Universidad Europea CANARIAS

FACULTY OF SOCIAL SCIENCES

ENGLISH IN ACTION: BUILDING GLOBAL COMMUNICATION SKILLS

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

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Words cannot express my gratitude to my husband for his invaluable patience and feedback. He has been my pilar throughout this hard journey. Together with my sisters, nephews and niece, they are my world, my biggest support.

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Abstract

This didactic program has been developed for the first year of Compulsory Secondary Education as part of the First Foreign Language curriculum. Various teaching methodologies will be implemented, which will promote critical thinking and cooperative work, whilst also providing students with a dynamic and autonomous learning experience. The class consist of a diverse group of students, including those with cultural differences or special educational needs, and the program aims to meet the individual needs of all them. The main goal of this program is to develop students' English language skills using different tools, with a focus on oral production and comprehension. Ultimately, the program aims to enable students to communicate effectively in English and to gain an understanding of other English-speaking cultures, providing them with a wider knowledge base and promoting personal growth, given that English is an essential and universal language in today's world.

Keywords: curriculum, methodology, resources, assessment and special needs.

1. Introduction and justification

The following pages contain different sections about the school centre and its environment, as well as different parts of the Educational System and its structure. The explained parts extract the information directly from different official documents and the current educational legislation in Spain, dealing with the obligatory secondary education grades, the organization of the school centre itself and the English Department Didactic program. This Master's Final Project contains a description about the Teaching Unit and the educational objectives, skills, methodology and contents, some aspects related to the educational field, as well as a personal assessment and a critical reflection about some important parts related to the work of English teacher and the teaching-learning process.

I have chosen English subject since English it is the language of aviation, science, computers, tourism and diplomacy. Last but not least, it is the language of international communication, the media and the Internet. All of these characteristics make English an important vehicle of communication which I consider essential nowadays. The course I have chosen to do the didactic programming is the first grade of compulsory secondary education in a public high school in a small town. This scenario is the perfect setting to implement the ideas I plan to add into the teaching unit.

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

According to the Secondary Education LOMLOE Canary Curriculum:

> The Teaching Plan makes explicit the teacher's action plan for a given period of time and enables the teaching, learning and assessment processes to be anticipated, systematised, evaluated and revised. It also enables pedagogical coherence and coordination, which are essential aspects in an educational model based on competences, both to ensure their development and because their acquisition is linked to the different types of learning described in the assessment criteria for each area or subject (LOMLOE, 2020).

From this definition we can extract that it is a pedagogical instrument that will help us to fulfil the curriculum and, if we go deeper into the contents it should have, we can see that it is flexible enough to adapt to the individual characteristics of each student, as well as to

their context. The main idea of didactic programming is that it should guide us in achieving our goals and objectives.

Regarding the reason for programming, it is important to take into account the common contents of the didactic programmes of the different subjects and courses, which are the following (taken directly from the curriculum):

a) Didactic objectives.

b) Specific competences.

c) Basic knowledge, distributed throughout the course.

d) Contribution of the subject to the achievement of the competences.

e) Characteristics, instruments and tools for initial assessment.

f) Criteria, instruments and tools for assessment.

g) Grading criteria for student learning.

h) Learning situations.

i) Teaching resources and curricular materials, with special attention to methodological approaches appropriate to digital contexts.

j) Measures for reinforcement and attention to diversity, including, where appropriate, curricular adjustments or adaptations for pupils with specific educational support needs.

k) Programmes for reinforcement and recovery of unacquired learning for students who are promoted with a negative assessment in one or more subjects.

l) Incorporation of cross-curricular content.

m) Planning of complementary and, where appropriate, extracurricular activities, in accordance with that established in the centre's general annual programme.

n) Where appropriate, complementary measures for the treatment of the subject within the bilingual project.

o) Indicators of achievement and procedures for evaluation and modification, where appropriate, of the teaching programme in relation to the processes of improvement.

Now we can clearly and concisely see the imperative need to carry out a good didactic programming in order to have a quality educational system where all students have the same learning opportunities. Likewise, the implementation of didactic programming is of great importance because it is the main mechanism for the integration of the main elements of the curriculum such as the objectives to be achieved by the students, the resources available and the methodologies used.

1.2.   Criteria followed to prepare the program

As I have previously mentioned, the school centre is located in a wealthy area in a small town but the students are very varied since the town has only three public high school centres. It is also located in one of the entrances of the town, so there is a great quantity of students coming from smaller villages around the town and landowner's children too. This mixed type of students is a great help to develop programs of tolerance and acceptation in the school centre but it is also an inconvenient since, sometimes, the children coming from wealthier families do not accept those that are lower classes or migrants.

This situation has affected the way we program in the school centre since we have to take into consideration the existing differences among the students. Not all of them have internet access neither computer at home and some of them do not even speak the language. We have to make sure when programming that all the activities that we propose are accessible to every student. It is very important that the methodology used is inclusive and adaptable and so it should also be the assessment and evaluation tools and techniques. We have to make sure we look into the individuals before we carry out any kind of activity in a class and also when we are assessing or evaluating any activity. Criterion-referenced assessment and evaluation tools should be preferred.

1.3.   Regulatory framework

When programming a didactic unit or any other kind of educational tool, we have to take into consideration the laws of the country where we are programming. In this case, before starting to do the job itself, it is important we read the Spanish constitution and the laws of education. In Spain, there have been multiple changes in the laws of education during the last years so we have to keep a close eye to make sure we do not miss any important information.

The new law that it is been implemented right now in the Spanish school centres, the LOMLOE, also known as the Organic Law 3/2020, is a legislative document that derogates the LOMCE or the Education Law of 2013. As the name suggests (Organic Law 3/2020, of December 29, which modifies the Organic Law 2/2006, of May 3, on Education), it updates, modifies, and complements the Educational Law of 2006, which is the LOE in effect. The most important aspect that this law is bringing is that includes in the school timetable the carrying out of significant projects and collaborative problem solving. The subjects will also work on reading comprehension, oral and written expression, digital competence, the promotion of a critical spirit, emotional education and values, education for peace and creativity.

Also, subjects may be grouped into areas in order to improve learning and the itineraries and hierarchy between them are eliminated. Aspects such as the care for the environment, for example, will be dealt with in a cross-cutting manner. As we will see in the following points, for example, in my didactic unit number one, at the same time that students will learn about the present simple and continuous and the possessives adjectives, they will work and learn about how to care for the environment. In addition, teachers have more freedom to interrelate the stage objectives with the key competences and the basic knowledge when programming which makes easier to work different areas in a single activity. For example, in my didactic unit number two, students will work on the past simple while acquiring the stage objective "c" which is about respecting difference between the sexes and the equality of rights and opportunities between them.

Having all of this clear, here is a list with the most important laws we have to take into consideration:

- Spanish constitution.
- Decree 81/2010, of July 8, which approves the Organic Regulation of non-university public educational centres of the Autonomous Community of the Canary Islands.
- Decree 25/2018, of February 26, which regulates attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands.
- Instructions on the evaluation, promotion, and titling in the stages of Early Childhood Education, Primary Education, Compulsory Secondary Education and Upper-Secondary Education applicable in the 2022-2023 school year.

- Law 6/2014, of July 25, Canary Islands on Non-University Education.

- Organic Law of Education 2/2006, of May 3.

- Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education.

- Order of January 15, 2001, which regulates extracurricular and complementary activities in non-university public centres in the Autonomous Community of the Canary Islands.

- Order of October 9, 2013, which develops Decree 81/2010, of July 8, which approves the Organic Regulation of non-university public educational centres of the Autonomous Community of the Canary Islands, in relation to its organization and operation.

- Order of May 24, 2022, which regulates the evaluation and promotion of students in Primary Education, as well as the evaluation, promotion and qualification in Compulsory Secondary Education and Higher Education, until the implementation of the modifications introduced by Organic Law 3/2020, of December 29, in the Autonomous Community of the Canary Islands.

- Royal Decree 217/2022, of March 29, which establishes the organization and minimum teaching of Compulsory Secondary Education.

2. Contextualization

2.1. Characteristics of the school environment

The educational institution of our interest is located in a constantly growing urban environment in a small town. It has a census population of about 20,000 inhabitants and an unemployment rate of 15%. According to data from the National Statistics Institute (NSI), there are 5,677 people of school age. With regard to the socio-economic context of this city, it has extensive natural resources, leisure areas and varied tourism (its Carnival being one of the most famous tourist attractions), as well as good roads and access routes and communications with other important points in the country. Its economy is based on the three sectors (agricultural, industrial and services), having prospered economically and in density thanks also to its proximity to a tobacco factory, which has provided, and still provides, a large number of jobs, as well as for the large number of varied shops that this

city has. In terms of education, the municipality has four public schools and one state-subsidized Catholic school, which is also a compulsory secondary school. It also has 3 secondary schools, baccalaureate and modules, both intermediate and higher. There is also an Official Language School (OLS), an adult school, and one of the high schools offers afternoon schooling. There is also a public nursery school and seven private nurseries.

As far as the location of the high school in question is concerned, it is almost on the outskirts of the municipality. Prior to the construction of the centre, the area in which it is now located was a growing area. Wealthier families in the municipality were buying plots of land and building townhouses. After the townhouses, several construction companies bought land and built several modern buildings. As a large number of families began to settle in the area and due to the rapid population growth of the municipality, as well as the remoteness of the other two secondary schools, it was considered necessary to build a new secondary school which would also offer more vocational training modules than those already offered in the other two schools. Today, the area has continued to grow, with the construction of premises, shops and, above all, more luxury houses.

With all the data provided above, we can extract that the context in which the high school is located is upper-middle class. This does not imply that all, or even the vast majority of its pupils, come from this type of background. The municipality has a large foreign population and, in general, the majority of families are lower-middle class. As a municipality with such a large population and only three public day schools for compulsory secondary education, the variety of pupils attending the school is overwhelming. In addition, right next to the school is located the state-subsidized Catholic primary and secondary school, where the vast majority of pupils come from socio-economically well-off families. Therefore, we can conclude that, although there are not a large number of pupils from troubled and/or deprived or lower-class families, it is a multicultural school with a wide variety of family and economic backgrounds.

2.2. School centre

The school centre in question is the smallest of the school centres available in the city. It has three lines in obligatory secondary education plus an extra line of diversification (for special needs students), two lines of Upper-Secondary Education and two vocational education modules (dental hygiene and auxiliary nurse). The total area of the centre

enclosure is 15,000 square meters, of which 10,277 are built. The unbuilt area is distributed in sport areas, recreation areas and gardens. The constructed area is distributed on three floors which are arranged as follows: on the ground floor it is the entrance hall, some of the teachers' offices, a coffee shop, administration, and the classrooms from the 1st to the 3rd year of Obligatory Secondary Education. Also on the ground floor, outside of the main building, it is located the gym, the recreation areas and gardens.

On the first floor, the 4th year of Obligatory Secondary Education classes are located together with the rest of the teachers' offices, an attention to parents' room, the Guidance Department, a laboratory, a radio studio, a technology room and two specialized rooms for the vocational education modules, one with dentist equipment and the other one with nursery equipment. Finally, on the second floor, the classes for the Upper-Secondary Education are located, together with the library, one room for audiovisual compositions, music classroom, computer classroom-workshop and a small photo lab. In every floor there are toilets for the students and separated ones for the teachers. In every floor there are four different stairs to access to the other floors and there is also a lift. All the infrastructures of the building are thought to be accessible to people with any kind of physical impairment.

The main accesses to the centre, both on the ground floor, are a total of two entrances. The main door leads directly to the lobby of the High School. The other door is located at the other end of the building. Also, there are other important aspects to take into consideration as are the programs to which the school centre belongs, which are: Bilingual Programme, Reading Promotion, Environmental Footprint Programme and Coexistence Plan.

2.3. Classroom

The year I have chosen to prepare the didactic programming is 1st year of Obligatory Secondary Education and the reference classroom is the A. This classroom is located on the main floor of the centre, near the end of the central corridor. It has a blackboard, a digital whiteboard with speakers, a projector, and a teacher table, chair and computer. There is also a cupboard with students' laptops available to share between all the classes of the 1st grade. With regards to the seating space, this classroom has capacity for 40 students. In this course, there are 21 students. The tables are double and there are 18 tables available of which only 11 are taken. In the middle of the tables, the students have power jacks where

they can plug the laptops that the centre provides sometimes for the realization of different activities or surveys that request the use of a computer.

2.4. Students

The type of students in the school centre it has been briefly mentioned in the contextualization, being said that even though it is located in a middle-class socioeconomic area of the city, the students are very varied being the lower-class families a majority. There is also a great amount of migrant and special needs students. The behaviour of the students in the centre is generally acceptable and responds in a good way to the characteristics described before. In relation to the activities in which students take part after School, a 46% of the students practice sports and private lessons of general knowledge or languages. A 24% do musical studies and/or belong to some youth association and a 30% do not do any known activity. This fact should be noticed because of his high percentage.

Regarding how families spend their free time, the most common options are as follows (in the specified order): watching TV, talking in family, studying and playing sports. Less importance is given to the social relationships and reading. The information channel that students usually receive the news from are, first the TV, followed by radio, newspaper and friendships.

Moving onto the refence class I have chosen, like I have mentioned in the previous point, the year I have elected to prepare the didactic programming is 1st year of Obligatory Secondary Education and the reference classroom is the A. The class is formed by nine male and twelve female students. Some of them have special needs or characteristics that we should take into account when programming. One male student has ADHD, one has High Intellectual Abilities and there is also one with Late Enrolment in the Education System (migrant) female student. Some of the most important characteristics to note about these students are the following:

- Male student. ADHD. This student has troubles relating himself with his classmates as it is very insecure and hyperactive. It has troubles looking into the peoples' eyes when speaking which it makes his classmates to exclude him. Even though he is intellectually capable of following the curriculum, it is very difficult for him to follow the traditional classes or do the tests.

- Male student. High Intellectual Abilities. This student is easily bored in the classes and needs special motivational treats.
- Female student. Late Enrolment in the Education System. This student comes from Pakistan and she has been incorporated into the educational system three months late. She needs Spanish lessons as she does not speak the language properly.

3. Curriculum specification

3.1. Stage Objectives and output profile

There are different Stage Objectives that the students have to acquire during their obligatory education and that are specified in the LOMLOE curriculum. All of this stage objectives, listed below, will be worked transversally and throughout all my didactic units.

a) To assume their duties responsibly, know and exercise their rights with respect for other people, practice tolerance, cooperation and solidarity between people and groups, exercise in dialogue, consolidating human rights as common values in a plural society and prepare for the exercise of democratic citizenship.

b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective completion of learning tasks and as a means of personal development.

c) To value and respect the difference between the sexes and the equality of rights and opportunities between them. To reject stereotypes that discriminate between men and women.

d) To strengthen their affective capacities in all areas of their personality and in their relationships with other people, as well as to reject violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully.

e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To develop basic technological competences and to advance in ethical reflection on their functioning and use.

f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to know and apply the methods to identify problems in the different fields of knowledge and experience.

g) To develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.

h) To understand and express themselves correctly, orally and in writing, in the Castilian language and, if available, in the co-official language of the autonomous community, complex texts and messages, and initiate themselves in the knowledge, reading and study of literature.

i) To understand and express themselves in one or more foreign languages in an appropriate manner.

j) To know, value and respect the basic aspects of one's own and other people's culture and history, as well as the artistic and cultural heritage.

k) To know and accept the functioning of one's own body and that of others, to respect differences, to strengthen body care and health habits and to incorporate physical education and the practice of sport in order to favour personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care, empathy and respect for living beings, especially animals, and the environment, contributing to their conservation and improvement.

l) To appreciate artistic creation and understand the language of different artistic manifestations, using different means of expression and representation.

Related with the stage objectives is the output profile. This output profile at the end of basic education are a tool in which the principles and aims of the Spanish education system for this period are specified. The profile identifies and defines, in connection with the challenges of the 21st century, the key competences that students are expected to have developed on completing this phase of their educational pathway.

This profile is unique and the same for the entire national territory. It is the cornerstone of the whole curriculum, the matrix which unites and towards which the objectives of the different stages of basic education converge. It is conceived, therefore, as the element that must underpin curricular decisions, as well as strategies and methodological orientations in teaching practice. It should also be the basis for lifelong learning and the reference point for the internal and external assessment of student learning, in particular with regard to

decisions on promotion between different grades, as well as for the award of the Compulsory Secondary Education Graduate Certificate.

The output profile constitutes the concretization of the principles and aims of the education system referring to basic education that underlies the rest of the curricular decisions. It identifies and defines the key competences that students must have developed by the end of basic education, and introduces guidelines on the level of performance expected at the end of Secondary Education, so that it constitutes the ultimate reference point for competence performance, both in the assessment of the different stages and modalities of basic education, and for the award of the Compulsory Secondary Education Graduate qualification.

If we focus on the output profile of first grade of compulsory secondary education, we have to take into account the competencies the students have acquired during Primary Education and the competencies we want them to acquire during the Secondary Education. The relation between the output profile and operational descriptors are found in the Royal Decree 217/2022, of 29 March, establishing the organisation and minimum teaching requirements for Compulsory Secondary Education, page 25.

3.2.   Contribution to stage objectives

Even though we all tend to think that English subject is just a linguistic subject, the truth is that in this new era we are living in and with the new LOMLOE curriculum, every subject is an opportunity to work on social matters. With that being said, working the stage objectives during the realization of the English classes is possible, and not only that, it is also essential and important. Through the English subject, working with different cooperative projects, I will help students to assume their duties responsibly, know and exercise their rights with respect for other people, practice tolerance, cooperation and solidarity between people and groups, exercise in dialogue, consolidating human rights as common values in a plural society and prepare for the exercise of democratic citizenship. My didactic units' numbers one (Earth, our planet), two (Family and friends), three (Culture, what a thing!) and five (Who doesn't like a great plate of crickets?) are a great example of how I will contribute to the stage objectives previously mentioned.

We will also work on the development and consolidation of habits of discipline, study and individual and team work as a necessary condition for the effective completion of learning tasks and as a means of personal development. In addition, if we use the different special days we have during the school year, such as the day against racism or Equality Day, we can reinforce the students towards valuing and respecting the differences between the sexes and the equality of rights and opportunities between them together with the rejection of stereotypes that discriminate between men and women. This will also lead to the strengthening of their affective capacities in all areas of their personality and in their relationships with other people, as well as to reject violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully. It can be through the English subject also that, using the ICT resources that we have in the school centre, the students develop basic skills in the use of information sources to acquire new knowledge with a critical sense and to develop basic technological competences, advancing in ethical reflection on their functioning and use.

Lastly, the objectives related to culture, language and knowledge of one's own are easy to incorporate since we can work with them through English games or projects such as the differences between the different English-speaking countries or cultural differences between Speaking English cultures. My didactic unit number three (Culture, what a thing!) is directly related to the cultural stage objectives while my didactic unit number eight (Time to do some sport) is related to knowing healthy habits and one own's body. In this way, students will learn to know, value and respect the basic aspects of one's own and other people's culture and history, as well as the artistic and cultural heritage, to know and accept the functioning of one's own body and that of others, to respect differences, to strengthen body care and health habits and to incorporate physical education and the practice of sport in order to promote personal and social development. They will also learn to know and value the human dimension of sexuality in all its diversity, to critically assess social habits related to health, consumption, care, empathy and respect for living beings, especially animals, and the environment, contributing to their conservation and improvement and to appreciate artistic creation and understand the language of different artistic manifestations, using different means of expression and representation.

3.3. Contribution to key competences

First of all, we have to be very clear on what the curriculum says about what the key competences are and what its task is. According to the curriculum, the key competences are the skills that are considered essential for students to be able to progress successfully in their educational pathway and to face the main global and local challenges. Each key competence is broken down into operational descriptors (these are listed in Annex I. Output Profile of the Canarian curriculum), which indicate what students should know how to do at the end of the stage. The key competences listed in the curriculum are the following one:

a) Competence in Linguistic Communication (CLC).

b) Multilingual Competence (MC).

c) STEM Competence. Science, Technology, Engineering and Math Competence (STEM).

d) Digital Competence (DC).

e) Personal, Social and Learning to Learn Competence (PSL2LC).

f) Citizenship Competence (CC).

g) Entrepreneurial Competence (EC).

h) Competence in Cultural Awareness and Expression (CCAE).

With the English subject, as it happens with the stage objectives, we can work most of the key competences since, with the new curriculum, the flexibility offered allow us to do so. It will be through different projects that we will work various key competences at once. For example, in my didactic unit number one (Earth, our planet), we will prepare a project where we will work in English, with the computers, in groups and about how can we contribute to help global warning, so we would be working different operational descriptors from various key competences.

If we take a look at the curriculum, we can extract the following important information about the contribution of the English subject to the key competences:

- The Foreign Language subject contributes to the acquisition of Competence in Linguistic Communication (CLC) since students must be able to express themselves fluently, coherently, correctly and appropriately in oral, written or sign language in different areas and contexts, using their critical judgement.

- The same applies to Multilingual Competence (MC), which has as its main goal to handle different languages orally, in writing or in sign language, with fluency, appropriateness and acceptable correctness in order to respond to their communicative needs with spontaneity and autonomy. The aim is to establish analogies and transfers between different languages (official, familiar, second languages, etc.) in order to mediate, communicate and increase one's own linguistic repertoire. This competence also aims to help students to value and appreciate other languages and to develop attitudes that favour dialogue between cultures and social cohesion, as well as the enrichment and expansion of their intercultural awareness.

- First Foreign Language develops Science, Technology, Engineering and Math Competence (STEM) as students use inductive or deductive methods to draw conclusions about the mechanisms of different languages. The same applies to the use of hypotheses to infer or complete meanings, among other elements, in oral or written texts.

- Digital competence (DC), which goes beyond the mere creation of digital content or the use of software, is related to almost any subject, as is Personal, Social and Learning to Learn Competence (PSL2LC) which, through reflection and self-assessment practices on language use, self-correction, self-repair and self-management of emotions, develops the ability to distribute tasks in a way that is adapted to the objectives.

- Citizenship Competence (CC) is also acquired through the subject through actions linked to the commitment to coexistence and diversity, respect for rules and empathy, as well as participation in social activities from a democratic culture in which one's own judgement is adopted.

- The promotion of Entrepreneurial Competence (EC) is achieved by setting goals, meeting deadlines, demonstrating involvement and leadership capacity, while using skills that involve negotiation capacity, communication skills and being able to reach innovative solutions, among other aspects and finally, Competence in Cultural Awareness and Expression (CCAC) involves contrasting, promoting and reflecting on the unique aspects and social value of natural, cultural and artistic heritage. Communicating effectively in a foreign language facilitates social, artistic and cultural exchange, thus enabling participation in broad social contexts in which ideas,

opinions, feelings and emotions must be held, expressed and manifested with creativity and a critical spirit. These qualities are fundamental for the construction of one's own personal identity and processes of socialisation committed to human rights.

3.4. Curricular elements

In the Foreign Language curriculum, six specific competences have been established which provide a glimpse of the competency-based nature of the subject itself. In addition, together with twelve assessment criteria per school year described gradually throughout the stage, they specify the specificity of the subject from a holistic approach and taking into account the profile of the student as an active subject in the learning of a Foreign Language. These specific competences are related each of them with assessment criterion, used to analyse if the students are acquiring the objectives described in the operational descriptors. In the Canary curriculum, this relation is already being made making easier the programming for the teachers.

3.5. Program units

This is an initial presentation of the programming units I will develop for an entire academic year. We have to take into account the total days we have this academic year in order to do our programming, taking into consideration bank holidays. We have English class three days a week, Tuesdays, Thursdays and Fridays. Knowing this, here is a table with the total days by month and semester that we will have:

ACADEMIC YEAR 2022-2023									
FIRST TERM				SECOND TERM			THIRD TERM		
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
7hrs	12hrs	12hrs	8hrs	9hrs	11hrs	14hrs	9hrs	9hrs	7hrs
TOTAL HOURS FIRST TERM - 39hrs				TOTAL HOURS SECOND TERM - 34hrs			TOTAL HOURS THIRD TERM - 25hrs		
TOTAL ENGLISH SESSIONS IN THE ACADEMIC YEAR 2022 – 2023 = **98hrs**									

In all of the units, we would work with all of the areas specified in the foreign language curriculum such as grammar, reading, listening, speaking, writing and mediation, all of it related with the key competences, stages objectives and assessment criterions. Also, every unit has a project related with its content and the specific competences.

In addition, in the annexe it is attached the didactic unit that I have fully develop. Although all my didactic units are interesting and equally important, I have chosen my didactic unit number 3 "Culture, what a thing!" to be developed. This didactic unit, that focuses on culture differences, will help students develop a better understanding of the diverse world around them. It will expose them to different customs, traditions, beliefs, and values, fostering cultural sensitivity and empathy. By learning about different cultures, students will develop a broader perspective and appreciate the richness of human diversity. Also, in today's interconnected world, being a global citizen is crucial. By exploring various cultures, students will gain insights into global issues, challenges, and opportunities. They will learn to appreciate and respect different cultural perspectives. This will help them become more open-minded, tolerant, and respectful individuals, prepared to engage with people from diverse backgrounds. That is why I consider this unit of great importance, because it promotes cultural understanding, global citizenship, communication skills, critical thinking, and reflection. It also encourages inclusion and equity, preparing students to be well-rounded individuals capable of engaging with the diverse world around them.

Universidad Europea CANARIAS

DIDACTIC PROGRAM OF ENGLISH AS A FOREING LANGUAGE

Grade: 1ˢᵗ Grade of Compulsory Secondary Education

Starting point (initial diagnosis of learning needs)

The total number of students taking the course during this academic year 2022 - 2023 is 82, distributed into four lines: line A, with a total of 21 students, line B, with a total of 20 students, line C with a total of 20 students, and line D with a total of 21 students. The initial point that the students should have it is the level they bring from the 6th grade of primary education, as English as a foreign language is an obligatory subject.

To make sure this level has been acquired, the first session of the course will be used to do so. It will be a starter unit where we will work the greetings, the alphabet, the numbers, prepositions, classroom object, the verb "to be", the colours, the days of the week and the months, the parts of the body, the time and the adjectives, all with simple questions through a game. The questions will be like "what time is it right now?" or "how do you say "guapo/a" in English?". Each question answered correctly, means one point. If I bring ten questions per student, they need a minimum of 7 to consider that the student doesn't need extra help. Once this is done, I will consider the preparation of extra material for those students that don't have the necessary level to start first grade of compulsory secondary education.

About the environment, in general, the classrooms show a good level of motivation and are willing to work. Previous teachers' notes confirm they are well behaved and easy to work in teams.

In relation to the students' special needs, there is one male student with ADHD, another male student with High Intellectual Abilities and one female student with Late Enrolment in the Education System.

No. 1	TITLE: The Earth, our house

Grade: 1ˢᵗ Grade of Compulsory Secondary Education	**Implementation period:** from week No. 2 to 4	**Nº of sessions: 10**	**Term: First term**

Description:

In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to the planets and more specifically, about the Earth. In relation with the grammatical part, we will learn the present simple and continuous and the possessives adjectives. They will also learn to apply in a guided way the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts and to carry out searches to select information and enrich their Earth related vocabulary. In addition, students will learn to plan and participate in short and simple interactive oral situations, as well as to ask for and offer clarifications and explanations; to reformulate, to collaborate, debate, solve problems and manage compromising situations, all of it related to the topic of environment.

They will **learn through** a variety of activities such as a visit to the beach with a native English speaker from a sea clean-up association. They will create questions for him/her and also do some research and advance reading on the subject, all **in order to** contribute with ideas on how to help the environment, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media.

We will be practicing with writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practise guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to planet Earth and how they can help to conserve it. This will be done through different media, in a creative way and showing empathy and appreciation for the productions of others, in order to describe, narrate and report on specific environmental conservation issues, **in order** to learn the importance of taking care of our planet and to express themselves clearly and simply, using English to construct knowledge and respond to specific communicative needs.

Justification:

This learning situation is of great importance since it relates the environment and the Earth with the learning of the present simple and continuous and the possessive adjectives in such a way that students will be able to communicate effectively to discuss the topic. It also enables them to express clearly and concisely their ideas and to participate in an exchange of points of view with their peers and others. Lastly, teaching about the environment is crucial for shaping responsible and environmentally conscious citizens, developing a sense of stewardship for the environment, understanding the impact of human activities on the planet, and developing critical thinking and problem-solving skills.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

Code:	Description:
(C1): Specific comprehension competence. **(C2): Specific production competence.** **(C3): Specific interaction competence.** **(C5): Specific competence in multilingualism.**	C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs. C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.

ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2. 1.3. 3. 3.1. 3.2.	2. 2.1. 2.2. 2.3. 5. 5.1.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2 STEM1, CD1, CPSAA4 3. CCL1, CCL5, CP1, CPSAA3 CP2, STEM1, CD3, CC3 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5	I. Communication 1, 2, 3, 4, 5, 7, 8, 10, 12. II. Plurilingualism 1, 2, 3, 5. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8.

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodologies used to carry out this didactic unit will be Cooperative Learning (students will have to work in groups to create different glossaries of vocabulary and to work with the possessives adjectives. They will also have to make a proposition of a solution to a pollution problem) and Service Learning (the activity developed in the beach). Teaching models will be Scientific Inquiry (research of the vocabulary and information about the possessives) and Guided Investigation (find real solutions about a pollution problem proposed).

EVALUATION

Final product/s and instruments:	Assessment tools	Types of evaluation according to the agent
- Glossary with the vocabulary (product) - An essay of a solution to a pollution problem to make sure we contribute to the care of the environment; it will be written with the vocabulary we will learn. (Instrument) - The presentation of the solution to the class. - A listening test exam. It will be about a kid giving solutions to save water - Reading will be evaluated too through various activities in the class where they will have to read out loud and answer questions - Speaking will be evaluated the day we go to the beach and they will have to talk to the English native worker - The document with the questions prepared for the association worker (product)	- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions. - Assessment scales will be used to evaluate the different reading they will have to do, the speaking activity at the beach and to co-evaluate students' groups presentations. - A questionnaire or test will be used to evaluate the listening. - A rubric will be used to evaluate the solution to a pollution problem and its presentation.	The evaluation methods used for this didactic unit will be hetero evaluation (for the instruments) and co-evaluation for the groups' presentations. They will do so with an assessment scale I will provide.

GROUPS:
For this LS, there are some activities that involve group work, as for example, the research they have to do about the possible solutions to a pollution problem and the gathering of information

about the possessive adjectives. The groups will be small, 4 to 5 students, and heterogeneous. I will mix the students depending on their primary school grades and notes from previous teachers. The group work will be carried out as a cooperative learning since they will all work to achieve the common goal of learning all the possible solutions and all the possessive adjectives. There will also be some individual work such as the preparation of questions to ask to the beach worker.

SPACES:
The spaces will be the classroom and, one day, the beach.

RESOURCES:
The resources needed in order to successfully complete the LS are the computers available in the classroom and the projector.
The day we go to the beach, we will need rubbish bags, gloves, face masks and aprons, which will be provided by the non-profit organization.

Treatment of transversal elements and Strategies to develop education in values:
The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are related to this LS: Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Sustainable development (care and respect for the environment, sustainability and the fight against climate change will be promoted) and Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted).

Programs, Plans and Thematic Focus of the Educational Project of the Centre
This learning situation is linked with the Environmental Education and Sustainability plan of the CANARIA-InnovAS Network and the centre's project "a toast for our Earth". Both are projects that promote the construction of a sustainable society, and aim to raise awareness and sensitize students to the importance of caring for the environment. We will also work in the number 13 of the 20-30 agenda, "Climate action".

Complementary and extracurricular activities

Two of the extracurricular activities we will carry out this academic year are a reading and cinema clubs so, as extracurricular activity, we can read or play a movie related to the caring of the environment and after, discuss the topic and the theme of the book or film. They will have the knowledge acquired during the learning of the didactic unit so they will be able to express their thoughts and ideas.
As complementary activity, we have the service-learning activity in the beach with the non-profit organization.

Links with other areas/subjects/fields:

This learning situation is related to the science subject where they also see the Earth and how to care for it. I will speak with the science teacher to make sure we do this unit together to complement each other and enrich the learning situation.

References:

Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/
Agüita con el plástico (s.f.). https://www.facebook.com/Aguitaconelplastico

No. 2	TITLE: Family and friends.

Grade: 1st Grade of Compulsory Secondary Education	Implementation period: from week No. 4 to 8	Nº of sessions: 9	Term: First term

Description:
In this SA, students will **learn** vocabulary about families, its members and the different types of families that exist nowadays. Grammatically speaking they will learn the possessive pronouns and the past simple (regular and irregular verbs). With all of these, they will learn to identify relevant information, and interpret the overall meaning, main ideas and content of short, simple oral and written texts in English. Also, they will learn to express orally, to select, organize and use appropriate strategies which will enable them, making use of their linguistic repertoire, to organize and to write about the family topic. Lastly, they will learn to critically, empathically and respectfully appreciate the family diversity of their peers.
They will learn **through** writings, readings, listening and speaking activities, all of them with a real-word meaning, practicing guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the families. In addition, there would be a project about the different types of families that exist.
This is done in **order to** learn the importance of diversity and respect, using English to construct knowledge and respond to specific communicative needs.

Justification:
The selected LS is of great importance since it helps students to understand and accept different family structures, promoting inclusivity and respect for diversity among students. Also, teaching about different family structures can help students understand the changing social norms and values around family life. Traditional family structures are no longer the norm, and it's essential that young people learn to navigate and understand the complexities of modern family life. Finally, learning about different types of families can also help students develop empathy and compassion for others. By understanding the diversity of family structures and the challenges that different families may face, students can develop a deeper appreciation for the complexity of family life and learn to be more understanding and supportive of others.

CURRICULAR ELEMENTS		
SPECIFIC COMPETENCES		

| Code:
(C1): Specific comprehension competence.
(C2): Specific production competence.
(C3): Specific interaction competence.
(C5): Specific competence in Multilingualism. | Description:
C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs. | |

ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2. 1.3. 3. 3.1. 3.2.	2. 2.1. 2.2. 2.3. 5. 5.1.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2 STEM1, CD1, CPSAA4 3. CCL1, CCL5, CP1, CPSAA3 CP2, STEM1, CD3, CC3 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5	I. Communication 1, 2, 3, 4, 7, 8, 10, 12. II. Plurilingualism 2, 3, 4, 5. III. Interculturality 1. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 6, 7, 8.

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodologies used in this LS will be Cooperative Learning (students will work, by groups, on creating a glossary of vocabulary and another of the most used irregular verbs. Also, they will work in the different types of families that exist), Flipped Classroom (they will have to watch a video and read some information I will give them about the formation of the past simple of regular and irregular verbs) and Gamification (there will be a game to learn and practice the possessive pronouns). There will be some memory learning of the irregular verbs and observational learning (Since the project is based on the different types of families, we will go to a nearby park to observe).		

EVALUATION

Final product/s and instruments:	**Assessment tools**	**Types of evaluation according to the agent**
- The glossary of vocabulary and of the most used irregular verbs (product) - The shared document where they will gather information about the different types of families to create a power-point presentation (product) - The notes taken during the park visit (product) - The power-point presentation (instrument) - Exercises (fill in blanks) to practice the past simple (product) - A test of the past simple and of irregular verbs. - The listening and reading will be evaluated through questions I will pose the students that are listening the groups' presentations and reading the information of the power-point - Speaking will be evaluated through the game we will play to	- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions. - A rubric will be used to evaluate every part of the power-point presentation (speaking, writing, etc.). It will also be used to evaluate the questions I will pose when they are listening to the rest of the groups - A test will be used to evaluate the students' knowledge of the past simple and of the irregular verbs. - An assessment scale will be used to evaluate the speaking part of the game to lean the possessive pronouns	There would be hetero evaluation of the activities and self-evaluation of the power point presentation. This last one will be done with a google form I will share with the students.

learn the possessive pronouns and through the presentation	- A form to self-evaluate the presentations.	

GROUPS:
There would be some individual work during the flipped classroom, and small, fixed group work during the realization of the projects.

SPACES:
The spaces we will used are the classroom and the park near the high school.

RESOURCES:
The resources needed are those available in the classroom like the computers, projector, whiteboard, etc.

Treatment of transversal elements and Strategies to develop education in values:
The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked to this LS: Equality (equality between women and men, non-discrimination on grounds of gender, sexual orientation, race, social origin or any other personal or social condition or circumstance will be promoted), Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted) and Emotional and social competences (the development of emotional and social competences such as empathy, resilience, effective communication and teamwork will be promoted).

Programs, Plans and Thematic Focus of the Educational Project of the Centre
This learning situation is linked with the Family and Educational Participation plan of the CANARIA-InnovAS Network and the centre's project "A Family for Emily". The first one promotes the participation of the families in the centre's activities and the second one is a centre's project that promotes the importance of a family network, independent of the type of people that forms that family, for the well-being of the children.

Complementary and extracurricular activities

As in the first unit, two of the extracurricular activities we will carry out this academic year and that can be related to this unit, are a reading and cinema clubs. We can read or play a movie related to the importance of the family and its diversity, and after, discuss the topic and the theme of the book or film. They will have the knowledge acquired during the learning of the didactic unit so they will be able to express their thoughts and ideas. Also, they could use their knowledge on the extracurricular activity "Language Exchange with a Native English-speaker" where they could talk about their own families.
As a complementary activity, we will visit the nearby park to observe the different families that will be there and take some notes. Also, we will have a Halloween related game.

References:

Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/

No. 3	**TITLE: Culture, what a thing!**

Grade: 1st Grade of Compulsory Secondary Education	**Implementation period:** from week No. 9 to 11	**Nº of sessions: 10**	**Term: First term**

Description:
In this SA, students **will learn** vocabulary about different cultures, focusing on the ones we have in the classroom. Grammatically speaking, they will learn the demonstrative adjectives: this, that, these, those; and the use of verbs "to be" and "have got" to report on people and describe their appearance, identifying relevant information, and interpreting the overall meaning, main ideas and content of short, simple oral and written texts. Also, they will learn to express orally, to select, organize and use appropriate strategies which will enable them, making use of their linguistic repertoire, to organize and to write about the different cultures we will see. In addition, they will learn to critically, empathetically and respectfully appreciate the cultural diversity of their peers.
They will learn **through** writings, readings, listening and speaking activities, all of them with a real-word meaning, practicing guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the different cultures. In addition, there will be a workshop activity and an outdoor activity to learn about the Guanches culture. This is done **in order to** learn the importance of diversity and respect, using English to construct knowledge and respond to specific communicative needs.

Justification:
The value of this LS is very high since it promotes respect for diversity, increases cultural awareness, promotes global citizenship, develops critical thinking, and enhances language learning. It is an essential component of a well-rounded education and prepares students to succeed in an increasingly interconnected and diverse world.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES	
Code: **(C2): Specific production competence.** **(C3): Specific interaction competence.** **(C4): Mediation competence.** **(C5): Specific competence in multilingualism.** **(C6): Cross-cultural competence.**	**Description:** C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. C4. To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs. C6. To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA			DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
2. 2.1. 2.2. 2.3. 3. 3.1. 3.2.	5. 5.1. 4. 4.1. 4.2.	6. 6.1.	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5 3. 4. CCL1, CCL5, CP1, CPSAA3 CCL5, CP1, CP3 CP2, STEM1, CD3, CC3 CP2, CD2, CPSAA1 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2 6. CCL5, CP3, CPSAA1, CC2, CC3, CE1, CCEC1		I. Communication 1, 2, 3, 4, 5, 7, 8, 9, 10, 12. II. Plurilingualism 1, 2, 3, 4, 5. III. Interculturality 1, 2. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodologies used in this LS will be cooperative learning (to prepare the power-point presentation) and task-based learning (the work-shop). It will be done through concept formation (glossary of the vocabulary), group investigation, non-directive teaching, experiential learning (the visit to the Guanches community) and independent study.		
	EVALUATION		
	Final product/s and instruments: - A glossary students will have to do through a brainstorming activity (product) - A story the students will have to write about a kid from a different culture (instrument) - The reading and speaking will be evaluated with the story they have wrote, which they will have to read it to the class and ask and answer questions to each other. - The "passport" and the oral debate (instrument) - The essay of the visit (instrument) - The power point presentation (instrument) - The workshop project (product) - The activity developed in the workshop (product)	**Assessment tools** - Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions. - Rubrics will be used to evaluate the reading, the speaking, the oral debate and the power-point presentation. - An assessment scale will be used to evaluate the story, the "passport" and the essay.	**Types of evaluation according to the agent** There will be all types of evaluations. Each type will be used depending on the activity in question. Hetero evaluation, carried out me, of the essay, the power point and the projects Co-evaluation, with an assessment scale, carried out among the students of the workshop's activities There will also be a self-evaluation of the power point presentation (of its content and about how it was presented)
	GROUPS: Depending on the activity, there will be some individual work, to promote autonomy and confidence in the ability of each student and small and heterogeneous groups, where each member will have a different role to promote communication among peers and the cultivation of values such as team work, partnership and acceptance. Also, in one of the activities, students will have the freedom to choose the type of grouping they want, to promote independence.		

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	SPACES: The spaces we will use to carry out this LS are the classroom; the library, where we will be able go to do some book research on different cultures, if needed, and the Guanches museum and activity places, where we will go to learn about the diversity of Canary Islands. We will also use the recreation area to carry out the workshops.
	RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. We will also need a printer which I will take from the teachers' room. Also, the books in the library will be available as a resource and whatever we need during the visit to the Guanches will be provided by the organization. We will also provide the students with a notebook. In addition, students will be allowed to bring anything they want that represents their culture stand and we will need everything students ask for their workshops. The tables for the workshop will be taken from the theatre area.
	Treatment of transversal elements and Strategies to develop education in values: The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked with this LS: Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Peace and human rights education (education for peace, intercultural dialogue and the defence of human rights will be promoted), Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted) and Emotional and social competences (the development of emotional and social competences such as empathy, resilience, effective communication and teamwork will be promoted).
	Programs, Plans and Thematic Focus of the Educational Project of the Centre This learning situation is linked with the Development Cooperation and Solidarity plan of the CANARIA-InnovAS Network and the centre's project "Cultures Around the World". The first one promotes justice, equality and freedom within the framework of human rights regardless of the culture of origin, and the second one is a centre's project that promotes the importance of the acceptance of the different cultures.

Complementary and extracurricular activities
The language immersion camps and the cultural trips to English-speaking countries can help students to observe in real life different cultures and learn to appreciate them. One of such activity will be proposed to the directive board.

Links with other areas/subjects/fields:
There is a unit in Spanish Language subject where students see other Spanish-speaking countries and its cultures. We can develop a cojoined class to speak about the differences observed in the different Spanish and English-speaking countries.

References:
Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/

No. 4	TITLE: School and its surroundings.		
Grade: 1st Grade of Compulsory Secondary Education	**Implementation period:** from week No. 12 to 15	**Nº of sessions: 9**	**Term: First term**

Description:
In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to the school and its surroundings, together with the expression of the different parts of it. We will focus on learning the past continuous and the imperative modal verbs. They will also learn to apply in a guided way the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts, to carry out searches to select information and enrich their vocabulary.
In addition, students will learn to plan and participate in short and simple interactive oral situations, as well as to ask for and offer clarifications and explanations; to reformulate, to collaborate, debate, solve problems and manage compromising situations, all of it related to the topic of the school and its surroundings.
They will learn **through** a guided visit to the different parts of the centre and an explanation of each of the parts by groups of students, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media such as the radio (podcast). We will do so by practicing with writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practice guided speaking of short, simple, structured, understandable and comprehensible texts,

Justification:
This LS is important since teaching about the school vocabulary and its surroundings can help students understand and use the language related to school and education effectively. They can learn the correct terminology for different subjects, classroom objects, and school activities, which can help them communicate more clearly with their teachers and peers. Also, since it is their first year at the centre, it can help them feel more comfortable and confident in their new surroundings. They can learn about the layout of the school, where different classrooms and facilities are located, and how to navigate their way around the school. This can help them feel less anxious and more prepared for their daily routine at school. In addition, this topic can also help students develop a sense of belonging and connection to their school community. They can learn about the history and traditions of the school, the values and beliefs it promotes, and the importance of being part of a school community.

appropriate to the communicative situation, related to the school and its surroundings. This will be done through different media, in a creative way and showing empathy and appreciation for the productions of others, in **order** to describe, narrate and report on specific school topics, using English to construct knowledge and respond to specific communicative needs.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
(C1): Specific comprehension competence. **(C2): Specific production competence. competence.** **(C5): Specific competence in multilingualism.**	C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs. C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.

ASSESSMENT CRITERIA			DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2. 1.3.	2. 2.1. 2.2. 2.3.	5. 5.1.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2 STEM1, CD1, CPSAA4 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5	I. Communication 1, 2, 4, 5, 6, 7, 8, 9, 10, 12. II. Plurilingualism 2, 3, 5. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 4, 5, 6, 7, 8.

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodologies used in this LS will be interactive and indirect instruction (I will guide them through the learning process), experiential learning (they will experience through the school tour) and independent study through guided investigation, problem-solving, peer-teaching, podcast recording and maps creation.

EVALUATION

Final product/s and instruments:	Assessment tools	Types of evaluation according to the agent
- A written essay on how to improve the centre and what spaces students think are important to have around (in the surroundings) (instrument) - There will be an evaluative reading activity about the ideas proposed in the essay that students will have to expose to their peers and record in a podcast (instrument) - There will be a listening test about what we had learn in class (instrument) - Students will have to speak in English when they explain the different parts of the school to their peers (instrument)	- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions. - I will use a Rubric to evaluate the essay and a checklist for the reading and speaking activities. - There will be a listening questionnaire (test)	There will be Hetero evaluation and co-evaluation. This last one will be used to correct the listening test exams.

GROUPS: There will be some individual work and fixed group work.

SPACES: We will use the classroom to do all the activities but we will visit the rest of the spaces available in the centre, by groups, to observe them and prepare the presentations of the areas. We will also use the radio studio to record the podcast.

	RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc, and the radio materials, available in the radio studio of the centre.
	Treatment of transversal elements and Strategies to develop education in values: The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following is linked with this LS: Inclusive education (inclusive education will be promoted and attention will be paid to diversity).
	Programs, Plans and Thematic Focus of the Educational Project of the Centre This learning situation is linked with the Linguistic Communication, Libraries and School Radios plan of the CANARIA-InnovAS Network. This plan promotes the development and acquisition of linguistic communication competence in a scholar environment using different media like the radio.

Complementary and extracurricular activities

An extracurricular activity I will propose during the realization of this LS will be recording of a family member being interview by the students, in English, about their schools.

References:

Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/

No. 5	**TITLE: Who doesn't like a great plate of crickets?**		
Grade: 1st Grade of Compulsory Secondary Education	**Implementation period:** from week No. 18 to 22	**Nº of sessions: 11**	**Term: Second term**

Description:
In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to the food (healthy and not healthy) around the world. Grammas wise, they will learn the interrogative particles and "should" and "could" to express advices and recommendations. They will also learn to apply in a guided way the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts and to carry out searches to select information and enrich their food vocabulary.
They will learn **through** a variety of writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practise guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the foods around the world and the importance of its appreciation and respect. Also, they will learn through a project of role play and cooking and through research and advance reading on the subject, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media. This will be done in a creative way and showing empathy and appreciation for the productions of others, in **order** to describe, narrate and report on specific issues, in **order** to learn the importance of the respect for the different cultures and to express themselves clearly and simply, using English to construct knowledge and respond to specific communicative needs.

Justification:
Teaching about the different foods available in the world and their cultural meanings is important because it can help students appreciate the diversity of cultures and traditions around the world. Learning about different foods can provide an opportunity to explore the cultural significance and historical context of various cuisines, which can help students develop a deeper understanding and appreciation for different cultures. It also teaches students about how to develop healthy eating habits and make informed food choices. They can learn about the nutritional value of different foods and the benefits of a balanced diet. This knowledge can help students make better decisions about what they eat, which can have a positive impact on their physical and mental health. In addition, it promotes intercultural understanding and respect. By learning about the cultural significance of different foods, students can develop an appreciation for cultural differences and similarities, and cultivate a sense of empathy and respect for people from diverse backgrounds.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

| **Code:**
(C1): Specific comprehension competence.
(C2): Specific production competence.
(C3): Specific interaction | **Description:**
C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. |

competence. (C4): Mediation competence. (C5): Specific competence in multilingualism.	C4. To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.

ASSESSMENT CRITERIA			DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2. 1.3. 3. 3.1. 3.2.	2. 2.1. 2.2. 2.3. 4. 4.1. 4.2.	5. 5.1.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2 STEM1, CD1, CPSAA4 3. CCL1, CCL5, CP1, CPSAA3 CP2, STEM1, CD3, CC3 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5 4. CCL5, CP1, CP3 CP2, CD2, CPSAA1	I. Communication 1, 2, 3, 4, 7, 8, 10, 11. II. Plurilingualism 1, 2, 5, 6. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodology used in this LS will be indirect instruction, experiential learning and independent study (they will have to work through each activity on their own while I guide them) through guided investigation, Socratic questioning, role-play and cooking activities.

EVALUATION

Final product/s and instruments:	Assessment tools	Types of evaluation according to the agent
- A recipe they will have to make up (power point presentation). - A recommendation letter to a friend on what to do when going to eat in a restaurant they have never been because is of a different culture (instrument) - Reading will be checked through a short story they will have to find about famous chefs around the world (product) - Listening activity will be evaluated through a test about a famous infant chef (instrument) - Speaking will be evaluated through the oral power point presentation (instrument)	- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions - A rubric will be used to evaluate the power point presentation, tsking into account the speaking part too - An assessment scale will be used to evaluate the letter - A questionnaire (test) will be used to evaluate the listening	There will be hetero evaluation only.

GROUPS: For this LS, there will be some individual work, to develop their independence; pair work, to promote tutoring among students (Socratic questioning) and small, heterogeneous, flexible group work to carry out the role-play and cooking activities.
SPACES: We will use the classroom to do all the activities except the Socratic questioning, that we will go to the cafeteria to do so, since it is a different and relaxed space to develop the activity. We will also use the indoor gym facilities to do the role play, since that area has a large space to perform any kind of activity.
RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. In addition, for this LS we will need some budget to have drinks in the cafeteria and costumes from the theatre group to carry out the role play activity.
Treatment of transversal elements and Strategies to develop education in values: The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked with this SL: Health education (health education, care of the body and prevention of diseases and addictions will be promoted) and Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted).
Programs, Plans and Thematic Focus of the Educational Project of the Centre: This LS is not connected to any of the CANARIA-InnovAS Network, but it is related with the week of

	"Healthy matters" in the centre, which is a project to promote the healthy eating among students.

Complementary and extracurricular activities
I will propose an extracurricular activity for this LS that will be the realization of a video of the students cooking the recipe that have wrote in class. As a complementary activity, we will do an activity related to Carnival, since it is of national interest in Spain.

References:
Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/

No. 6	TITLE: Animals and their importance.		
Grade: 1st Grade of Compulsory Secondary Education	Implementation period: from week No. 22 to 25	Nº of sessions: 11	Term: Second term

Description:
In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to animals. We will focus on learning the modal verbs (can, could…) and the uses of the "there is" and "there are". They will also learn to apply in the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts and to carry out searches to select information and enrich their animal vocabulary. In addition, students will learn to plan and participate in short and simple interactive oral situations, as well as to ask for and offer clarifications and explanations; to reformulate, to collaborate, debate, solve problems and manage compromising situations, all of it related to the topic of animals and the use of the future perfect.
They will learn **through** a variety of writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practise guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the animals and the importance of its conservation and respect. Also, they will learn through a variety of different activities like brainstorming, creation of magazines, a visit to an online safari and through research and advance reading on the subject, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media. This will be done in a creative way and showing empathy and appreciation for the productions of others, in **order** to describe, narrate and report on specific issues, and to explain the importance of animals, their care and conservation, using English to construct knowledge and respond to specific communicative needs.

Justification:
This SL is important since teaching about different animals and their care and conservation can help students develop an appreciation for the natural world and the biodiversity of the planet. By learning about different animals and their habitats, students can develop a deeper understanding of the importance of wildlife and the need to protect it. They can also understand the importance of responsible pet ownership and the ethical treatment of animals. They can learn about the basic needs of animals, such as food, water, shelter, and exercise, and how to provide appropriate care for pets and other domesticated animals. Another really important matter they can learn is to understand the impact of human activities on the environment and the importance of sustainability. They can learn about the threats facing endangered species and explore ways to protect wildlife and their habitats. This SL promotes critical thinking and problem-solving skills. Students can learn about the complex issues surrounding animal welfare and conservation, and develop solutions to these problems.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

Code:	Description:
(C1): Specific comprehension competence. (C2): Specific production competence. (C3): Specific interaction competence. (C5): Specific competence in multilingualism.	C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs. C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs.

ASSESSMENT CRITERIA			DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2. 1.3. 3. 3.1. 3.2.	2. 2.1. 2.2. 2.3.	5. 5.1.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2 STEM1, CD1, CPSAA4 3. CCL1, CCL5, CP1, CPSAA3 CP2, STEM1, CD3, CC3 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5	I. Communication 1, 2, 4, 5, 7, 8, 10, 11. II. Plurilingualism 1, 2, 3, 4, 5, 6. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8.

METHODOLOGICAL FOUNDATION			
	METHODOLOGIES: The methodology used in this LS will be indirect instruction, experiential learning and independent study (they will learn by themselves, I will be a guide) through guided investigation, design thinking, brainstorming and the creation of magazines.		
	EVALUATION		
	Final product/s and instruments: - A glossary of vocabulary we will do through a brainstorming activity (product) - A report of the visit to the safari online (instrument) - A magazine similar to "National Geography" magazine and its oral presentation (instrument) - A mind map (product) - A test will be done with all the information gathered during the development of the SL (instrument)	**Assessment tools** - Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions - I will use a checklist to evaluate the report of the visit to the safari - I will use a rubric to evaluate the magazine and its oral presentation - A questionnaire (test) will be used to evaluate the acquired knowledge	**Types of evaluation according to the agent** There will be hetero evaluation for the magazine and its presentation, for the report and for the test; co-evaluation for the oral presentation too; and a general self-evaluation of the learning situation itself
	GROUPS: There will be some individual work (to do the mind map), pair work (the report and the interview) to encourage fellowship; large group work (for the joint development of the glossary) to encourage the engagement of the whole class and small (4-5), heterogeneous group work (to do the magazine).		
	SPACES: The various spaces that are considered suitable for the development of LS are the regular classroom, where we will develop most of the activities, and an online safari, where we will visit and observe the different animals around the world, their behaviour, habitat, etc.		
	RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. In addition, for this LS we will need some budget to enter the online safari, which it has a small cost. It will be the centre that is going to pay since we have to make sure that every student does the activity, which is compulsory.		
	Treatment of transversal elements and Strategies to develop education in values: The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked to this LS Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Sustainable development (care and respect for the environment, sustainability and the fight against climate change will be promoted) and Emotional and social competences (the development of emotional and social competences such as empathy, resilience, effective communication and teamwork will be promoted).		
	Programs, Plans and Thematic Focus of the Educational Project of the Centre This learning situation is not linked with any of the plans of the CANARIA-InnovAS Network. Instead, it is liked with the centre's project "We love Lion King", a project designed to raise awareness of the care of animals and their habitats as well as understanding the importance of the conservation of ecosystems.		

Complementary and extracurricular activities
There will be an extracurricular activity that will be a visit to an animal sanctuary where students will be able to interact and help animals. As a complementary activity, we will do some English murals related to women's day (important English women) to put around the centre.

Links with other areas/subjects/fields:
This LS is linked with the science unit related to the ecosystems and its conservation. It is possible to talk to the science teacher and complement each other when teaching the students.

References:
Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/   Safari Online (s.f.). Safari Online. https://www.safari-online.com/

No. 7	TITLE: Cities, towns and villages.		
Grade: 1st Grade of Compulsory Secondary Education	**Implementation period:** from week No. 26 to 29	**Nº of sessions: 12**	**Term: Second Term**

Description:	Justification:
In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to cities, towns and villages. In relation to the grammatical part, they will learn how to give directions and the relative pronouns. They will also learn to apply in the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts and to carry out searches to select information and enrich their vocabulary. In addition, students will learn to plan and participate in short and simple interactive oral situations, as well as to ask for and offer clarifications and explanations; to reformulate, to collaborate, debate, solve problems and manage compromising situations, all of it related to the topic of places. They will learn **through** a variety of writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practise guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to places and the its importance. Also, they will learn through a variety of different activities like debates, observation, advise and recommendations, and a visit to an aboriginal ruins (Guanches), through research and advance reading on the subject, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media. This will be done in a creative way and showing empathy and appreciation for the productions of others, in **order** to describe, narrate and report on specific issues, and to explain the importance of historical heritage.	Teaching about cultural heritage and life in cities, towns, and villages, and its care and conservation can help students understand the history and cultural significance of their local area. They can learn about the historical events, cultural traditions, and landmarks that have shaped their community and develop a sense of pride and connection to their local area. Also, learning about life in different urban and rural areas can help students appreciate the diversity of human experiences and promote intercultural understanding. They can learn about the customs, traditions, and ways of life of people from different regions, and develop empathy and respect for cultural differences. In addition, teaching about the care and conservation of cultural heritage can help students understand the importance of preserving historical and cultural artifacts for future generations. They can learn about the different preservation methods and the importance of responsible management of cultural heritage sites. Finally, it can promote critical thinking and problem-solving skills. Students can learn about the challenges facing urban and rural areas, such as environmental sustainability, social inequality, and economic development, and develop solutions to these issues.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

| Code:
 (C1): Specific comprehension competence.
 (C2): Specific production competence.
 (C3): Specific interaction competence.
 (C5): Specific competence in multilingualism. | Description:
 C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs.
 C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes.
 C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness.
 C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs. |

ASSESSMENT CRITERIA			DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2.	2. 2.1. 2.2.	5. 5.1.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3	I. Communication 1, 2, 4, 5, 7, 8, 10, 11. II. Plurilingualism

1.3. 2.3. 3. 3.1. 3.2.	STEM1, CD1, CPSAA4 CP2, STEM1, CD2, CPSAA5 3. CCL1, CCL5, CP1, CPSAA3 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	1, 2, 3, 4, 5, 6. III. Interculturality 1, 2, 3. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.

	METHODOLOGIES: The methodology used in this LS will be indirect instruction, experiential learning and independent study through guided investigation, Problem-Based Learning (PBL), Service Learning, design thinking and debates.		
METHODOLOGICAL FOUNDATION	**EVALUATION**		
	Final product/s and instruments: - Essay on what would you do when you grow up and where would you like to live (instrument) - A document of your plans for the coming weekend with recommendations (product) - Presentation of your plans for the coming weekend and why do you recommend your plans to your colleges (instrument) - Report on the observation of the aboriginal ruins (Guanches) (instrument) - Reading and listening will be evaluated transversally throughout the development of the LS - The shared group document where they will gather the information (product) - A group report on the advantages and disadvantages of living on cities, villages or towns (instrument)	**Assessment tools** - Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions - A rubric will be used to evaluate transversally the reading and the listening together with the presentation of your plans and the recommendations - Different assessment scales will be used to evaluate the essay, the individual report and the group report together with a co-evaluation of the presentations	**Types of evaluation according to the agent** In this LU all the activities will be hetero evaluated, but presentation will also be co-evaluated with a checklist
	GROUPS: There will be some individual work (the essay and the presentation); pair work (the report) to encourage fellowship and large group work (for a debate on the advantages and disadvantages of living on cities, villages or towns) to encourage the engagement of the whole class.		
	SPACES: The various spaces that are considered suitable for the development of LS are the regular classroom, where we will develop most of the activities, the outdoor sport facilities (where we will go to develop the debate so students feel the fresh air and come out of their comfort zone that is their regular classroom) and the ruins we will visit.		
	RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. In addition, for this LS we will need some budget to buy supplies for the visit to the ruins (water and sandwiches).		
	Treatment of transversal elements and Strategies to develop education in values: The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked to this SL: Equality (equality between women and men, non-discrimination on grounds of gender, sexual orientation, race, social origin or any other personal or social condition or circumstance will be promoted), Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Sustainable development (care and respect for the environment, sustainability and the fight against climate change will be promoted) and Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted).		
	Programs, Plans and Thematic Focus of the Educational Project of the Centre This LS is linked to the Canary Social, Cultural and Historical Heritage plan of the CANARIA-InnovAS Network.		
Complementary and extracurricular activities			
As an extracurricular activity, we will visit the biggest city of the island, using the public transport system to see how city life feels. As a complementary activity, we will do a power point presentation and an after game of questions on St. Patrick's Day.			
References:			
Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/			

No. 8	TITLE: Time to do some sport!			
Grade: 1st Grade of Compulsory Secondary Education		**Implementation period:** from week No. 31 to 34	**Nº of sessions: 11**	**Term: Third term**

Description:
In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to the parts of the body and the different sports. We will focus on learning false friends, its characteristics and most frequent examples, the adverbs of frequency, the expression of abilities and how to talk about how to express activities that take place during leisure time and hobbies. They will also learn to apply in the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts and to carry out searches to select information and enrich their vocabulary. In addition, students will learn to plan and participate in short and simple interactive oral situations, as well as to ask for and offer clarifications and explanations; to reformulate, to collaborate, debate, solve problems and manage compromising situations, all of it related to the topic of places.
They will learn **through** a variety of writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practise guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the parts of the body and the important of practicing sports. Also, they will learn through a variety of different activities like brainstorming, research, essays and the participation in a solidary marathon, through research and advance reading on the subject, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media. This will be done in a creative way and showing empathy and appreciation for the productions of others, in **order** to describe, narrate and report on specific issues, and to explain the importance of having hobbies and practice sport.

Justification:
The teaching of this LS is important since it can help students develop healthy habits and promote physical fitness. They can learn about the benefits of exercise and the importance of staying active for physical and mental well-being. Also, it can help them to explore their interests and develop new skills. They can learn about the rules, techniques, and equipment needed to participate in different sports and hobbies and discover new ways to have fun and stay active. In addition, learning about the parts of the body can help students develop a basic understanding of human anatomy and physiology. They can learn about the different organs, systems, and functions of the body and how they work together to keep us healthy and active. Lastly, learning about sports, hobbies, and the parts of the body can also promote teamwork, cooperation, and social skills. Students can learn how to work together with others to achieve common goals, develop leadership skills, and improve their communication and interpersonal skills.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

Code:	Description:
(C1): Specific comprehension competence. **(C2): Specific production competence.** **(C3): Specific interaction competence.** **(C4): Mediation competence.** **(C5): Specific competence in multilingualism**	C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs. C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. C4. To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs

ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1. 1.1. 1.2.	2. 2.1. 2.2.	1. CCL2, CCL3, CP1, CP2 CCL2, CCL3, CP1, CP2	2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3	I. Communication 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.

1.3. 2.3.	STEM1, CD1, CPSAA4	CP2, STEM1, CD2, CPSAA5	II. Plurilingualism
3. 4.	3.	4.	1, 2, 3, 4, 5, 6.
3.1. 4.1.	CCL1, CCL5, CP1, CPSAA3	CCL5, CP1, CP3	
3.2. 4.2.	CP2, STEM1, CD3, CC3	CP2, CD2, CPSAA1	IV. Interpersonal and Intrapersonal Dimensions
5.	5.		1, 2, 3, 5, 6, 7, 8.
5.1.	CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2		

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodology used in this LS will be indirect instruction, experiential learning and independent study (they will be learning by themselves while I guide them) through guided investigation, research, flipped classroom (about what are the false friends) and cooperative learning (global glossary).

EVALUATION

Final product/s and instruments:	Assessment tools	Types of evaluation according to the agent
- A glossary of vocabulary related to the parts of the body (product) - A selection of funny phrases with the false friends (instrument) - An essay using the "have got" and the possessives about their hobbies (instrument) - A listening and reading test on the topic (instrument)	- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions - A checklist will be used to evaluate the funny phrases - A rubric will be used to evaluate the essay and some of the parts of the reading and listening tests - A questionnaire (test) will be used to evaluate some parts of the listening and reading	There will be hetero evaluation for the essay and the tests and self-evaluation, co-evaluation for the funny phrases and self-evaluation about the learning situation itself.

GROUPS: There will be some individual work (the research of false friends and the essay); pair work (the selection of the funny phrases) to encourage tutoring among students, and large group work (to do the glossary) to encourage the engagement of the whole class.

SPACES: The various spaces that are considered suitable for the development of LS are the regular classroom, where we will develop most of the activities, the outdoor sport facilities (where we will go to do some sports) and the street to run the marathon.

RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. In addition, for this LS we will need yellow waistcoats to run the marathon, bottles of water and energy bars.

Treatment of transversal elements and Strategies to develop education in values: The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked to this LS: Equality (equality between women and men, non-discrimination on grounds of gender, sexual orientation, race, social origin or any other personal or social condition or circumstance will be promoted), Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted), Emotional and social competences (the development of emotional and social competences such as empathy, resilience, effective communication and teamwork will be promoted) and Health education (health education, care of the body and prevention of diseases and addictions will be promoted).

Programs, Plans and Thematic Focus of the Educational Project of the Centre: This LS is linked with the Health Promotion and Emotional Education plan of the CANARIA-InnovAS Network and the centre's project "Sports week". Both, plan a project, promotes the creation of safe, healthy and inclusive environments in schools where people can work, learn and live together, through prevention and health promotion measures aimed at the entire educational community.

Complementary and extracurricular activities
As a complementary activity, I will bring a list of English videos about April fool's jokes to famous people. Then, students will have to make up a joke they will do to their parents.

Links with other areas/subjects/fields:
This LS reinforce and contribute the P.E. subject. With the P.E. teacher's help, we can develop the outside activity cooperating.

References:
Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/

No. 9	TITLE: Holidays are the best!			
Grade: 1st Grade of Compulsory Secondary Education	**Implementation period:** from week No. 35 to 41		**Nº of sessions: 14**	**Term: Third term**

Description:	Justification:
In this SA, students will **learn** to identify relevant information, interpret the overall meaning, main ideas and content of short, simple oral and written texts related to holidays around the world, leisure, free time and geographic features. We will focus on learning the future with "will" and "going to" to narrate plans and expectations scheduled for the near future. They will also learn to apply in the most appropriate elementary knowledge and strategies in each communicative situation, to understand the general meaning, the essential information and the most relevant details of texts and to carry out searches to select information and enrich their vocabulary. In addition, students will learn to plan and participate in short and simple interactive oral situations, as well as to ask for and offer clarifications and explanations; to reformulate, to collaborate, debate, solve problems and manage compromising situations, all of it related to the topic of holidays. They will learn **through** a variety of writings, readings, listening and speaking activities, all of them with a real-word meaning. In addition, students will practise guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the holidays and the geographic features. Also, they will learn through a variety of different activities like research, flipped classroom, Quizziz, emails and a trip to a mountain, making use of linguistic politeness, as well as showing initiative, empathy and respect for the different needs, ideas, concerns, and motivations of their peers in order to respond to specific communicative purposes and establish personal connections, with the ultimate aim of expressing themselves spontaneously in English through a variety of media. This will be done in a creative way and showing empathy and appreciation for the productions of others, in **order** to describe, narrate and report on specific issues, and to explain the importance of geographical features and different holidays.	Teaching about holidays and geographical features is important because it can help students develop an appreciation for the diverse cultures and traditions of the world. By learning about different holidays celebrated around the world, students can gain a deeper understanding of the customs, traditions, and beliefs of people from different regions. Secondly, learning about geographical features can help students understand the physical characteristics of the world and the impact they have on human activities. They can learn about the different landforms, bodies of water, and other geographical features and how they affect weather patterns, natural resources, and transportation. Also, all together can promote language development and communication skills. Students can learn new vocabulary related to different cultures, traditions, and geographical features, and practice using language to describe and compare different places. Las but not least, it can also promote critical thinking and problem-solving skills. Students can learn about the challenges facing different regions, such as natural disasters, environmental degradation, and social issues, and develop solutions to these problems.

CURRICULAR ELEMENTS
SPECIFIC COMPETENCES

| Code: (C1): Specific comprehension competence. (C2): Specific production competence. (C3): Specific interaction competence. (C5): Specific competence in multilingualism. (C6): Cross-cultural competence. | Description: C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs. C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs. C6. To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations. |

ASSESSMENT CRITERIA		DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
1.	2.	1.	2.	I. Communication
1.1.	2.1.	CCL2, CCL3, CP1, CP2	CCL1, CP1, CCEC3	1, 2, 3, 4, 5, 6, 7, 8, 10, 12.
1.2.	2.2.	CCL2, CCL3, CP1, CP2	CCL1, CP1, CCEC3	II. Plurilingualism
1.3.	2.3.	STEM1, CD1, CPSAA4	CP2, STEM1, CD2, CPSAA5	1, 2, 3, 5, 6.

3. 3.1. 3.2.	5. 5.1. 5.2.	6. 6.1.	3. CCL1, CCL5, CP1, CPSAA3 CP2, STEM1, CD3, CC3 6. CCL5, CP3, CPSAA1, CC2, CC3, CE1, CCEC1	5. CP2, STEM1, CD2, CPSAA1 CPSAA4, CPSAA5, CE2	III. Interculturality 1, 3. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.

METHODOLOGICAL FOUNDATION	**METHODOLOGIES:** The methodology used in this LS will be indirect instruction, experiential learning and independent study through guided investigation, research, flipped classroom and group investigation.		

EVALUATION

Final product/s and instruments:	Assessment tools	Types of evaluation according to the agent
- An essay, after research, of their dream place to go on holidays and the reason why (instrument) - The information gathered during the research (product) - Presentation of an adventure book they should choose and read by groups (instrument) - Quizziz about the geographical features they will learn through flipped classroom (product) - Email about a near future plan (instrument) - Speaking of advises to his colleges during a natural disaster (the advises are a product but the speaking will be evaluated)	- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions - Rubrics will be used to evaluate the essay and the presentation of the chosen book - An assessment scale will be used to evaluate the email and the speaking part of the advises	All the activities will be hetero evaluated except the presentation of the chosen book that will be co-evaluated

GROUPS: There will be some individual work (the research of their dream place to go on holidays and the essay of it, and the Quizziz); pair work (the emails) to encourage fellowship among students, small (4-5), heterogeneous, fixed groups (reading of the book and its presentation) and large group work (to do the speaking) to encourage the engagement of the whole class.

SPACES: The spaces that are considered suitable for the development of LS are the regular classroom, where we will develop most of the activities, and the outdoor trip to the mountain.

RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. In addition, for this LS we will need bottles of water and sandwiches to bring to the mountain trip.

Treatment of transversal elements and Strategies to develop education in values:
The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are related to this LS: Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Sustainable development (care and respect for the environment, sustainability and the fight against climate change will be promoted), Emotional and social competences (the development of emotional and social competences such as empathy, resilience, effective communication and teamwork will be promoted) and Health education (health education, care of the body and prevention of diseases and addictions will be promoted).

Programs, Plans and Thematic Focus of the Educational Project of the Centre
This LS is linked with the Canary Social, Cultural and Historical Heritage and Environmental Education and Sustainability plans of the CANARIA-InnovAS.

Complementary and extracurricular activities

A complementary activity I will propose to the students will be to bring volcanic rocks and we will examine them in the science lab.
An extracurricular activity will be to prepare an evening fancy dress party with costumes from around the world.

References:

Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/

4. Method

4.1. Methodological principles

Broadly speaking, the methodological principles that should guide any didactic program, and that are set out in the Royal Decree 217 of 29 March 2022, are to start from the level of development of the students, taking into account individual particularities; ensure the construction of meaningful learning, fostering the principle of "learning to learn"; modify the students' knowledge schemas, so that they integrate new knowledge into it and encourage intense activity and interactivity on the part of the students. Likewise, we need to remember that the methodological principles we have as a basis have to be related to issues of social interest for our students, always taking into account the different cultures that exist.

Keeping all of this information in mind, I have proposed a variety of different methodological principles I will elaborate during the development of my didactic program, such as differentiate instruction, by providing additional support or challenges based on individual needs; using real-world examples and practical applications of scientific concepts to make learning relevant and meaningful; using concept maps, graphic organizers, and visual representations to help students organize and integrate new information; etc.

- Differentiated Instruction: every student has their own learning style, pace, and needs. The program includes a variety of activities and materials that provides to these differences, and I will adapt my teaching to the individual needs of my students.

- Task-based Learning: learning should be centred around real-world tasks that the students might encounter in their everyday lives. This will help them to develop both their language skills and their problem-solving abilities. In all of my didactic units, the activities are structured in such a way that students will be able to see the real usefulness of the solutions to these activities.

- Multicultural Awareness: the didactic program will help students to develop an appreciation for different cultures and languages. This includes learning about the culture of English-speaking countries, as well as the cultures and languages of their fellow classmates.

- Communicative Approach: the focus of the program is to develop the students' ability to communicate effectively in English. This means emphasizing the use of the language in authentic contexts, and encouraging students to speak, listen, read, and write in English as much as possible, always taking into account their individual characteristics.

- Assessment for Learning: assessment is an integral part of the program, and it will be used to provide feedback and feedforward to students and guide their learning. It will be mostly formative, and it will focus on both language skills and content knowledge. There will also be a great amount of criterion-referenced assessment since I consider it the fairest of the assessments.

- Collaborative Learning: students will be encouraged to work together in pairs or groups, as this promotes language use, critical thinking, and social skills. I will facilitate group work by providing clear instructions, monitoring progress, and encouraging participation.

- Technology Integration: the use of technology can enhance language learning by providing access to authentic materials, interactive activities, and real-time communication with native speakers. The didactic program includes the use of technology, such as computers, tablets, and smartphones, as well as educational software and apps. I consider the use of ICTs fundamental in the new educational system we are trying to build.

- Active Learning: learning must be an active process, with students engaging in hands-on activities, such as role-playing, simulations, and games. This will help to make learning fun and engaging, and will also provide opportunities for students to practice their language skills in a meaningful way. Students have to be the protagonists of their learning process and active learning is one of the best ways to do so.

4.2. Strategies

One of the most important aspects to take into consideration when talking about the teaching strategies is to clarify the different roles the teachers and the students will take during the realization of the didactic programming. Also, it is of great importance to make sure all the activities and strategies proposed rely on equity, flexibility and adaptation so

every student, independent of their needs, will have the opportunity to participate and learn. In addition, we have to remember that every learning situation has to have a real-world base so students see the importance and relevance of its leaning process.

As a teacher, I will try to never be the protagonist during the classes since that protagonism should be put on the students. I will definitely intervene but with a different role depending on the activity proposed. Some of those roles are: **facilitator**, I will guide students through the learning process, helping them to discover knowledge and develop their own understanding of concepts; **assessor**, I will evaluate students learnings and provide feedback and feedforward to help them improve their understanding and performance; **resource provider**, I will provide students with access to resources such as books, videos, and online materials to support their learning; **mediator**, I will help students to resolve conflicts and work through disagreements in a constructive and respectful manner; **motivator**, I will inspire and encourage students to become more engaged and invested in their learning; **counsellor**, I will provide emotional support and guidance to students who may be facing personal or academic challenges; **communicator**, I will communicate effectively with students, parents, and other stakeholders to keep them informed about students' progress and learning needs; **observer**, I will observe students as they work and interact with each other, and use those observations to inform instructional decisions and interventions.

Of course, as a person belonging to a society, I will also try to be a role **model** to my students, serving as a positive role model, demonstrating behaviours and attitudes that promote learning, respect, and responsibility. Also, I will be a **designer** and an **innovator**, designing instructional materials and activities that are engaging, challenging, and aligned with learning goals and exploring new teaching methods and technologies, and adapting teaching strategies to meet the needs of a diverse range of students. Lastly, I will also be a **researcher**, conducting research on best practices in education and using that knowledge to inform instructional practices and curriculum development.

As for the role the students will have, it will be very varied but always focused on their protagonism and on learning to learn, trying to avoid direct teaching from the teacher's part. That said, some of the roles are that of **collaborators**: with collaborative learning techniques, students are encouraged to work together on projects, discussions, and problem-solving

activities. This requires them to be active participants in group work and to communicate effectively with their peers; **critical thinkers**: since students will have to analyse and evaluate information, identify patterns and connections, and make judgments based on evidence, encouraging students to approach problems in a systematic and analytical manner; **creative problem solvers:** they will have to use creativity, innovation, and flexibility in their approach to problem-solving in real-world scenarios; **researchers**: students will be tasked with conducting research on a specific topic or problem. This requires them to become proficient in finding and evaluating sources, synthesizing information, and presenting their findings; **peer teachers**: students will be asked to teach or evaluate their peers. This promotes deeper understanding of the material, as well as communication and leadership skills; **self-directed learners**: students will have to take responsibility for their own learning by setting goals, managing their time, and seeking out resources to help them achieve their objectives; **digital citizens**: students are expected to be proficient in digital literacy skills, such as navigating online resources, communicating online, and using digital tools to create and share content; **global citizens**: students are encouraged to think about and engage with issues and perspectives from around the world. This requires them to be open-minded, empathetic, and respectful of diverse cultures and viewpoints.

Moving into the actual strategies I will be using during the development of my didactic program; it will be a mix of the different strategies available in the new teaching era. It used to be direct teaching mostly but, as I have mentioned before, this strategy will be mostly avoided and I will be moving into the indirect instruction and other active strategies. Unlike the direct instruction strategy, **indirect instruction** places a greater emphasis on student-centred learning, though the two strategies can be used together. Some indirect instruction methods I will use include reflective discussion, concept formation, concept attainment, cloze procedure, problem solving, and guided inquiry. Indirect instruction aims to involve students in observing, investigating, drawing inferences from data, or forming hypotheses. It encourages students to explore diverse possibilities, generate alternatives, and solve problems while fostering creativity and the development of interpersonal skills. Students often achieve a better understanding of the material and develop the ability to draw on these understandings. In indirect instruction, the teacher's role shifts from a lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges

the learning environment, provides opportunities for student involvement, and offers feedback to students while they conduct the inquiry. Indirect instruction relies heavily on print, non-print, and human resources, and learning experiences are greatly enhanced through cooperation between teachers and teacher-librarians. To ensure that students derive the maximum benefits from indirect instruction, it may be necessary to provide instruction on the skills and processes required to achieve the intended learning outcomes. These skills and processes may include observing, encoding, recalling, classifying, comparing and contrasting, inferring, interpreting data, predicting, elaborating, summarizing, restructuring, and verifying.

Another strategy I will be using will be **interactive instruction**, which place a strong emphasis on discussion and sharing among participants. Such interactions provide learners with opportunities to respond to the ideas, experience and knowledge of the teacher or of peer learners and to generate alternative ways of thinking and feeling. Students can learn from their peers and teachers to develop social skills and abilities, organize their thoughts, and construct rational arguments. Interactive instruction offers a range of groupings and interactive methods, of which I will use some such as total class discussions, small group discussions or projects, or student pairs or triads working together on assignments. In this way, students will need to refine their observation, listening, interpersonal, and intervention skills and abilities for interactive instruction to be successful. The effectiveness of the interactive instruction strategy and its various methods depends heavily on the teacher's expertise in structuring and developing the group dynamics.

One more I will use is **experiential learning**, a method that is inductive and activity-oriented. Effective experiential learning relies on personalized reflection about an experience and the development of plans to apply the newly acquired knowledge to other contexts. This strategy focuses on the learning process rather than the end result. It can be used as an instructional strategy both inside and outside the classroom. For instance, in my didactic program, there are several outdoor activities that we will develop during the academic year.

Lastly, **independent study** is defined as a set of instructional methods that are designed to encourage the development of individual student initiative, self-reliance, and self-improvement. Although independent study can be initiated by either the student or the

teacher, the focus here is on planned independent study by students under the guidance or supervision of a teacher. Furthermore, independent study may involve learning in partnership with another individual or as part of a small group. We have to forget the classic homework and incentivise the students' willingness to learn and work by themselves. So, we all the roles and strategies explained, it is clear that my didactic program will be developed mostly with methods where the students will have to discover the information by themselves, being the protagonist of their own learning.

4.3. Types of activities

This programming is based on the Merrill model to create a division of activities, with an emphasis on oral activities to help students acquire strong communication skills. However, the program also includes a variety of activities such as writing, reading, and listening exercises. The speaking activities will focus on producing dialogues, presentations, interviews, videos, games, debates, and exhibitions, while the listening activities will include watching and listening to videos, reading texts, interviews, audios, and podcasts. Written expression activities will involve writing essays and proofreading texts, while written comprehension activities will consist of readings and texts related to each didactic unit. All these activities are centred around interesting topics for teenagers and promote equality, integration, and respect for different cultures, religions, and social differences.

In addition, there is a great number of different activities to carry on during the academic year. All of the activities are based on the strategies of indirect and interactive instruction, experiential learning and independent study. As before, all these activities are diverse, engaging, and relevant to the students' lives. They promote active participation, collaboration, critical thinking, and problem-solving skills. The activities are designed to meet the learning objectives and are appropriately sequenced to ensure a smooth flow of learning. The assessment tasks are aligned with the learning objectives and are used to evaluate students' progress and identify areas for improvement. Some of them are also related with the festivity days of Halloween, Carnival, Women's Day, St. Patrick's Day and April's Fool. Some of the activities that are included in the program are inquiry and problem-solving activities, debates, role playing, brainstorming, laboratory activities, jigsaws, cooperative learning, storytelling, outside trips and observation, discussions, simulations, essays, computer assisted instruction, creation of journals, reports, research projects, peer

teaching, Socratic questioning, flipped classroom activities, mind maps creation, gamification and project-based learning activities among others.

4.4. Groups

The first thing we have to keep in mind when talking about students' grouping is that even though we will assess and evaluate the group's work, we have to be able to assess and evaluate each student individually and, in order to do so, we have to have ready different assessment and evaluation tools for the different activities. With this in mind and even though there will be a lot of team work and different kinds of groupings during the development of my didactic program, there will be also be some individual work, since this special type of "grouping" encourage autonomy and confidence in the ability of each student to face a new activity. It will be mostly used to develop some flipped classroom activities and research they will have to do at home. As it is inferred, this individual work is directed to be done by the students in their homes since, for some of them, it is very difficult to meet with their peers after the classes are over so we have to take that into consideration and leave the team work for the classes.

There will be some pair work too which, depending on the activity, the pairs will be made with the intention to promote tutoring (student-student), where both have different levels of curricular competence, so that one of them acts as a tutor for the other, or to promote equality, where both students will have the same level of curricular competence and they will work on achieving the goal taking into account their level, not the class level. This type of grouping tends to promote fellowship, solidarity and respect for other classmates. In addition, there will be a lot of activities that will be developed in small groups, such as cooperative and project-based learning, role plays and gamification activities and making murals or posters. In this kind of groupings, the students will take different roles such as speaker, which will talk in behalf of the group; coordinator, who is in charge of keep the group moving forward; supervisor, who is in charge of recording, in writing, the group's daily work; and organiser, who monitors the duration of the activity, maintains cleanliness and orderliness, supervises the noise level, manages the materials, and guides the group's communication time. This type of grouping inspires and encourages students, as well as promotes communication among peers. It also fosters the cultivation of values such as teamwork, partnership, acceptance, reverence for others, and more. We have to take into

account that this small groups will be of two different types: flexible and fixed. At the beginning of the course, I will give the students the option to form some groups by themselves. This fixed groups will be used during the whole academic year for the development of some of the activities, but there will also be flexible groups that I will create for other activities. I will group students according to certain moments, needs or methodological proposal depending on the activity on hand so there will be times where the groups are heterogeneous and other where there will be homogeneous. The reason for using these two different groupings mixed throughout the year is because in this way, students get out of their comfort zone by working with peers they don't normally work with, but they also have the security of their fixed group from time to time.

What is more, there will also be some large group activities, since this enables the collective engagement of the entire class, which can be beneficial for assessing the group's prior knowledge about a new topic through techniques like brainstorming. Additionally, it fosters the development of values such as mutual respect, interest in different perspectives, and recognition of the right to express oneself. Some of the activities where we will use this type of groupings will be experiential and problem-based learning and a role-play we will perform all together for the high school. More than that, we will create interactive groups where students will work with volunteers creating learning communities inside and outside the centre.

4.5.   Complementary activities

Complementary and extracurricular activities can provide a valuable supplement to the traditional classroom learning experience, helping students develop their language skills, interests, and life skills. This type of activities can provide students with additional opportunities to practice and improve their language skills outside of the traditional classroom setting. This can help students become more proficient in English and feel more confident in their abilities. Also, with activities that are engaging and relevant to their interest can help them develop a passion for the English language and culture. Additionally, extracurricular activities, such as drama club, debate team, and writing competitions, can help students develop important life skills such as public speaking, critical thinking, and creative problem-solving. Taking into account the importance mentioned, here are some ideas that could be developed as extracurricular activities:

- Reading Club, where students can read English language books, discuss the themes and ideas presented in the books, and share their thoughts with each other.

- English Language Games, such as Scrabble, Hangman, and other word games to make learning English more fun and interactive.

- Drama Club, where students can practice their English language skills through acting and performing English language plays.

- English Language Movies, where there would be screenings of English language films, and will have students discuss the themes and ideas presented in the movies afterwards.

- Cultural Trips to English-speaking countries, where students can immerse themselves in the culture, language, and traditions of the country.

- Language Exchange with native English-speaking students from other countries. This will give students the opportunity to practice their English speaking and listening skills with native speakers. It could be done virtually too.

- Language Immersion Camps where students can spend a week or two in an English-speaking environment, practicing their language skills and learning about the culture.

In relation to the complementary activities, I had some ideas prepared to develop during my didactic units:

- I will tell to the students to bring volcanic rocks and we will examine them in the science lab.

- I will bring a list of English videos about April fool's jokes to famous people. Then, students will have to make up a joke they will do to their parents.

- There will be a service-learning activity in the beach with the non-profit organization.

- We will visit the nearby park to observe the different families that will be there and take some notes. Also, we will have a Halloween related game.

- We will do an activity related to Carnival, since it is of national interest in Spain.

- We will do some English murals related to women's day (important English women) to put around the centre.

- We will do a power point presentation and an after game of questions on St. Patrick's Day.

4.6. Organizational criteria: spaces and other necessary items

For the correct development of my didactic unit, various space resources are required, both physical and virtual. The spaces can be inside the high school or outside, depending on the activity. The most important space is the classroom, with special seating arrangement depending on the activity on hand. Other spaces we will be using during the development of my didactic program will be the different facilities we have in the centre like the science laboratory, the library, the gym, the cafeteria, the outdoor sports facilities, the radio studio, the technology room and the specialised dentist room. Additionally, some outside the centre spaces we will also use are the public library of the town, a museum, a park, the beach and a volunteer organization centre. All of these facilities will be used in different activities throughout the didactic program in order to engage and motivate students. The use of real scenarios while working on certain topics endows the learning process with reality. Lastly, about the virtual spaces needed it, the most important will be a learning management system, which is a digital platform used to manage and deliver learning content, assignments, and assessments. This will be like our virtual classroom, a place where we can share homework, assessment tools, ideas, etc.

4.7. Teaching materials and resources

When it comes to learning, there are multiple teaching materials and resources we can use, but we have to be realistic since the budget of the centre plays an important role on this part. However, there are already many resources available in almost any classroom and that I will use during the development of my didactic unit:

- Whiteboard or blackboard, required to write and explain.
- Projector, essential to display multimedia presentations, videos, and other visual aids that help in enhancing learning.
- Computer/Laptop, necessary for creating presentations, accessing online resources, and other digital tools that aid in teaching.
- Internet connectivity, essential for accessing online resources, videos, and other digital tools.
- Textbooks, reference materials and other educational resources are necessary for the students to refer to and study.

- Stationery items like pens, pencils, erasers, and markers are essential for writing and drawing on the board or paper.
- Communication tools like email, messaging apps, and video conferencing software are essential for remote learning and collaboration.
- Assessment tools like quizzes, tests, and exams are necessary to evaluate the students' understanding of the concepts taught in the class.

In respect to the resources that we will need in order to carry out the outside the classroom activities, there will be available in the different locations. That is, the locations inside the high school, like the gym or the science lab, are already equipped with all the necessary materials, and the activities I have proposed on those locations only need the materials that will be already there like, for example, microscopes. As for the activities we will do outside the high school, the different places and organizations we will be working with, will provide us with the necessary resources to carry out the activities. For example, the day we will go out to the beach to collect garbage, the non-profit organization we will work with it will provide the rubbish bags and any other materials needed it.

5. Attention to diversity

As it has been previously mentioned, there are three students with special needs in the classrooms the didactic program is directed to. Some of their most important characteristics are listed below, in order to understand the special measures taken.

- There is a boy with ADHD. He has difficulty sustaining attention, struggles to maintain focus on tasks, becomes easily distracted, and has trouble completing assignments. He sometimes acts impulsively without thinking through the consequences of his actions. He is frequently interrupting others, has difficulty taking turns, and has a tendency to blurt out answers before the question is finished. He is also quite fidgety and has difficulty staying seated for extended periods of time. He usually engages in excessive talking, running around or climbing when it is inappropriate. Another of his problems is his poor organizational skills and difficulty regulating emotions. He struggles with keeping track of materials needed, planning ahead, and prioritizing tasks, which sometimes leads to outbursts of anger or frustration. He requires support and understanding from me and his peers to manage his symptoms

effectively. A multi-faceted approach which includes behavioural therapy, medication, and accommodations in the classroom are helpful.

- There is another male student with High Intellectual Abilities. He has a strong desire to learn, asks many questions, and seeks out knowledge on his own. He exhibits an intense curiosity about the world around him. He is perfectionistic in his approach to learning and highly critical of his own work. He has also high standards for himself and others, which sometimes leads to frustration when he or others fall short of these standards. He is easily bored in regular classes and has a preference for complex and abstract thinking, enjoying challenging himself with difficult problems or intellectual pursuits.

- There is one female student that has enrol late in the education system. She is from Pakistan and does not speak Spanish correctly. On the other hand, she is quite good at English but since she came to the course three months late, she needs some help to learn everything her peers already know.

5.1. General aspects and regulations

In Spain, there are several regulations and measures in place to help students with special needs in classrooms. Overall, the Spanish educational system is committed to providing support and resources to students with special needs to ensure that they receive a high-quality education. The focus is on inclusive education and personalized support to help students achieve their full potential. The Spanish educational system is based on the principle of "Education for All," which means that all students, including those with special needs, have the right to receive an education in a mainstream school, which should adapt to the students' needs, rather than expecting the students to adapt to the school. Also, many schools in Spain have specialized teachers who are trained to work with students with special needs. These teachers provide additional support, modify curriculum, and collaborate with other teachers to ensure that the student's needs are met. Some of the most important regulations that are related with students' special needs are:

- Decree 25/2018, of February 26, regulating attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands, by the Official Canary Islands Government, 06-03-2018.

- Instructions of the General Directorate of Educational Planning, Innovation and Promotion for the evaluation, attention and educational response to students who present specific needs for educational support due to high intellectual abilities (2013).

- Order of December 13, 2010, which regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands.

- Resolution of February 9, 2011, by which instructions are issued on the procedures and deadlines for the educational attention of students with specific educational support needs in schools of the Autonomous Community of the Canary Islands.

- Resolution of May 22, 2018, by which instructions are issued for the organization of the educational response to students of Early Childhood Education, Basic Education and Baccalaureate, who cannot attend educational centres on a regular basis, as well as for the operation of hospital classrooms, Home Educational Care and therapeutic centres supported with public funds, in the Autonomous Community of the Canary Islands.

5.2. Ordinary measures

Measures that are classified as ordinary are those which impact the overall structure of the school to accommodate diversity, while keeping the prescribed elements of the curriculum intact. Such measures do not bring about significant changes to the goals, content, evaluation criteria, learning standards, or essential skills that are assessed. This type of measures includes the elimination of physical barriers to movement, ensuring adequate lighting and sound conditions, organizing spaces to make them user-friendly and safe, modifying commonly-used curriculum materials to make them accessible, and any other measures that do not require specialized staff, extraordinary organizational methods, unique materials or alternative or augmentative communication systems. All of these measures have been taking into consideration in the centre but it does not affect directly to my students.

Taking into consideration the special needs of my students, the ordinary measure I will take into account when programming is the Universal Design for Learning, which promotes accessibility and facilitates complete and active engagement of students in the learning process. This includes providing access to learning spaces, curriculum, and resources,

creating inclusive activities, promoting socialization among students, and encouraging the recognition and appreciation of diversity. Also, other important measures that I will implement are the use of the spaces (seating the student with ADHD close to me and away from possible distractions); coordination and joint work between the different professionals and collaborators in the educational centre (for a better orientation when carrying out certain measures); guidance, training and family mediation actions that favour the approach of families to the centre, enable their involvement in the educational process of their children and, if necessary, their integration in the social context; application of reinforcement and support mechanisms (especially for the pupil who has joined late), individualised attention, adaptation to different learning rhythms and non-significant adaptations of the curriculum.

5.3.   Extraordinary measures

The use of extraordinary measures is intended to address particular educational support requirements that complement ordinary measures. To apply these measures, a psycho-pedagogical assessment by specialized guidance services must first diagnose the educational needs of the student. Additionally, continuous monitoring is crucial to modify decisions and ensure that these students have the most extensive access to the curriculum and mainstream education. With the unique educational support needs of the students targeted by my program in mind, I will implement the following curricular adaptations as extraordinary measures:

- For the male student with ADHD, there would be a reduction on the number of tasks and activities assigned and also, in the time he will have to complete them, depending on the didactic unit, since he takes a little bit longer than his peers. Also, the evaluation and assessment tools I will use with him will be slightly different, that is, adapted to his needs.

- For the male student with High Intellectual Abilities there will not be extraordinary measures taken. He will, however, have extra engaging activities where he will be able to develop critical thinking further, to make sure he stays motivated.

- For the female student that has enrolled late in the education system, there will be also curricular adaptation. Even though she has no problems with the English subject, she is not fluent in Spanish. She will use one of the three hours a week we have

English to practice one-to-one Spanish language. Because of this, she will get behind his colleges in the English subject so the curricular adaptations are needed. The lessons she will not be able to attend will be adapted so I can send it to her via virtual classroom. The evaluation and assessment tools will also be adapted to her needs.

5.4.   Other measures

The only aspect that was not covered in the previous sections, since it is not directly related to my subject, English, is the language support provided to non-Spanish speaking students, which will be beneficial to my Pakistani student. This measure does impact the curriculum of my subject, and it will be adjusted as mentioned earlier. The purpose of language support is to help non-Spanish speaking students overcome language barriers and improve their communication skills so they can access the regular curriculum. This measure is intended for students in Compulsory Secondary Education who have limited or no proficiency in Spanish, both oral and written, according to the levels established in the European Framework of Reference for Languages. Students will receive individualized support based on their specific needs until they achieve the language proficiency necessary to follow the regular curriculum. The language support hours will be used to enhance linguistic communication in Spanish and will be subtracted from the regular curriculum hours, while still maintaining sufficient connections with all subjects to ensure proper monitoring in accordance with established guidelines. The language support curriculum is outlined in the Resolution of 15 October 2004, from the Directorate General for Educational Planning and Innovation, which specifies the curriculum for Spanish as a second language in a school setting (BOC n. º 212, of 3 November). This way, my female student will benefit from this measure without significantly affecting the acquisition of her year's curricular objectives. Although the objectives may need to be adjusted in all subjects, she will still be included in regular classes and not feel marginalized or different.

6. Education in values, plans and programs

Transversal knowledge areas in the curriculum refer to aspects that are not specifically related to certain subjects or areas in different stages of the educational system. Instead, they are aspects that should be implemented throughout the curriculum, regardless of the level, stage, or subject area. Therefore, all teachers will be involved in their development.

Education in values is a significant element in the education of students and should be integrated into all teaching and learning processes, in line with essential educational principles, especially the development of basic competencies for comprehensive education. It is not a set of autonomous teachings but a series of integrated learning elements within different subject areas. Taking into consideration the BOE and the Canary Curriculum of education, the classification of transversal knowledge areas includes Education in values, Education in ICT, Promotion of reading, and Canary culture. The purpose of learning these contents is to achieve objectives such as locate and criticize unjust aspects of daily reality and current norms; design fairer personal and social lifestyles; develop general principles of value autonomously, rationally, and democratically; critically judge reality with justice; empower young people to acquire behaviours consistent with the norms they themselves have developed and those given democratically by society, seeking justice and social welfare.

Education in Values encompasses a set of intervention guidelines aimed at taking care of personal and social development among students. These guidelines include promoting dialogue as the primary method of conflict resolution; encouraging participation in coexistence, freedom, democracy, and solidarity; nurturing self-regulated learning, creativity, and entrepreneurial spirit; cultivating physical and mental well-being; embracing gender equality and sexual communication; respecting human rights and non-discrimination; valuing the environment and sustainable development; actively participating in environmental problem-solving; adhering to established norms for road traffic; fostering critical thinking toward consumer society; promoting curiosity and respect for other cultures; recognizing linguistic and cultural diversity; emphasizing the importance of education for societal progress; developing independent and democratic opinions; and preparing students for active citizenship and adaptability in a changing society.

6.1. Education in values from the subject

As an English teacher, there are several ways I can contribute to the development of transversal elements. I can bring up a culture of respect, encouraging respect for diversity, including different cultures, languages, and ways of thinking. In my LS number three, "culture, what a thing!", students will learn about the different cultures around the world, focusing in the ones we have in class. They will be though to respect the differences and

embrace multicultural perspectives. This LS can also nurture students to be respectful and empathetic towards their classmates, teachers, and other members of the community. On the same line, I will help students develop critical thinking skills by creating activities and exercises that incentivise students to think critically about different topics, analyse information, and form their own opinions. This will help them become independent and reflective learners. In most of my LS, there are cooperative activities they have to develop by themselves, promoting all the qualities forementioned. In addition, in most of my LS I try to promote teamwork and collaboration, designing group projects and activities that require students to work together and communicate effectively. This will help them develop social and emotional skills, such as empathy, cooperation, and leadership. Also, I encourage creativity and innovation by incorporating activities that promotes it, such as brainstorming, creative writing, and art projects, helping students to develop their imagination and problem-solving skills. An example of the previous skills mentioned is my LS number 6, "animals and their importance", since students will have to create a glossary of vocabulary through a brainstorm activity. What's more, I will incorporate technology in my classes to help students develop their digital literacy skills, such as using online resources, collaborating through digital tools, and communicating effectively through digital media. For instance, in my learning situation number 9, "holidays are the best", they have to do online research about their dream holiday place, a presentation about it, a quizziz and an email, all of it using new technologies cooperatively.

On top of all of these contributions to the development of transversal elements and depending on my school's curriculum and priorities, I can also teach students about their rights and responsibilities as citizens, as well as the importance of being an active member of their community. With my LS number 4, "School and its surroundings", students will have to think of ideas for improving the school's surroundings, taking into consideration how to help the community. Also, I will touch the emotional and social education, which involves teaching students social and emotional skills, such as empathy, self-awareness, and self-regulation. Additionally, environmental and cultural education, specifically Canary culture, will be taught and students will learn about environmental issues and the importance of protecting the planet and the different cultures together with the promotion of respect for

diversity. Thus, in my learning situation number 7, "cities, towns and villages", we will visit the aboriginal ruins (Guanches) of Canary Island.

6.2. Development of linguistic communication

As English teacher, I will contribute to the development of the linguistic communication of our students by incorporating a variety of activities and strategies in my didactic units by, for example, rather than just teaching grammar and vocabulary in isolation, designing activities that help students practice using English to communicate with others. For instance, I will have them participate in role plays, debates, discussions, or simulations where they must use English to achieve a specific goal. In my didactic unit number two, "family and friends", students will have to debate about what they think a family is and about the current existing laws about families in the world. Also, in my didactic unit number seven "cities, towns and villages", they will have to use English to speak about the advantages and disadvantages of the different places available to live. In addition, instead of traditional teacher-led lectures and presentations, I will incorporate activities that encourage students to speak and listen in English. For instance, in my didactic units one, two and eight, students will have to watch videos and listening in English in order to complete the learning process. This will involve pair or group work, where students are given opportunities to interact with each other in English. Also, I will incorporate authentic materials such as videos, podcasts, articles, and songs that expose students to real-life language use, such as in my didactic unit number six, "animals and their importance", where students will read articles and listen to real-life videos of safari keepers. This will help students develop their ability to understand and use English in a variety of contexts. It is important too that students reflect on their own language learning process and that I set them goals for improvement, providing feedback on their performance, encouraging them to keep a language learning journal, or helping them create a portfolio of their work.

Likewise, if we take into account the transversal elements of the Canary Island curriculum, I am intended to contribute to the development of linguistic communication of my students by incorporating different elements into my didactic units, designing activities that involve students in intercultural communication with students from English-speaking countries. This will involve virtual exchange programs, cultural exchanges, or other activities that promote intercultural dialogue and communication. In my didactic unit number three,

"culture, what a thing", I intend to invite an English-speaking chef to show a British recipe to the students. Similarly, I will incorporate environmental education into our English classes by designing activities that focus on topics such as climate change, conservation, and sustainability such as my didactic unit number 1, "The Earth, our house", where we will discuss the impact that human life has in our planet. The same way, emotional education will be incorporated into my English classes by designing activities that focus on empathy, communication skills, and emotional expression, using literature and films to prompt discussions about emotions and relationships, or designing role-playing activities that focus on communication and conflict resolution.

6.3. ICT integration

Integrating Information and Communication Technologies (ICTs) into English classes can provide numerous benefits, such as enhancing the learning experience, increasing student motivation, and fostering communication and collaboration skills. There are multiple ways in which we can incorporate ICTs in our classes, such as using multimedia resources like videos, podcasts, images, etc. to engage students and provide a more diverse learning experience. These resources can also help students to practice listening and comprehension skills. We can also have them doing online research, which encourage students to use the internet to research topics related to the course. This can help them develop critical thinking skills and learn how to distinguish reliable sources of information from unreliable ones. In addition, we can teach them how to use online tools for writing and editing, such as Google Docs, to facilitate collaboration between students on writing assignments. On the same line, we can show them some online platforms for language learning to complement the lessons and provide students with additional opportunities to practice and improve their language skills. In all my didactic units, from the first one to the last one, the use of ICTs is necessary to fully develop the activities. I have taken into account when I designed the DU that I will need some time to explain how each program needed is used.

In addition, to educate students on the responsible use of ICTs, I will establish clear rules and guidelines for the use of ICTs in the classroom. I will explain students what is and isn't acceptable behaviour and the consequences of not following the rules. Also, I would be a model responsible behaviour myself by using ICTs in a responsible and ethical way, and showing students how to do the same. Also, important it will be to do a discussion of the

potential risks associated with the use of ICTs, such as cyberbullying, online predators, and identity theft. I will teach students how to protect their personal information and avoid risky behaviours online. More than that, I will encourage critical thinking so they can think critically about the information they find online and to question its validity together with the fostering of digital citizenship, which means they have to be respectful with others online, avoiding harmful or offensive behaviour, and using ICTs to make a positive impact in their communities. Although there is not one DU directed solely to this topic, it will be learned throughout each unit. In addition, one of the days I have left free before each holiday, it will be used to bring an expert to talk about the dangers of missed using the ICT resources at hand.

6.4. Centre plans and programs

Innovation and educational excellence are at the forefront of the centre. As an institution dedicated to providing exceptional learning experiences, the centre is proud to be affiliated with various programs that enrich students' education. These programs serve as pillars of support, taking charge of creativity, critical thinking, and holistic development. From language learning and foreign language immersion to STEAM education and health promotion, the centre is committed to offering a well-rounded education that prepares students for the challenges and opportunities of the future. The diverse programs that shape the educational landscape of the centre are the following:

- The School Travels through the Canary Islands. Educational initiative managed within the Canary Islands Plan for Complementary and Extracurricular Activities. Its purpose is to continue encouraging travel among Canary Islands students and to incorporate direct knowledge of the geographical diversity of our islands into the educational process. This initiative aims to facilitate an understanding of the insular nature as one of the defining characteristics of our Canarian identity. Additionally, it recognizes the educational benefits that travel itself brings, serving as a practical expression of what is learned in the classroom about other places and similar human communities that share messages similar to ours.
- The Program for Reading and School Libraries. Educational initiative in the Canary Islands that focuses on improving reading skills, promoting reading habits, and

developing school libraries. It plays a vital role in supporting lifelong learning and aligns with the objectives outlined in the education regulations.

- The Program for School and Health. Educational initiative in the Canary Islands aimed at promoting healthy habits and lifestyles among students. It focuses on creating healthy and inclusive school environments through various activities and partnerships with other organizations and institutions. The program takes a comprehensive approach to address physical, mental, emotional, social, and spiritual well-being of individuals and the overall school community.

- The STEAM Program. It promotes scientific vocations among students through interdisciplinary projects, focusing on innovation, creativity, and problem-solving. It integrates technology, virtual learning, and educational content, aiming to update teaching methods and contribute to the 2030 Agenda for Sustainable Development. The program emphasizes coeducation, holistic student development, equality, community participation, and the integration of schools into their sociocultural environment.

- The Program for Foreign Languages and Conversation Assistants. It aims to improve language learning and linguistic diversity in line with European guidelines. The program, implemented by the Department of Education in the Canary Islands, focuses on enhancing students' English proficiency by integrating the language into various subjects and utilizing it as a medium for learning. The program promotes the development of students' communicative skills and supports the use of the foreign language in non-linguistic subjects.

6.5.   Specification of the institutional plans of the centre

In our subject matter, the institutional plans of our centre, as well as those associated with it, are implemented and developed through a comprehensive and collaborative approach. These plans are aligned with the educational goals and objectives of our centre, ensuring a cohesive and integrated learning experience for our students. Through effective coordination and communication, the centre's administration and teaching staff work together to design and execute strategies that promote the implementation of institutional plans. This includes incorporating innovative teaching methods, taking advantage of technology and resources, and continuously assessing and adapting our approach to meet

the evolving needs of our students. Additionally, our centre actively participates in and engages with various associated programs, such as the Reading and School Libraries Program, the School and Health Program, the STEAM Program, the Foreign Languages Program, and the Conversation Assistants Program, which provide additional support, resources, and specialized training to enhance the implementation of our institutional plans.

Furthermore, the centre raises a collaborative and inclusive environment, encouraging the active involvement of students, teachers, parents, and the wider community. This collective effort ensures that institutional plans are not only effectively implemented but also continuously refined and improved upon through feedback, reflection, and ongoing professional development. And lastly, if we take into consideration our subject, we align our teaching practices with these plans to ensure a cohesive and integrated learning experience for students. Also, the different programs mentioned enrich the English subject by offering opportunities for reading promotion, language immersion, and cultural exchange, thereby enhancing students' language proficiency and cultural understanding. As we can see in the didactic program developed, each unit is connected to a plan, depending on the topic. For example, unit two, "family and friends", is related to the Family and Educational Participation plan of the CANARIA-InnovAS Network and the centre's project "A Family for Emily". The first one promotes the participation of the families in the centre's activities, and the second one is a centre's project that promotes the importance of a family network, independent of the type of people that forms that family, for the well-being of the children.

Summarizing, the institutional plans of our centre and the associated programs are implemented and developed through a collaborative approach, integrating innovative strategies, engaging stakeholders, and embracing continuous improvement to provide an enriching educational experience for our students.

7. Learning Assessment

First of all, we should start by differentiating evaluation and assessment. Assessment involves measuring progress and development, while evaluation entails making judgments about mastery. During the assessment process, we examine how students' comprehension and practical use of knowledge have evolved over a period of time. Assessment focuses on the journey of learning rather than solely on the final outcome.

Moving on, a learning assessment is a technique employed to assess and measure a student's performance within an educational setting. Initially, a learning assessment, such as an aptitude test, can be used to evaluate an individual's learning potential. Once a student has engaged in a particular class or course of study, learning assessments can be employed to assess their progress throughout the duration of the course. Towards the conclusion of a class or course of study, learning assessments, like final exams or term papers, can be employed to measure the extent of students' knowledge acquisition.

Now, we have to take into consideration the regional regulations regarding the evaluation, promotion, and qualification of students for this academic year, which are the instructions on assessment, promotion and qualifications in the stages of early childhood education, primary education, compulsory secondary education and higher education, applicable in the 2022-2023 school year. According to this instruction, the evaluation of students will focus on the degree of development and acquisition of competencies, as well as the achievement of stage objectives, in order to ensure the continuity of the students' educational process. The inclusive nature of the evaluation will not prevent teachers from conducting differentiated assessments for each subject or area, taking into account their own evaluation criteria. At least three evaluation sessions will be established throughout the school year. There will be a single evaluation session at the end of the year where decisions regarding students' promotion or graduation will be made. Therefore, the extraordinary evaluation, which will not be reflected in the corresponding evaluation documents, is eliminated.

7.1. Procedures and assessment tools

Assessment in education can be categorized into different types based on various factors. One way to classify assessments is based on timing. **Initial assessments** are conducted before the start of the teaching and learning process to diagnose students' starting points and inform instructional planning. I will be doing initial oral assessments in all my didactic units to make sure I know the level of my students. By doing so, I will be able to adapt my didactic unit accordingly. Then, we have **continuous assessments**, which are carried out periodically throughout the school year to monitor students' progress and improve the teaching and learning process. I will do one continuous assessment every two didactic units, which will consist of the previous units. The purpose of this type of

assessment is that the students do not forget the concepts learned at the beginning of the course. Lastly, we have **final assessments**, which occur at the end of a learning process, are used to determine the level of achievement of planned objectives, and assess students' overall learning outcomes. During my academic year, we will not have just one final assessment per unit. Instead, there will be different final assessments in every unit to evaluate the different competences acquired during the learning process, such as vocabulary, grammar, speaking… The ideal is to use all of these types of assessments to provide the students with the maximum help and assistance as possible.

Another classification is based on the agent conducting the assessment. **Hetero-assessment** refers to assessments conducted by teachers, where we evaluate students' work and performance, providing feedbacks, measuring achievement, and making judgments about students' performance and progress. **Co-assessment** involves classmates assessing each other, providing peer feedback and evaluation. This type of evaluation raises collaboration, communication, and interpersonal skills. It encourages students to engage actively in the learning process and develop a deeper understanding of the subject matter. Lastly, there is also **self-assessment**, which is when students assess their own work, reflecting on their learning progress and identifying areas for improvement. Self-evaluation promotes metacognition, self-awareness, and self-regulated learning. It encourages students to take ownership of their learning process and identify areas for improvement. Some of its benefits is that it enhances critical thinking, self-reflection, and self-directed learning skills. Students gain a deeper understanding of their learning progress and can set goals for further development. As for my didactic program, I will be using all of three types of evaluations since I consider important to have multiple ways of evaluating. There are some units, like unit number five, where only hetero-evaluation will be used but there are others, such as unit number six, where all types of evaluations will be used (*There will be hetero evaluation for the magazine and its presentation, for the report and for the test; co-evaluation for the oral presentation too; and a general self-evaluation of the learning situation itself*).

Assessments can also be categorized based on their purpose. **Summative assessments** are carried out after the completion of a learning process to determine the level of achievement of expected objectives and assign final grades. **Formative assessments**, on the other hand, take place during the teaching and learning process, providing continuous

feedback to students. It aims to identify students' strengths, weaknesses, and areas for improvement, in order to enable teachers to make adjustments to improve student performance. During the development of my didactic program, I will provide my students with summative assessments in each of the final instruments they hand me over. Also, while my students work on those instruments, I will provide oral formative assessments to make sure they keep on track and they acquire the knowledge in the right way.

Finally, the last way to classify assessments is based on the reference point used. **Norm-referenced assessments** compare students' performance to statistical norms and the achievements of other students in their group. The purpose is to classify students into different levels of knowledge and competence. On the other hand, **criterion-referenced assessments** compare students' performance to pre-established objectives, focusing on individual mastery of assigned tasks regardless of others' performance. As I have already mentioned, I believe we have to use as many types of assessments methods as possible so I will be using norm-referenced assessments for some of the instruments and products, especially the tests. But also, I will be using criterion-referenced but most of the products and instruments since, in my opinion, is the fairest of the assessments. For example, in my didactic unit number 7, students will have to do an essay on what would they would like to do when they grow up and where would they like to live. To assess this instrument, I will use a rubric, but I will be taking into account the students' individual skills and characteristics.

All these different types of assessments serve various purposes in education and contribute to understanding students' progress, improving teaching strategies, and determining levels of achievement and competence. In addition, these evaluation procedures are interconnected and complement each other so they can be used in combination or separately depending on the educational context, objectives, and desired outcomes. Each approach brings unique perspectives and benefits, contributing to a comprehensive assessment of students' performance and fostering their growth and development.

7.2. Scoring criteria

Now, moving into the assessment tools, as it happens with the assessment techniques, I will be using most of the types available. Depending on the unit, I will use rubrics, assessment scales, descriptive records, checklists, questionnaires and forms. The only tool I

will use during the whole year will be descriptive record. I will have a notebook where I will be writing everything that I consider important of each student. About the other tools, each of them serves a different purpose and using various in each unit you get a wider view of the learning process. For example, using **rubrics** will provide me with clear criteria for evaluating student performance. Rubrics outline specific expectations and allows for consistent and objective assessment, helping both, me as a teacher, and students, to understand the learning goals and provide constructive feedback on strengths and areas for improvement. I will one or more rubrics in all my didactic units. **Assessment scales** also offer a structured way to measure and rate student performance. They provide a range of predefined criteria and levels of proficiency, allowing for standardized assessment. It also enables me to compare student performance and track progress over time. Most of my units will have assessment scales to evaluate students. With the **descriptive records**, through observation and notes about students' behaviour, I can track progress, and achievements. I can also capture qualitative information and offer insights into a student's unique strengths, weaknesses, and learning patterns. These records will help me tailor instruction to meet individual needs and provide a holistic view of a student's development. The **checklists** are useful for tracking the completion of specific tasks or skills. They allow for quick and efficient assessment of whether students have achieved specific learning objectives or met specific criteria. Checklists can be particularly valuable for assessing procedural knowledge or meeting certain standards. I will be using some checklist for more simple instruments to be evaluated. Lastly, I will be using **tests,** which gather information through structured sets of questions. I will be using them to measure the knowledge acquired by the students.

By using a combination of these assessment tools, I will be able to obtain a more comprehensive and multi-dimensional view of my student learning process. All of them together provide a well-rounded understanding of my students' knowledge, skills, attitudes, and progress, which will inform instructional planning, differentiate instruction, provide feedback, and guide future learning experiences.

7.3. Support and assessment plans

First of all, we have to take into account that my didactic program is directed to first grade of compulsory secondary education so students are coming from the school. Even though they will not have to take exams of the subjects they have pending (if any), I will

implement a reinforcement plan for those subjects my students did not pass or are weak at. I will implement a personalized tutoring, providing one-on-one or small group tutoring sessions to address specific areas of difficulty for each student. This will allow for individualized attention and tailored support. I will also organize additional classes or workshops focused on the subjects or topics that students struggled with during regular classes. I will try to use interactive teaching methods and hands-on activities to reinforce their understanding. In addition, I will prepare practice worksheets that will focus on the key concepts or skills that students need to improve. They will have a variety of exercises with increasing levels of difficulty. Also, I will encourage peer-tutoring where stronger students support their peers. I will pair them up with students who need extra help, and I will provide guidance and resources to facilitate effective peer learning. Related to the peer-tutoring, there will be study groups where students will be able to work together to review and discuss challenging topics. This collaborative approach will help them to learn from each other, ask questions, and clarify doubts. And as far as the class work is related, the last resource will be mock exams that will simulate the format and conditions of the actual exams. This will help students become familiar with the exam structure and build confidence while identifying areas that require further improvement.

To end up, I will prepare some reinforcement material for students to work at home with the involvement of the parents. One of the activities will be educational games, which will be incorporate into the learning process. This will make the revision at home more engaging and enjoyable while reinforcing important concepts. They will also have individual learning plans workbooks, which will take into account their strengths, weaknesses, and learning styles. I will set realistic goals and provide resources and strategies to help them meet those goals. In addition, they will have online resources such as educational websites, or interactive learning platforms that offer tutorials, videos, and exercises specifically designed for first-grade students.

8. Conclusions

I would like to start my conclusion remembering the role teachers play in society, which is crucial since we shape the minds of future generations, so it comes with a high level of social responsibility. We are expected to instil positive values in our students, such as

respect, empathy, etc., to help them become well-rounded individuals who contribute positively to society. We achieve this by modelling these values and creating a classroom environment that fosters positive behaviours. Promoting social justice, equality, and diversity is also essential. We teach students about different cultures and perspectives, work to eliminate biases and discriminatory practices, and promote inclusivity. Additionally, we ensure students receive a quality education that prepares them for the future by teaching necessary knowledge, skills, and caring for their critical thinking and creativity. Moreover, teachers have an important role in addressing societal issues like climate change, poverty, and inequality. We can educate and inspire students to take action and make a positive impact. Recognising and supporting teachers' social responsibility is vital for the success of future generations.

Now, moving onto what I think an ideal didactic program must be, it is one that takes into account the individual needs and characteristics of students, raises engagement and motivation, provides meaningful assessments and feedback, integrates technology effectively, connects learning to the real world, promotes collaboration and communication skills, and allows for continuous improvement. And as far as my didactic program is concerned, I am quite certain it follows each and one of the required characteristics an ideal didactic program must have. I personally value how all the transversal elements are integrated in all the units. As a teacher, I believe it is crucial to teach these elements as part of our jobs. My didactic unit is unique in the sense that I have made it with my heart, which is per se unique, and I have taken into consideration what I missed during my learning process as a student many years before. The lacked of reality into the English subject was, and still is, a reality for many students and we, as teachers, have the responsibility to end it. Even though our subject is a language subject, we have to connect with the reality of our students and treat them as individual human beings. That is why I consider it would be ideal to apply my didactic program into our actual lessons. Of course, I am aware that, even though I believe my didactic program is ideal, I am sure my students will find some parts that can be improve. And keeping an open mind about it is what will make it perfect.

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Annexe

The title of the didactic unit number three developed here is "Culture, what a thing!". It is composed of four different activities:

- Activation activity: "There once was…"

- Demonstration activity: "Cultural Diversity Exhibition"

- Application activity: "Let's Guanche!"

- Metacognition and integration activity: "Handcrafting"

Universidad Europea CANARIAS

No. 3	TITLE: Culture, what a thing!		
Grade: 1st Grade of Compulsory Secondary Education	**Implementation period:** from week No. 9 to 11	**Nº of sessions: 9**	**Term: First term**

Description:	Justification:
In this SA, students **will learn** vocabulary about different cultures, focusing on the ones we have in the classroom. Grammatically speaking, they will learn the demonstrative adjectives: this, that, these, those; and the use of verbs "to be" and "have got" to report on people and describe their appearance, identifying relevant information, and interpreting the overall meaning, main ideas and content of short, simple oral and written texts. Also, they will learn to express orally, to select, organize and use appropriate strategies which will enable them, making use of their linguistic repertoire, to organize and to write about the different cultures we will see. In addition, they will learn to critically, empathetically and respectfully appreciate the cultural diversity of their peers. They will learn **through** writings, readings, listening and speaking activities, all of them with a real-word meaning, practicing guided speaking of short, simple, structured, understandable and comprehensible texts, appropriate to the communicative situation, related to the different cultures. In addition, there will be a workshop activity and an outdoor activity to learn about the Guanches culture. This is done **in order to** learn the importance of diversity and respect, using English to construct knowledge and respond to specific communicative needs.	The value of this LS is very high since it promotes respect for diversity, increases cultural awareness, promotes global citizenship, develops critical thinking, and enhances language learning. It is an essential component of a well-rounded education and prepares students to succeed in an increasingly interconnected and diverse world.

CURRICULAR ELEMENTS

SPECIFIC COMPETENCES

Code:	Description:
(C1): Specific comprehension competence. **(C2): Specific production competence.** **(C3): Specific interaction competence.** **(C4): Mediation competence.** **(C5): Specific competence in multilingualism.** **(C6): Cross-cultural competence.**	C1. To understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language looking for reliable sources and making use of strategies such as meaning inference, in order to respond to specific communicative needs. C2. To produce original, medium-length, simple and clearly organized texts, using strategies such as planning, compensation or self-repair, in order to express in a creative, appropriate and coherent way relevant messages and respond to specific communicative purposes. C3. To interact with other people with increasing autonomy, using cooperative strategies and using analogue and digital resources, in order to respond to concrete communicative purposes in exchanges following the rules of politeness. C4. To mediate in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, and responsibly. C5. To extend and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge to improve the response to specific communicative needs. C6. To critically evaluate and adapt to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

ASSESSMENT CRITERIA			DESCRIPTORS OF KEY COMPETENCES. OUTPUT PROFILE		KEY CONTENT KNOWLEDGE
2. 2.1. 2.2. 2.3.	5. 5.1.		2. CCL1, CP1, CCEC3 CCL1, CP1, CCEC3 CP2, STEM1, CD2, CPSAA5 3.	4.	I. Communication 1, 2, 3, 4, 5, 7, 8, 9, 10, 12. II. Plurilingualism 1, 2, 3, 4, 5. III. Interculturality
3. 3.1. 3.2.	4. 4.1. 4.2.	6. 6.1.	CCL1, CCL5, CP1, CPSAA3 CP2, STEM1, CD3, CC3 5. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2 6. CCL5, CP3, CPSAA1, CC2, CC3, CE1, CCEC1	CCL5, CP1, CP3 CP2, CD2, CPSAA1	1, 2. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.

<table>
<tr><td rowspan="8">METHODOLOGICAL FOUNDATION</td><td colspan="3">METHODOLOGIES:
The methodologies used in this LS will be cooperative learning (to prepare the power-point presentation) and task-based learning (the work-shop). It will be done through concept formation (glossary of the vocabulary), group investigation, non-directive teaching, experiential learning (the visit to the Guanches community) and independent study.</td></tr>
<tr><td colspan="3">EVALUATION</td></tr>
<tr><td>Final product/s and instruments:</td><td>Assessment tools</td><td>Types of evaluation according to the agent</td></tr>
<tr><td>- A glossary students will have to do through a brainstorming activity (product)
- A story the students will have to write about a kid from a different culture (instrument)
- The reading and speaking will be evaluated with the story they have wrote, which they will have to read it to the class and ask and answer questions to each other.
- The "passport" and the oral debate (instrument)
- The essay of the visit (instrument)
- The power point presentation (instrument)
- The workshop project (product)
- The activity developed in the workshop (product)</td><td>- Descriptive record will be used to take individual notes of the students during the development of the didactic unit. These notes will be about behaviour, integration, motivation, and any other aspect I consider important for the development of the activity in questions.
- Rubrics will be used to evaluate the reading, the speaking, the oral debate and the power-point presentation.
- An assessment scale will be used to evaluate the story, the "passport" and the essay.</td><td>There will be all types of evaluations. Each type will be used depending on the activity in question.
Hetero evaluation, carried out me, of the essay, the power point and the projects
Co-evaluation, with an assessment scale, carried out among the students of the workshop's activities
There will also be a self-evaluation of the power point presentation (of its content and about how it was presented)</td></tr>
<tr><td colspan="3">GROUPS: Depending on the activity, there will be some individual work, to promote autonomy and confidence in the ability of each student and small and heterogeneous groups, where each member will have a different role to promote communication among peers and the cultivation of values such as team work, partnership and acceptance. Also, in one of the activities, students will have the freedom to choose the type of grouping they want, to promote independence.</td></tr>
<tr><td colspan="3">SPACES: The spaces we will use to carry out this LS are the classroom; the library, where we will be able go to do some book research on different cultures, if needed, and the Guanches museum and activity places, where we will go to learn about the diversity of Canary Islands. We will also use the recreation area to carry out the workshops.</td></tr>
<tr><td colspan="3">RESOURCES: The resources needed are those available in the classroom like the computers, projector, whiteboard, etc. We will also need a printer which I will take from the teachers' room. Also, the books in the library will be available as a resource and whatever we need during the visit to the Guanches will be provided by the organization. We will also provide the students with a notebook. In addition, students will be allowed to bring anything they want that represents their culture stand and we will need everything students ask for their workshops. The tables for the workshop will be taken from the theatre area.</td></tr>
<tr><td colspan="3">Treatment of transversal elements and Strategies to develop education in values:
The Organic Law for the Modification of the LOE (LOMLOE) establishes a series of values and transversal elements that must be present in the educational curriculum in the Canary Islands, among which the following are linked with this LS: Inclusive education (inclusive education will be promoted and attention will be paid to diversity), Peace and human rights education (education for peace, intercultural dialogue and the defense of human rights will be promoted), Education in values (education in values such as solidarity, tolerance, respect, responsibility and peaceful coexistence will be promoted) and Emotional and social competences (the development of emotional and social competences such as empathy, resilience, effective communication and teamwork will be promoted).

Programs, Plans and Thematic Focus of the Educational Project of the Centre
This learning situation is linked with the Development Cooperation and Solidarity plan of the CANARIA-InnovAS Network and the center's project "Cultures Around the World". The first one promotes justice, equality and freedom within the framework of human rights regardless of the culture of origin, and the second one is a center's project that promotes the importance of the acceptance of the different cultures.</td></tr>
<tr><td colspan="4" align="center">Complementary and extracurricular activities</td></tr>
<tr><td colspan="4">The language immersion camps and the cultural trips to English-speaking countries can help students to observe in real life different cultures and learn to appreciate them. One of such activity will be proposed to the directive board.</td></tr>
<tr><td colspan="4" align="center">Links with other areas/subjects/fields:</td></tr>
<tr><td colspan="4">There is a unit in Spanish Language subject where students see other Spanish-speaking countries and its cultures. We can develop a cojoined class to speak about the differences observed in the different Spanish and English-speaking countries.</td></tr>
<tr><td colspan="4" align="center">References:</td></tr>
<tr><td colspan="4">Gobierno de Canarias. (s.f.). Red Canaria-Innovas. Gobierno de Canarias. https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/red-canarias-innovas/</td></tr>
</table>

CONCRETION. SEQUENCE OF ACTIVITIES						
ACTIVITY: 1			**TITLE:** There once was…		**ACTIVATION**	
DESCRIPTION: In this first activity, I will activate prior knowledge and stimulate interest in learning about different cultures around the world. I will begin by asking students to share what they know about the cultures we have in the classroom. Next, I will introduce the concept of "cultural diversity" and how cultural differences are something to celebrate with a power point presentation. After, students will work in small groups to research about the different cultures they know. I will give them a list of countries to choose from. Then, individually, they will have to create a fictional story that includes the information they have gathered in groups. Finally, each student will present his/her findings to the class and compare and contrast the different stories created in a debate. The activity aims to stimulate interest in learning about the different cultures around the world, especially the ones in our society and classroom, and to raise awareness of the impact of cultural differences. It also aims to develop research and presentation skills, as well as critical thinking skills as students compare and contrast the different culture choices from around the world.						
Specific competence	**Assessment criteria**	**Key content knowledge**	**Operational descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**
(C1): Specific comprehension competence. (C2): Specific production competence. (C3): Specific interaction competence. (C5): Specific competence in multilingualism.	1.1. 1.3. 2.1. 2.2. 2.3. 3.1. 3.2. 5.1.	I. Communication 1, 3, 4, 5, 6, 7, 8, 9, 10, 12. II. Plurilingualism 1, 2, 3. III. Interculturality 1, 2, 3. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 6, 7, 8.	1.1. CCL2, CCL3, CP1, CP2 1.3. STEM1, CD1, CPSAA4 2.1. CCL1, CP1, CCEC3 2.2. CCL1, CP1, CCEC3 2.3.CP2, STEM1, CD2, CPSAA5 3.1. CCL1, CCL5, CP1, CPSAA3 3.2. CP2, STEM1, CD3, CC3 5.1. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2	Systematic observation	Descriptive record Rubric Assessment scale	A story the students will have to write about a kid from a different culture The reading and speaking will be evaluated with the story they have wrote, which they will have to read to the class
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
The shared drive document they will use as a group to gather information about the chosen culture	Hetero evaluation, carried out me. Co-evaluation, with an assessment scale, carried out among the students. I will use my evaluation and students' evaluations to put a grade	Small heterogeneous groups (to gather the information of the chosen culture) Individual work (to write the story)	2 sessions (first session to explain the activity, do the groups, gather the information and start the story; second session to finish the story, read it to the class and debate)	The resources needed are the ones available in the regular classroom such as computers, white board, projector, etc.	Classroom with ICT resources	There will not be homework but if students do not finish what they are supposed to, they will have to do it at home. The story does not need to do extra-long; they just have to be good enough on demonstrating the knowledge the students have acquired.

ACTIVITY: 2		TITLE: Cultural Diversity Exhibition		DEMOSTRATION		
DESCRIPTION: The objective of this activity is to actively demonstrate and explore cultural diversity through engaging hands-on activities and presentations. We will set up various stations around the classroom, each representing a different culture or country (different ones from the previous exercises. It will include Guanches). Each station will feature displays with pictures of artifacts, photographs, traditional clothing, food samples, and other relevant materials that represent the culture. Then, students, by groups, will be assigned to different stations, ensuring that each group experiences multiple cultures throughout the activity. Each group will have to go around the rest of the station to gather information. The members will have to choose who stays in the station while the rest visit the other stands and then, they have to swap. I will provide each student with a "passport" with questions and spaces to fill up with the information they will find in the different stands. Once their "passports" are ready, we will tidy up everything and we will prepare a group conversation where students will share their thoughts, insights, and newfound appreciation for cultural diversity. I will encourage them to discuss how their perspectives may have changed or expanded as a result of the activity.						
Specific competence	**Assessment criteria**	**Key content knowledge**	**Descriptors of key competences. Output profile**	**Assessment techniques**	**Assessment tools**	**Assessment instruments**
(C1): Specific comprehension competence. (C2): Specific production competence. (C3): Specific interaction competence.	1.1. 1.2. 1.3. 2.1. 2.2. 2.3. 3.1. 3.2.	I. Communication 1, 2, 3, 5, 7, 9. II. Plurilingualism 1, 2, 5. III. Interculturality 1, 2, 3. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 4, 5, 6, 7, 8, 9.	1.1. CCL2, CCL3, CP1, CP2 1.2. CCL2, CCL3, CP1, CP2 1.3. STEM1, CD1, CPSAA4 2.1. CCL1, CP1, CCEC3 2.2. CCL1, CP1, CCEC3 2.3. CP2, STEM1, CD2, CPSAA5 3.1. CCL1, CCL5, CP1, CPSAA3 3.2. CP2, STEM1, CD3, CC3	Systematic observation	Assessment scale	The "passport" and the oral debate
Products	**Types of evaluation according to the agent**	**Groups**	**Sessions**	**Resources**	**Spaces**	**Observations**
All the pictures they will gather about the culture they have to represent.	There will be only hetero-evaluation through the assessment scale.	Small and heterogeneous groups (to represent the culture) and individual work (to fill up the "passport" and carry out the debate)	2 sessions (first session to explain the activity, search the pictures and information they want to put on their stands and print them out; second session to prepare the stand, fill up the "passports" and debate)	The resources needed are the ones available in the regular classroom such as computers, white board, projector, etc. We will also need a printer that I will bring from the teachers' room. In addition, students will be allowed to bring anything they want that represents their culture stand.	The regular classroom with special arrangement for the stands.	There will not be homework but if students do not finish what they are supposed to, they will have to do it at home. If students bring something from home, they will have to show me first to make sure it is not a hazard to the class or something offensive.

ACTIVITY: 3			TITLE: Let's Guanche!		APPLICATION	

DESCRIPTION:
The objective of this activity is to apply knowledge of cultural diversity by exploring a specific cultural area of the Canary Islands, the Guanches, by immersing students in the local traditions, customs, and heritage. I will take the students to the Guanches neighbourhood allowing them to engage with the local culture, experience traditional practices, and gain a deeper understanding of the island's unique heritage. First of all, before the visit, I will provide students with background information about the specific cultural area they will be exploring. They will also have the knowledge acquired during the realization of the previous activity. I will basically highlight the customs, traditions, history, music, dance, and notable aspects of the local culture that they have maybe missed in the previous activity. I will also encourage students to prepare questions to inquire about during their visit. Then, I will arrange a guided exploration of the chosen cultural area, led by a knowledgeable local guide or expert. The guide will provide insights into the historical and cultural significance of the area, as well as its distinct traditions and practices. We will visit significant landmarks, cultural institutions, museums, or sites of historical importance. During the visit, students will be provided with a notebook where they will have to write down what they consider important. It is a completely free writing. Then, with all the notes taken, they will have to do an essay they will hand me over. I will correct them and, by groups, I will assign a part to focused on, like the visit to the museum, for example, and they will have to do a power point presentation to the class.

Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
(C2): Specific production competence. (C3): Specific interaction competence. (C4): Mediation competence. (C6): Cross-cultural competence.	2.1. 2.2. 2.3. 3.1. 3.2. 4.1. 4.2. 6.1.	I. Communication 1, 2, 3, 4, 5, 7, 8, 9. II. Plurilingualism 1, 3, 4, 5. III. Interculturality 1, 2. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.	2.1. CCL1, CP1, CCEC3 2.2. CCL1, CP1, CCEC3 2.3. CP2, STEM1, CD2, CPSAA5 3.1. CCL1, CCL5, CP1, CPSAA3 3.2. CP2, STEM1, CD3, CC3 4.1. CCL5, CP1, CP3 4.2. CP2, CD2, CPSAA1 6.1. CCL5, CP3, CPSAA1, CC2, CC3, CE1, CCEC1	Systematic observation and analysis of documents	Descriptive record Rubric Assessment scale	The essay of the visit The power point presentation

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
The notebook with the notes taken The questions prepared in the class before the visit	There will be hetero-evaluation with a rubric of the essay and the power point. There will also be a self-evaluation of the power point presentation (of its content and about how it was presented)	There will be individual work (to do the essay) and small and heterogeneous group work (to do the power point presentation)	3 sessions (first session to explain the activity, to give them the information about the Guanches and to prepare the questions they will ask; second sessions to go to the Guanches visit; third session to do a present the power point)	The resources needed are the ones available in the regular classroom such as computers, white board, projector, etc. We will also provide the students with a notebook and everything else needed during the visit will be provided by the Guanche organization	The regular classroom with ICT resources and the different areas we will visit such as the museum	There will be homework, the essay, which they will have to write the evening after the visit and hand it over to me.

ACTIVITY: 4			TITLE: Handcrafting		METACOGNITION AND INTEGRATION	

DESCRIPTION:
The objective of this activity is motivating students by the recognition of their own progress. This will be done by demonstrating or sharing their knowledge and skills to others, reflecting on their learning and transferring new meaning and understanding to their own lives. This activity will consist on, with all the knowledge acquired during the realization of the previous activities, doing traditional crafts. I will arrange a workshop where students will learn and participate in traditional crafts specific to the cultural area chosen, such as pottery, weaving, basketry, traditional folklore, legends, or historical events. Before preparing the workshop, I will ask students to think of what they want to do. Then, they will have to hand me over the project with a list of resources needed. I will give them the freedom to do it individually, by pairs or by groups. I will evaluate if it is plausible or not and I will be helping them to update it if necessary. Once all the projects are done and ready, I will gather all the materials needed and we will prepare the workshop. It will be done in the recreation area and all the students of the high school will be invited to come and learn.

Specific competence	Assessment criteria	Key content knowledge	Descriptors of key competences. Output profile	Assessment techniques	Assessment tools	Assessment instruments
(C2): Specific production competence. (C4): Mediation competence. (C5): Specific competence in multilingualism. (C6): Cross-cultural competence.	2.1. 2.3. 4.1. 4.2. 5.1. 6.1.	I. Communication 2, 3, 5, 7, 9, 10, 11, 12. II. Plurilingualism 1, 2, 3, 5. III. Interculturality 1, 2, 3. IV. Interpersonal and Intrapersonal Dimensions 1, 2, 3, 5, 6, 7, 8, 9.	2.1. CCL1, CP1, CCEC3 2.3. CP2, STEM1, CD2, CPSAA5 4.1. CCL5, CP1, CP3 4.2. CP2, CD2, CPSAA1 5.1. CP2, STEM1, CD2, CPSAA1, CPSAA4, CPSAA5, CE2 6.1. CCL5, CP3, CPSAA1, CC2, CC3, CE1, CCEC1	Systematic observation	Descriptive record Rubric	The project The workshop activities

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
The workshop results	There will be hetero-evaluation of the projects and co-evaluation of the workshop's activities	Student will have the freedom to choose if they want individual work, pair work or group work.	2 sessions (first sessions to prepare the projects and second session to do the workshop)	The regular classroom and everything students need for their workshops. Tables for the workshop will be taken from the theatre area.	The regular classroom and the recreation area.	There will not be homework but if students do not finish what they are supposed to, they will have to do it at home. Every project will be revised by me before accepting it to make sure is plausible.

EXTENSION AND REINFORCEMENT ACTIVITIES

Since there are three students with special needs (one male student with ADHD, another male student with High Intellectual Abilities and one female student with Late Enrolment in the Education System), we will take some special measures when needed. The student with ADHD and the student that enrolled late, when group work is needed, they will be in different groups with one person designated to help them. When there is individual work, such as the essay, they will have an updated evaluation tool, taking into account the criterion-reference evaluation method.
As for the male student with High Intellectual Abilities, no adaptations are needed since most of the evaluation instruments can be made according to his level. Even though, I will have extra material in the topic, such as videos with questions and extra exercises, to make sure he has something to do if he finishes earlier than his peers.