress.

The first aspect to take into account is that according to the Artículo 2 of the Orden del 3 de septiembre, "la evaluación en la etapa de Educación Secundaria Obligatoria será continua, formativa e integradora", and therefore the evaluation of the students' learning process will be developed throughout the school year, taking into account at all times the students' learning progress, also focusing on identifying their weaknesses and strengths, so that it is possible to guide them through improving their autonomous work skills, as well as ensuring satisfactory outcomes of these learning processes. Also, given the integrative nature of our assessment, we will therefore try to jointly work with the different subjects of our course, especially through the CLIL programme, therefore having as a priority objective the fulfilment of the general objectives of the stage over the specific ones of each subject.

With regard to the type of assessment to be carried out, the decision has been taken to include a balance between the three types of assessment, these being self-assessment, peer assessment and hetero-evaluation, so that the results obtained from the different learning processes and products are as fair and true to the work carried out as possible. Firstly, we will make use of self-assessment with the aim of giving students the opportunity to reflect on their own work process as well as the outcome of their work, expecting them to make use of their critical and objective thinking, so that they are able to identify their own weaknesses and strengths, with the aim of encouraging them to be motivated to give their best at all times not only in the academic field but also in their future professional environment. Students will be able to carry out this type of assessment using various tools provided by the teacher, who can also act as a guide if the student in particular needs it. Among these tools we will mainly find assessment scales and checklists that will cover various aspects of their work presented in different rubrics; they will also be presented with questionnaires whose answers will be asked to be as objective as possible, so that they will be able to assess their real effort and the final result of their work.

On the other hand, the main objective when introducing the use of peer assessment is to continue the encouragement of critical thinking among pupils, aimed at establishing an objective assessment of the various work processes and the results of the work processes and results produced by their classmates. For the development of this type of evaluation, students will be required to give their evaluation in an objective manner, trying to avoid harming those classmates with whom they do not feel a special affinity, as well as avoiding favouring those students they consider to belong to their circle of friends, thus placing on them an expectation of a high level of responsibility. In order to carry out this type of evaluation, and as it happens with the above explained type, students will be provided with the different tools that they will need to develop this assessment by the teacher, who will also act as a guide, offering help or advice whenever the pupils consider it necessary. These tools are very similar to those used in the previously explained type, also adding descriptive recording and systematic observation, which are tools that students will be able to use in order to support their conclusions when assessing their peers, also allowing them to provide their mates with constructive comments with the objective of making a collective effort to improve in the various skills that are to be covered in our subject.

Finally, we contemplate in our programming the use of the third type of assessment, the hetero evaluation, carried out by the teacher, who is expected to have been paying attention to students' learning process and progress during the development of the different activities and elaboration of instruments that have been carried out. The objective behind the use of this type of assessment is to bring the most objective and well-considered point of view possible to the assessments and ratings that will be produced from the instruments used. To carry out this hetero evaluation we will make use of those instruments whose use would not be entirely reliable if they were to be carried out by the students, such as tests and exams, in which it will be the job of the teacher to plan the series of activities and questions through which students will be required to demonstrate the amount of content they have been able to memorize or reason. On the other hand, we will also implement the use of certain tools related to systematic observation that, when assessing, will require a level of objectivity that possibly teenagers, due to both their ages, experiences and lack of professional assessing training have not acquired yet, such as the teacher's diary or specific and wider rubrics to be applied in the different instruments that will be asked of the students.

7.2. Scoring criteria

As educators we must follow and respect a series of guidelines when establishing the criteria on the basis of which the grade derived from the evaluation of the different instruments that have been carried out by our students will depend. These guidelines are explained in the Orden del 3 de Septiembre, specifically in its articles 6 and 7, which state the characteristics of the grading and promotion of pupils. According to article 6 of the mentioned order,

“los resultados de la evaluación se expresarán mediante una calificación numérica, sin emplear decimales, en una escala de uno a diez, que irá acompañada de los siguientes términos: Insuficiente (IN), Suficiente (SU), Bien (BI), Notable (NT), Sobresaliente (SB), aplicándose las siguientes correspondencias: Insuficiente: 1, 2, 3 o 4. Suficiente: 5. Bien: 6. Notable: 7 u 8. Sobresaliente: 9 o 10”.

This article also states that in the event that a student does not sit the extraordinary tests for pending subjects, this situation will be recorded as "No Presentado (NP)", which, together with "Insuficiente", will represent a negative assessment.

With regard to competency-based assessment, this article indicates that the different levels of acquisition will be expressed as “«Poco adecuado», «Adecuado», «Muy adecuado» y

«Excelente»”. It will be with the last three assessments that we will consider that students have reached a positive level of competence acquisition, as explained in this Order, “los equipos docentes consensuarán en las sesiones de evaluación la aplicación de estos términos en función del grado de desarrollo y adquisición de cada una de las competencias por parte del alumno o la alumna”. To these guidelines offered by the Consejería de Educación, we must add those degrees of value that we as teachers attach to the various aspects that will play a significant role in the learning process of our students, but which in some way differ from the different contents and competences to be taught and worked on.

In the case of our didactic programme, apart from the values established for the different evaluation instruments, aspects such as the correct attitude in class will also be taken into account when evaluating and grading a pupil's school progress, which will be reflected not only in the appropriate behaviour of the pupils, but also in their punctuality, cleanliness and organisation. An example of this distribution, as well as the different percentages of value given to the aspects to be dealt with, can be found in Annex 6, in which we find a rubric established for the different activities related to writing, in which, as can be seen, we have decided to give a significant percentage to aspects such as formality or respect for deadlines.

It is important to highlight the fact that the value placed on these formal aspects is not as high as the value placed on the content-related aspects of the subject, i.e. those related to grammar or the vocabulary used. However, the aim of giving this degree of importance to such features in a paper is primarily to train students not only in the content but also in the way they develop and deliver their assignments, so that in their academic and professional future they will have a degree of prior experience.

On the other hand, we have to take into account the importance of continuous class attendance, which will give students the possibility of access to continuous assessment. In the event that a student does not reach the required percentage of class attendance, and therefore is not able to have access to continuous assessment, the possibility is considered for this student to have access to an alternative plan that will allow him/her to opt for promotion. This plan will consist not only of a written test covering all the contents seen throughout the course, but will also require the presentation of a portfolio with the final tasks corresponding to each unit that have been developed.

7.3. Support and evaluation plans

Taking into account the possibility that there may be pupils who, both because of their special cognitive needs and their personal circumstances, do not achieve the objectives and results expected of them by the usual means, and this is why as teachers we must take this into account and plan a series of resources and plans to try to give them the same opportunities to reach the established objectives. In order to fulfil this objective, it is necessary to mention that the school in which this programme is based has an educational support programme in different subjects aimed at all those pupils who need it and who are willing to participate in said plan. The development of this programme is carried out by both additional support teachers and the general teaching staff who teach the different subjects at secondary level, and it will consist of providing students with additional explanations and activities in addition to those given in class, as well as extra individualised classes in which the aim is not only to reinforce the content taught in class but also to reinforce the basic knowledge of the subject.

As the aim of this support plan is to provide pupils with the help or support they need to complete the objectives set for each school year and stage, the teachers involved in this programme will be required to plan and develop various sessions in which, through additional activities and explanations to the content given in class, through which teachers will seek to achieve these objectives, so it will be necessary for the teachers involved in this programme to adapt these activities and explanations to the needs and levels of the pupils, both expanding the content seen in their classes or reinforcing the knowledge base that students would be expected to have at each stage of their learning process. As for the timing in which these sessions are to be developed, they are programmed to generally take place during students' breaks and they are also offered in the afternoons after their lunch time. However, and at all times paying attention to the needs of the learners, as well as the teacher's opinion regarding the importance of content that is going to be taught in the session that the student is likely to miss, the school also offers the possibility to integrate these support sessions into the students' regular school timetable.

Given that the nature and the main objective of this plan is to give our students the possibility to reach the same established objectives that their peers normally reach in an ordinary way, we will evaluate the progress of the participants of this plan through

systematic observation and the use of periodic tests in which we will seek to detect if the students have improved their knowledge and performance, so that we can determine if the students have progressed or if on the contrary they still need to remain in the support plan.

8. Conclusions

This didactic program has been based on a school in the north of the island of Tenerife, specifically in the town of Geneto. It is aimed at a group of 4th CSE, made up of 16 students aged between 15 and 16. On the other hand, the information referring to aspects specific to the centre has been adapted and extracted from the Plan General Anual and the Proyecto Educativo de Centro.

As for the legislation we have followed, we have mainly taken into account those decrees of law and orders referring mainly to the curriculum of our subject, as well as those decrees that regulate attention to diversity, education in values and the requirements for evaluation and promotion. During the development of this document we have tried to maintain an active, dynamic and cooperative methodology based on Merrill's principles when planning the different activities that will be presented to the students, as well as in the use of different innovative strategies such as gamification or Flipped Classroom and the promotion of cooperative work, with the aim of training students both in autonomous work and critical sense as well as in teamwork in a healthy and productive way.

After observing the low level of independence in learning in the group of students used as a model, our plan tries to address this situation by encouraging independence and guiding the students on how best to become leaders of their own learning. In addition, with attention to the digital and multicultural society in which we live, we have also focused on the inclusion of ICT and having multiculturalism topics constantly present in our units in order to prepare pupils both for the society in which they live and for their personal and professional future.

In conclusion, this didactic programme proposes an innovative and potentially attractive approach for students, as it allows them to become active members of their learning, as well as to see how the elements covered in class can be useful for their daily and future life.

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Annexed

Annex 1

1. Capta los puntos principales y detalles relevantes de mensajes grabados o de viva voz, claramente articulados, que contengan instrucciones, indicaciones u otra información, incluso de tipo técnico (p. ej. en contestadores automáticos, o sobre cómo realizar un experimento en clase o como utilizar una maquina o dispositivo en el ámbito ocupacional).

2. Entiende lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. ej. En bancos, tiendas, hoteles, restaurantes, transportes, centros educativos, lugares de trabajo), o menos habituales (p. ej. en una farmacia, un hospital, en una comisaria o un organismo público), si puede pedir confirmación de algunos detalles.

3. Identifica las ideas principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que tiene lugar en su presencia y en la que se tratan temas conocidos o de carácter general o cotidiano, cuando el discurso esta articulado con claridad y en una variedad estándar de la lengua. 4. Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales, así como la formulación de hipótesis, la expresión de sentimientos y la descripción de aspectos abstractos de temas como, p. ej., la música, el cine, la literatura o los temas de actualidad.

4. Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales, así como la formulación de hipótesis, la expresión de sentimientos y la descripción de aspectos abstractos de temas como, p. e., la música, el cine, la literatura o los temas de actualidad.

5. Comprende, en una conversación formal, o entrevista en la que participa (p. ej. en centros de estudios o de trabajo), información relevante y detalles sobre asuntos prácticos relativos a actividades académicas u ocupacionales de carácter habitual y predecible, siempre que pueda pedir que se le repita, o que se reformule, aclare o elabore, algo de lo que se le ha dicho.

6. Distingue, con apoyo visual o escrito, las ideas principales e información relevante en presentaciones o charlas bien estructuradas y de exposición clara sobre temas conocidos o de su interés relacionados con el ámbito educativo u ocupacional (p. ej., sobre un tema

académico o de divulgación científica, o una charla sobre la formación profesional en otros países).

7. Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

8. Hace presentaciones breves, bien estructuradas, ensayadas previamente y con apoyo visual (p. ej. PowerPoint), sobre aspectos concretos de temas académicos u ocupacionales de su interés, organizando la información básica de manera coherente, explicando las ideas principales brevemente y con claridad y respondiendo a preguntas sencillas de los oyentes articuladas de manera clara y a velocidad media.

9. Se desenvuelve adecuadamente en situaciones cotidianas y menos habituales que pueden surgir durante un viaje o estancia en otros países por motivos personales, educativos u ocupacionales (transporte, alojamiento, comidas, compras, estudios, trabajo, relaciones con las autoridades, salud, ocio), y sabe solicitar atención, información, ayuda o explicaciones, y hacer una reclamación o una gestión formal de manera sencilla pero correcta y adecuada al contexto.

10. Participa adecuadamente en conversaciones informales cara a cara o por teléfono u otros medios técnicos, sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica brevemente opiniones y puntos de vista; narra y describe de forma coherente hechos ocurridos en el pasado o planes de futuro reales o inventados; formula hipótesis; hace sugerencias; pide y da indicaciones o instrucciones con cierto detalle; expresa y justifica sentimientos, y describe aspectos concretos y abstractos de temas como, por ejemplo, la música, el cine, la literatura o los temas de actualidad.

11. Toma parte en conversaciones formales, entrevistas y reuniones de carácter académico u ocupacional, sobre temas habituales en estos contextos, intercambiando información pertinente sobre hechos concretos, pidiendo y dando instrucciones o soluciones a problemas prácticos, planteando sus puntos de vista de manera sencilla y con claridad, y razonando y explicando brevemente y de manera coherente sus acciones, opiniones y planes.

12. Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de

seguridad o de convivencia (p. ej. en un evento cultural, en una residencia de estudiantes o en un contexto ocupacional).

13. Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados, relacionados con asuntos de su interés personal, académico u ocupacional (p. ej. sobre ocio, cursos, becas, ofertas de trabajo).

14. Comprende correspondencia personal, en cualquier soporte incluyendo foros online o blogs, en la que se describen con cierto detalle hechos y experiencias, impresiones y sentimientos; se narran hechos y experiencias, reales o imaginarios, y se intercambian información, ideas y opiniones sobre aspectos tanto abstractos como concretos de temas generales, conocidos o de su interés.

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

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

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

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

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

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

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

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

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

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

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

Annex 2

Table 1.

Yearly Schedule

| Evaluation | First | Second | Third |
|--------------------------------|---|--|---|
| Dates | 13 th /09 – 17 th /12 | 20 th /12 – 8 th /04 | 18 th /04 – 23 rd /06 |
| No. of sessions per evaluation | 46 | 50 | 35 |
| No. of weeks | 14 | 13 | 11 |

Source: Own elaboration

Additional dates, regional and national holidays:

- **14th of September:** Día del Cristo
- **12th of October:** Día de la Hispanidad
- **1st of November:** Día de Todos los Santos
- **From the 6th to the 9th of December:** December bank holiday
- **From the 23rd of December to the 8th of January:** Christmas Holidays
- **2nd of February:** Día de la Candelaria (Tenerife)
- **From the 28th of February to the 4th of March:** Carnival Week
- **From the 11th to the 17th of April:** Easter Week
- **30th of May:** Canary Islands Day

Annex 3

a) Necesidades educativas especiales: Aquellas que presenta el alumnado que requiere, durante un periodo de su escolarización o a lo largo de toda ella, determinados apoyos y atenciones educativas específicas derivadas de discapacidad intelectual, motora, auditiva o visual, trastorno grave de la conducta o trastorno del espectro del autismo.

b) Dificultades específicas de aprendizaje: Las que presenta el alumnado que tiene dificultades en los procesos implicados en la lectura, la escritura o el cálculo aritmético con implicación relevante en su aprendizaje escolar.

c) Trastornos por déficit de atención con o sin hiperactividad: Cuando el alumnado presenta necesidades específicas de apoyo educativo caracterizado a una persistente desatención, hiperactividad o impulsividad, o por la combinación de ellas, que repercute negativamente en su participación en las actividades escolares y en su relación con los demás.

d) Incorporación tardía al sistema educativo: Aquellas que presenta el alumnado que se ha incorporado tardíamente al sistema educativo por cualquier motivo y presenta dificultades para seguir el currículo respecto a sus coetáneos o coetáneas.

e) Especiales condiciones personales o de historia escolar: Cuando el alumnado manifiesta dificultades en la adquisición de los objetivos y las competencias previstos para su grupo de referencia por una escolarización desajustada o insuficiente, por limitaciones socioculturales, por razones de enfermedad o problemas de salud temporales o crónicos, o por dificultades de ejecución funcional de tipo cognitivo o neuropsicológico, que, sin llegar a ser un trastorno o discapacidad, influyen en el rendimiento escolar y crean dificultades en el avance curricular. Este alumnado puede presentar dificultades en la comunicación, el lenguaje o el habla derivadas de alguno o de la combinación de varios de los motivos señalados.

f) Dificultades en el ámbito de la comunicación y el lenguaje: Aquellas dificultades, adquiridas o congénitas, que presenta el alumnado en el ámbito de la comunicación y el lenguaje y que resultan relevantes en su desarrollo o aprendizaje escolar.

g) Altas capacidades intelectuales: Cuando el alumnado maneja y relaciona de manera simultánea y eficaz múltiples y variados recursos cognitivos, o bien destaca de manera excepcional en uno o varios de ellos.

Indications

1. Corresponde a los equipos de orientación educativa y psicopedagógicos, dependientes de la Consejería competente en materia de educación, la evaluación e identificación de las necesidades específicas de apoyo educativo que presenta el alumnado. Para ello se tomará en consideración las aportaciones que realice el profesorado, la familia o las persona representantes legales del alumnado y cualquier otro profesional implicado en la valoración y respuesta a este alumnado.
2. Constituye el objetivo principal de la evaluación psicopedagógica determinar las ayudas, los recursos y las medidas organizativas y curriculares más adecuadas que posibiliten una atención inclusiva a la diversidad del alumnado.
3. La Consejería competente en materia de educación establecerá, en sus desarrollos normativos, los requisitos y procedimientos para la evaluación, promoción y titulación del alumnado que presente necesidades específicas de apoyo educativo. Además, establecerá las condiciones de accesibilidad y las adaptaciones necesarias en los procedimientos e instrumentos de evaluación y, en su caso, los tiempos y apoyos que aseguren una adecuada evaluación de este alumnado. Asimismo, determinará las condiciones que permitan, cuando proceda, la eliminación de determinados elementos del currículo para el alumnado con discapacidad visual, auditiva o motora y para el alumnado con trastorno del espectro del autismo, en las condiciones que se determine.
4. La evaluación de la eficacia de las medidas propuestas para el alumnado será objeto de valoración y seguimiento, según los procedimientos que a este fin establezca la Consejería competente en materia de educación.

Annex 4

CONCRETION. SEQUENCE OF ACTIVITIES

| ACTIVITY: 1 | | TITLE: Did you know? | | | ACTIVATION | |
|--|--|---|-------------|--|--|-------------------------|
| DESCRIPTION: The initial activities of this learning situation will consist of finding out the students' prior knowledge of the different topics that will be covered in class during this unit, for which we will make use of the brainstorming technique after which we will ask the students to make a mind map with the ideas that have resulted from this activity. We will also present these students with a reading comprehension on the topics covered in class. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| SPLW 04 C06 | 12, 13, 14, 15, 16, 17, 18 | 1, 2, 3, 4, 5, 6 | CL, CD, CSC | Document analysis | Questionnaire | Reading worksheet |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |
| Notebook Mind map | Peer assessment | Small Groups (SG) Individual Work (IW) | 3 | <i>La Conexión Británica con Lanzarote y Canarias.</i> Larry Yaskiel | Physical classroom Google Classroom | |
| ACTIVITY: 2 | | TITLE: Just the facts! | | | DEMONSTRATION | |
| DESCRIPCIÓN: In these activities, students will be introduced visually to the different content related to the topics to be covered in this unit, after which they will be asked to carry out a series of activities to reinforce this new knowledge. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| SPLW 04 C01 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3 | CL, CD, CSC | Document analysis | Questionnaire | Questionnaire worksheet |
| Products | Types of evaluation according | Groups | Sessions | Resources | Spaces | Observations |

| | | | | | | |
|--|--|---|--------------------|--|--------------------------------------|-------------------------------|
| | to the agent | | | | | |
| Notes from the notebook | Peer assessment | Individual Work (IW) | 1 | | Physical Classroom | |
| ACTIVITY: 3 | | TITLE: So, just to confirm | | | APPLICATION | |
| DESCRIPTION: With the following activities we will focus on applying the knowledge acquired in the previous blocks by working on the listening skills of our students, as well as including a series of activities based on gamification, so that students find this content attractive and easy to absorb. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| SPLW 04 C02 | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 3, 4, 5, 6 | AA, SIEE | Document analysis | Questionnaire | Questionnaire worksheet |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |
| Notes from the notebook | Peer assessment | Small Groups (SG) Individual Work (IW) | 3 | <i>La Conexión Británica con Lanzarote y Canarias.</i> Larry Yaskiel | Physical classroom | |
| ACTIVITY: 4 | | TITLE: The Brits are coming! | | | METACOGNITION AND INTEGRATION | |
| DESCRIPTION: To conclude this learning situation, we will dedicate the last sessions to develop and present this unit's final task, in which students will be required to put into practice the different grammar and lexicon knowledge that they have acquired throughout the school year. This unit's final task will consist of an oral presentation prepared by our students in groups of 4, the main theme of which will be the culture of different countries and how English culture has influenced them, as well as how it has influenced the Canary Islands. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| SPLW 04 C10 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25. | 1, 2 | CL, CSC, SIEE, CEC | Systemic observation | Rubric | Students' oral presentation |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |

| | | | | | | |
|---------------------------------|-----------------|-------------------|---|------------|--------------------|--|
| Students' visual aid and script | Peer assessment | Small Groups (SG) | 6 | PowerPoint | Physical classroom | These sessions will be divided into 4 sessions to prepare the resources and two to present and peer assess them. |
|---------------------------------|-----------------|-------------------|---|------------|--------------------|--|

EXTENSION AND REINFORCEMENT ACTIVITIES

In order to offer students the opportunity to review the content seen in class, especially those concerning grammatical aspects, as well as to offer any students who may be late to the school year the opportunity to catch up with the overall level of the class, we will publish on Google Classroom a series of complementary activities that they can do voluntarily. These activities can also serve as support and revision for those students who require it, as well as allowing students to correct their own activities by paying attention to the solutions published on the platform. The activities will be taken from websites such as Liveworksheets and Perfect English Grammar.

Annex 5

| | EXCELLENT | GOOD | ADEQUATE | NOT ADEQUATE | % |
|--------------------------------|--|---|---|--|-----|
| | 9/10 | 6/8 | 5 | 1/4 | |
| Grammar and syntax | Makes correct use of all of the grammar aspects required | Makes adequate use of more than half of the grammar aspects required | Makes use of less than half of the grammar aspects required and does not use all of them correctly | Does not make use of the grammar aspects required, and uses them incorrectly | 30% |
| Vocabulary and spelling | Uses specific and relevant vocabulary and does not make spelling mistakes | Uses specific vocabulary and makes 3 spelling mistakes | Uses some specific vocabulary and makes 3-5 spelling mistakes | Does not use specific vocabulary and makes more than 5 spelling mistakes | 30% |
| Structure | Follows the structure established for this type of composition and correctly organizes the information | Follows the structure established for this type of composition and acceptably organizes the information | Follows the structure established for this type of composition but does not completely organize the information | Does not follow the structure established for this type of composition and does not organize the information | 20% |
| Coherence and linkers | The ideas present in the text are relevant and connected among them | The ideas present in the text are relevant and most of them are connected | The ideas present in the text are relevant but only some of them are connected | The ideas present in the text are neither relevant nor connected among them | 10% |
| Formal aspects | The composition is well-presented, within the established deadline and has excellent handwriting | The composition is well-presented, within the established deadline and has good handwriting | The composition is presented within the established deadline and has legible handwriting | The composition is poorly presented after the established deadline and does not have legible handwriting | 10% |