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Abstract

The importance of English nowadays due to globalisation makes this subject one of the most important of the course. Speaking and group work will be the key driving force of this unit, being two pillars of the teaching-learning process for the students which will be of maximum use for their future. The teacher's work will be fundamental not only as a guide for the students' learning, but also as a point of reference who, in addition to teaching English, will be willing to listen and help the students in any adversity that may arise. The attention to the diversity of students and circumstances will lead the teacher to carry out the modifications that he/she considers appropriate, making this program flexible and open, so that all students have the same possibilities and learn at the same pace. The teaching will be based on very important values for an optimal coexistence, such as respect, companionship and generosity with the teacher and among the students. This will be worked on throughout the course in all the units, which present a sequential teaching of English, starting from the grounding and expanding the content little by little.

Keywords: Diversity, globalisation, objectives, learning, competences

1. Introduction and justification

At the present time, globalisation is a process that has become stronger and in this way all the places of the world have become connected. This has led to the fact that by linking countries, symbols, traditions, customs and languages of each country have become more and more popular in other ones. Thus, there have been countries, for example, that have adopted traditions from other ones.

Language has been no less, and the use of foreign words is becoming increasingly frequent. Although a foreign word may take on a new form or remain the same as in its original language, it is still a word or expression from one language that is taken over by another. Moreover, a foreign word is not only taken to fill a lexical gap, but may also be simply an alternative to expressions that already exist. Starting from foreign words, it could be said that there are already expressions that are known worldwide, no matter the continent. All this globalisation in language has led to one language being spoken all over the world: English. Globalisation necessitates communication between people from different places. As each country has its own language, there is a need for a language that is spoken by everyone and that is why English is studied as a subject in many countries, including Spain.

English has become the "world language" and that is why it is so important in schools today. It is a language that people can speak almost anywhere in the world and be understood, which opens many doors for those who learn it. Students will face future jobs or university degrees where they will be required to have a level of English that they will have more easily if they have a good grounding in English from a young age.

Therefore, this didactic program of the English subject will be for the first year of secondary school. This course is key for children to build a solid grounding in English as it is the beginning of the secondary school stage (prior to the university stage and Bachillerato or even the labour market).

In addition, the school where the program will be applied belongs to a lower middle class area with few resources. For this reason, it is even more important for these pupils to learn English in class as most of the pupils will only have the possibility to learn English there.

1.1. What is and why program?

According to Pino Yuste and Mayo (2011), didactic programs are the pedagogical-didactic instrument that articulates the set of actions of the teaching team and pursues the achievement of the competences and objectives of each of the stages.

The didactic program is a fundamental instrument for teachers, in order to be able to develop the whole teaching-learning process in an adequate manner. Through didactic program, quality teaching is achieved, and it also helps pupils to develop their abilities in a comprehensive manner.

One of the most important uses of the didactic unit is to avoid the use of improvisation. Before the beginning of the course, each teacher must prepare a didactic program for the new course that he/she will face, in which he/she will include a series of contents that will be developed through units throughout the course. In these units, the content of the subject will be worked on through activities, projects, explanations... as the teacher sees fit. It is also included in the syllabus how the units will be assessed through the learning outcomes and which competences the students should achieve. The didactic program will be adapted to the type of student and their academic and educational needs, in other words, it is a program adapted to the students and their level. This does not mean that a program is not open to flexibility, which is one of the characteristic features that didactic programs should have (Arjona 2010). The possibility of feedback and flexibility of changes throughout the course, as there can always be setbacks in the evolution of the pupils.

As Antúnez (1993) points out, program should be seen as a research process, as a project or working hypothesis subject to reflective judgment.

1.2. Criteria followed to prepare the program

Our didactic program is designed for the first year of Compulsory Secondary Education. This is the first year of secondary school, so the first thing to highlight is that we are facing a change for students. They have just come out of six years of compulsory primary education and they are facing a new course of changes. This must be borne in mind throughout the course and therefore the program. For most of the students this means, firstly, a change of place, a new school, as well as a change of timetable, as they will spend more hours at school, and secondly, a change of teachers, who will evaluate them in a different way. Some

subjects also change (although this is not the case with English) and this has an impact on the students, who will have to take into account their responsibility and study management.

In addition to all this transition, we have to take into account the age of our students: adolescents aged 13-15. During adolescence, three interrelated levels are involved: biological, psychological and social (Berk, 2009, Feldman, among others).

Throughout this process of adolescent development, in addition to physical, psychological and social changes will directly affect our students. These changes can have consequences, which can affect the behaviour and attitude of the students in class. They will be forging their personality and maturing, although not all will do so at the same pace, as will happen with physical development, something that can affect their self-esteem and self-concept.

For the methodology of the program, taking into account the characteristics of the students, we are going to start from the base, since the most important thing is that they consolidate well all the contents they have learned in primary school, and then expand the content. The methodology that will be used will be innovative, we must take into account the process of change of the children with the way of teaching them the subject. It should not be boring, it should be accessible and they should be able to reach the content and this should motivate them to continue learning.

As for the evaluation, there will be exams but also daily work, effort, projects, behaviour in class and the activities that are carried out, always taking into account the level of the students and the personal situation of each one. Students will have to achieve the learning outcomes at the end of the course, which are adapted to them taking into account the stage they are at. Although the exams will have a high percentage of the final grade (just under 50%), student behaviour, projects, class participation, daily work, homework and effort will also play a large part in the final grade. As for the participation and behaviour of the students in class, it will be the teacher who will evaluate it according to his or her perspective in an objective way, since in this case, there is no product to evaluate from the students. The rest of the assessable elements can be assessed through products.

1.3. Marco normativo

Regarding official documents of a normative nature, a series of laws and regulations belonging to the governments of Spain and the Autonomous Community of the Canary

Islands have been taken into account for the development of this teaching program. In the first place, the following have been taken into account is the *Constitución Española, de 29 de diciembre de 1978 que recoge la educación como un derecho fundamental y el Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*. This law has been included in the programming as it is the law which states that all children have the right to education, a free public education, so that all families, regardless of their economic level, can guarantee their children that they will have a basic education.

For the development of the didactic program, the following is taken into account: *Orden ECD/65/2015, de 21 de enero, en la que se recogen y describen las relaciones entre las competencias, contenidos y criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato, documento que ha sido de ayuda esencial para el desarrollo de las unidades didácticas*. The inclusion of this law in the didactic programming is due to the fact that in the development of the didactic units in point 3, the curriculum where these competences, contents and criteria for Secondary Education appear has been taken as a reference. As it is an official document, in order for all pupils to be under the same conditions, all teachers in the community must take the competences, contents and criteria from the same document.

In order to improve the quality of education, the following are taken into account *Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre*. Quality in education is something for which education must always be fought for and which must be improved little by little, in order to achieve the highest possible quality education to train students in the best possible way and in the best possible conditions, and this is why this Organic Law has been included in the programming.

Finally, the state laws that underpin this teaching program are: *Ley Orgánica de Educación 2/2006, de 3 de mayo; Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo; Ley 6/2014, de 25 de julio la educación no universitaria para Canarias, recogida en El Boletín Oficial del Estado*. These education laws underpin secondary school courses, as they are the ones that govern non-university education and have therefore been chosen for the programming, in this case of 1st CSE.

On the other hand, it has been taken into account the *Decreto 81/2010, de 8 Julio, por el que se aprueba el Reglamento Orgánico de los Centros docentes públicos no universitarios de la Comunidad Autónoma de Canarias, y el Decreto 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y el Bachillerato, mediante el que se implantan las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria*. As mentioned before, all children should have the right to education and it is this law that is established in non-university public centres, as is the case of the course for which this program is being carried out, so with *Decreto 315/2015, de 28 de agosto*, the minimum teachings for this educational stage are provided, these teachings will be taken into account for the implementation of the contents in the didactic units of this program as well as in other sections such as attention to diversity.

El Decreto 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias has been widely taken into account as it is, perhaps, the main support for the didactic units in this programme. As we have seen above in the *Orden ECD/65/2015 de 21 de enero*, it is used this *Decreto*, as it is essential for the implementation of the units. The curriculum provides the whole grounding for the programming, although the criteria, competences and contents must be the same for all pupils and all schools, so that the same education will be given to all.

Finally, the *Orden de 3 de septiembre de 2016*, is the one that regulates the assessment and promotion of students in the stages of Compulsory Secondary Education and the Bachillerato, and which establishes the requirements for obtaining the corresponding qualifications in the Autonomous Community of the Canary Islands and which has been of great importance for the assessment sections and will be of great importance for those who pass the aforementioned stages this academic year. This Order comes into play mainly in the section on evaluation in the programming. In this way, it will be taken into account when it comes to marking and assessing pupils and, depending on these marks, it will be assessed whether or not the pupil will be able to be promoted and pass to the next year. In the case of the 1st CSE course, it is not a course prior to a change of stage, so students, if they pass the course, will not obtain any qualification.

2. Contextualization

2.1. Characteristics of the school environment

First of all, regarding the characteristics surrounding the school, we should situate it. The school is located in a town of 11.7 km² with a population of 8657 inhabitants. The town is 17 km from the capital of the province and the bus is the means of public transport that can be used to go to the capital. The town has a town hall, a church, a chapel, a public library, a public and two private health centres, two chemists, 19 public parks, a large sports centre, a mortuary, a cemetery, three bank offices, 30 bars and restaurants, 98 retail businesses and 7 wholesalers. It is a town that is virtually surrounded by countryside, with many green areas where you can stroll and rest, although it also has access to roads that lead directly to other towns and a motorway that goes directly to the capital.

As far as the economy is concerned, the main source of income in this village comes from the agriculture, where olive groves and vineyards predominate. Although there are supermarkets and shops of almost all kinds, it is very dependent on the capital city as the big chains do not have shops in this village.

The area where our school is located has three state schools for compulsory primary education, two state schools and one private nursery school, one private school for compulsory secondary education and baccalaureate and lastly, our school, the only state school for compulsory secondary education. Therefore, the great majority of teenagers in this town attend the state secondary school as the economic level of the families is not very high. The private secondary school is attended by students from quite wealthy families from all over the province, as the prices at this school are quite high.

As for the inhabitants of this village, there is a large part, the majority, who work in agriculture. On the other hand, there is another quite high number who work as shop assistants in shops and supermarkets, cleaners, truck drivers and waiters in the local bars and restaurants. There is a minority of the population who have university or higher education and therefore only these are the ones who enjoy better jobs and therefore higher salaries. Finally, registered unemployment in 2018 in this town was 19.02%.

As for the culture of this town, it is deeply rooted in the church and its traditions. The historic centre has a large and beautiful old church, which is very popular with the surrounding villages. Catholicism is the predominant religion in the village.

2.2. School center

The school centre is located on the outskirts of the village, and it provides the first, second, third and fourth years of compulsory secondary education. Each year is divided into 3 groups: A, B and C, each with an average of 25-30 pupils. This public school has two floors and the upper floor is accessed by two different stairs, one at the beginning of the school and the other at the end.

At the entrance of the school there is a hall where the caretaker is located, with a small office for him. At this entrance there is a door leading to the headmaster's office, and another door leading to the secretary's office, who shares an office with the guidance counsellor.

The school has a library/study room where students can go to study or do homework as well as rent books. It also has an assembly hall which is used for general meetings with parents and for events such as graduation at the end of this stage of secondary school. A laboratory, normally used for the subject of chemistry, and a technology workshop for the subject of the same name are two of the rooms located on the upper floor of the school. Furthermore, the centre has 4 computer rooms, two on the ground floor and two on the first floor. Each room has 30 desks, each with a computer, as well as a teacher's desk with a computer and a whiteboard with a projector.

It is in the teachers' lounge, a large room with a rectangular table in the centre and five chairs around it, where the teachers can spend the hours when they are not teaching, either relaxing or working. In addition to the table and chairs, there is a smaller table with four computers and four chairs for the use of the teachers, a coffee machine and four armchairs. This room is located on the ground floor, next to the hall. Next to this room there is a toilet for teachers and staff.

Each of the 12 classrooms of the four courses are equally equipped. They all have a cupboard, ceiling fan, lockers for the pupils, desks and chairs (between 25-30 desks depending on the number of pupils) for each pupil, teacher's table and chair, projector,

blackboard, markers, eraser, waste paper basket, windows, air conditioning, teacher's computer and coat hanger. There are 5 classrooms upstairs and 7 downstairs.

Finally, as for the outdoor areas of the school, there is a playground with a basketball court and a football pitch, where the students go out at break time and where the PE subject also takes place. It is in the playground where the toilets for the students are located. One toilet for girls and one for boys. There is also a grass area next to the football and basketball courts.

2.3. Classroom

As for the classroom where the students will be, it should be said that it is a classroom with a capacity for 28 students. It is located on the ground floor of the school. By this, we mean that there are 28 desks with their respective chairs, one for each student. Normally, the students will be placed two by two, joining their desks, although with the current situation of the coronavirus, they will have to remain seated one by one to avoid close contact between them most of the time.

In front of these 28 desks, it is the teacher's desk and chair, a rectangular table, larger and higher than the students' desk, equipped with two lockable drawers and a computer with keyboard and mouse. This computer is connected to two loudspeakers which are placed on the two side walls facing the students so that the sound is better for them. In addition, this computer is also connected to a projector, which will be used to allow the students to view large-scale audiovisual materials projected on the whiteboard. The whiteboard, which is white and rectangular in shape, is very large, occupying almost the entire length of the front wall of the classroom. To write on this board we will use markers of different colours and an eraser to remove them.

On the left wall of the classroom there are two large windows, with curtains. Besides the windows, which provide natural ventilation in the classroom, the classroom also has a ceiling fan. At the back of the classroom, on the roof, there is also an air-conditioning unit for summer with the option of heating for winter. On the right-hand side there is a two-door cupboard, also lockable, for storing the teacher's and classroom equipment. In addition, next to this cupboard there is another one divided into 28 lockers, with padlocks, which each student has the keys of one of them. These are the students' lockers, where they can store

their material and only they can open them. The door is located on the right hand side at the beginning and just as you enter there is a hanger for the teacher's use. Finally, there is a bin under the whiteboard at the front of the classroom.

It must be added that, if there is availability and the teacher considers it convenient, students can have lessons in the computer lab, which has a projector and computer at the teacher's desk, as well as 30 desks, each with their respective chairs and computers for each student.

2.4. Students

Students in this school generally come from a working middle class background, as mentioned above, and parents do not usually have higher education. The pupils tend to know each other as most of them are from the village and have been together in primary schools. The number of pupils per class ranges between 25-30 pupils, as mentioned above, and is usually gender balanced, although sometimes there are more girls than boys. Generally in classes, half of the students are motivated to continue studying, set academic goals, work daily, attend and behave well in class and have high marks, while the other half do not work daily, are unmotivated, need a lot of help and have low marks.

At the stage this didactic program is aimed, first year of secondary education, students undergo many physical, social, personal and also academic changes, therefore, many do not achieve what is required, as the difficulty compared to primary education is greater, and it is their first time at this stage. Some of them become frustrated by not reaching the objectives and start to become unmotivated, and even consider not continuing with their studies.

On the other hand, the exact class for which we make this program is the first B group. In this class, we have 28 pupils: 15 girls and 13 boys. The age range of these pupils is between 13 and 15 years old as there are 2 children who have repeated. A high percentage of the families of these children belong to the working middle class and many of them make their living from agriculture and 100% of the pupils live in the village. Another important fact to take into account for the didactic program is that four students have Attention Deficit Disorder (ADD) and three of them also have hyperactivity: Attention Deficit Disorder and Hyperactivity (ADHD).

All these mentioned particularities of the background, the family, the course they face, the class in particular and the characteristics of each student will be taken into account for the development of the program of the English subject.

3. Curriculum specification

Se desarrollará la concreción curricular tomando como referencia base el Real Decreto 1105/2014, de 26 de diciembre, el cual establece el currículo básico de la Educación Secundaria Obligatoria y Bachillerato, así como el Decreto 315/2015, de 28 de agosto, que establece en la Comunidad Autónoma de Canarias la ordenación de la Educación Secundaria Obligatoria y Bachillerato.

3.1. Stage Objectives

Los objetivos de la Educación Secundaria Obligatoria según el artículo 11 del RD 1105/2014, de 26 de diciembre son los siguientes:

- a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.
- b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.
- c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.
- d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.

- e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.
- f) Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.
- g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.
- h) Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.
- i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.
- j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.
- k) Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.
- l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.

Más allá de la normativa estatal, según el artículo 33 del Decreto 315/2015, se añade que el currículo de la Comunidad Autónoma de Canarias contribuirá, además, a que el alumnado de esta etapa conozca, aprecie y respete los aspectos culturales, históricos, geográficos, naturales, sociales y lingüísticos más relevantes de nuestra Comunidad Autónoma, así como los de su entorno más cercano, según lo requieran las diferentes materias, valorando las posibilidades de acción para su conservación.

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

- a) La igualdad efectiva entre hombres y mujeres, en todos los aspectos, y el respeto a la diversidad afectivo sexual, eliminando los prejuicios, los estereotipos y los roles en función de su identidad de género u orientación sexual; la integración del saber de las mujeres y su contribución social e histórica al desarrollo de la humanidad; y la prevención de la violencia de género y el fomento de la coeducación.
- b) El desarrollo en el alumnado de hábitos y valores solidarios para ejercer una ciudadanía crítica que contribuya a la equidad y la eliminación de cualquier tipo de discriminación o desigualdad por razón de sexo, identidad de género, orientación afectiva y sexual, edad, religión, cultura, capacidad, etnia u origen, entre otras.
- c) El afianzamiento de la autoestima, el autoconocimiento, la gestión de las emociones y los hábitos de cuidado y salud corporales propios de un estilo de vida saludable en pro del desarrollo personal y social.
- d) El fomento de actitudes responsables de acción y cuidado del medio natural, social y cultural.

3.2. Objectives of our subject and contribution to competences

Según el Decreto 83/2016,4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias la materia de Primera Lengua Extranjera contribuye de manera directa a la competencia de Comunicación Lingüística (CL), ya que la lengua al ser usada como instrumento de comunicación trae implícito que los alumnos manejen las destrezas orales y escritas en comprensión y expresión. Estas destrezas proporcionan al alumnado los conocimientos sociolingüísticos y lingüísticos que se necesitan para una comunicación real y productiva.

Por otro lado, esta materia también contribuye a la Competencia Digital (CD) según el Decreto 83/2016, ya que las TIC dan la posibilidad a los alumnos de acercarse a otras culturas de manera instantánea y real desde cualquier sitio a través del uso de recursos. Cada vez estos recursos están más disponibles para los alumnos.

Aprender a Aprender (AA) es otra de las competencias a las que esta materia contribuye. Según el Decreto 83/2016, los alumnos en el aprendizaje de una lengua deben conocer y

manejar una serie de destrezas de las que ellos mismos podrán asumir de manera gradual el progreso. Así ellos mismos, serán los encargados de buscar recursos para continuar con el aprendizaje de esta lengua.

El aprendizaje de una nueva lengua siempre será una puerta abierta a otra sociedad, a otra cultura, a un mundo globalizado como es en el que vivimos actualmente. De esta forma contribuye esta materia a la Competencias Sociales y Cívicas (CSC). También se intenta que el alumnado a través de esta competencia respete otras culturas que sean diferentes a las suyas y le sirva para comunicarse de manera provechosa en diferentes entornos.

La competencia de Sentido de la Iniciativa y Espíritu Emprendedor (SIEE) se refuerza, desde esta materia con la creación por parte del alumnado de sus propias producciones activando así su capacidad innovadora, su esfuerzo, su creatividad y su capacidad pro-activa, y es por ello que la motivación es crucial para el aprendizaje de esta materia ya que es una materia en la que su aprendizaje probablemente dure toda la vida.

Por último, desde la competencia en Conciencia y Expresiones Culturales (CEC) se le motiva al alumnado la sensibilización en el patrimonio cultural y artístico de la lengua extranjera. Por esta razón desde que los alumnos son pequeños se trabaja con ellos contenido artístico y cultural del país de la lengua que están aprendiendo aunque también se trabaja la creación propia artística para así poder comunicar ideas, emociones o sentimientos de manera imaginativa.

3.3. Contribution to stage objectives

Para este punto se tomará como referencia el RD 1105/2014 de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato y el RD 83/2016 de 4 de julio por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias, en la etapa de Educación Secundaria Obligatoria.

De esta manera, los alumnos deberán ahondar en las habilidades del discurso adquiridas previamente, potenciar sus conocimientos en la lengua, adecuar el registro a cada situación y ampliar los ámbitos en los que estas destrezas tienen lugar. Por este motivo, los materiales serán de mayor dificultad cada vez, y las producciones del alumnado, lo serán también. Para conseguir un buen manejo y dominio de la lengua extranjera al final de la etapa de la ESO,

los alumnos partirán de situaciones cotidianas y conocidas para así ir progresando hacia situaciones menos comunes.

Por otro lado, los alumnos también deberán adquirir habilidades básicas en el dominio de las TIC y otras fuentes de información.

Finalmente, valores como la empatía, la igualdad, el trabajo en equipo, el espíritu democrático, el crecimiento personal y el desarrollo social y la valoración del patrimonio histórico y cultural, entre otros, serán promovidos de manera activa en esta asignatura.

3.4. Evaluation criteria. Contents. Assessable Learning Standards

De acuerdo con el RD 83/2016 y siguiendo en currículo de Canarias, serán plasmados en el Anexo 1 en formato tabla los criterios de evaluación, contenidos y estándares de aprendizaje evaluables para el curso de 1º de la ESO.

Son un total de diez criterios y cada uno tiene asignados una serie de contenidos, estándares de aprendizaje evaluables y competencias. Las competencias han sido desarrolladas en el punto 3.2. mientras que los criterios, contenidos y estándares de aprendizaje se desarrollaran en el Anexo 1. Estos criterios, competencias, contenidos y estándares de aprendizaje están desarrollados para el curso de 1º ESO y relacionados entre sí, para que los alumnos puedan adquirir todo el conocimiento que se espera para este curso. Las unidades didácticas están realizadas en base a estos criterios, competencias, contenidos y estándares, que a pesar de ser los mismos para toda la comunidad, cada profesor y cada colegio, puede desarrollarlo de diferente forma y realizar diferentes actividades. Pero el fin sigue siendo que todos los alumnos tengan la misma educación y adquisición de conocimientos.

3.5. Program units

After having known the criteria, contents and assessable learning standards, we are going to break down one by one the units that will be seen for this class of the first year of ESO in the academic year 2021/22. There are a total of 8 units (3 in the first term, 3 in the second term and 2 in the third term) for a total of 100 sessions (3 per week) of one hour. For this point it has been taken into account Resolución de 21 de abril de 2021, por la que se establece el calendario escolar y se dictan instrucciones para la organización y desarrollo de las actividades de comienzo y finalización del curso 2021/2022, para los centros de enseñanzas no universitarias de la Comunidad Autónoma de Canarias, and Decreto 315/2015, de 28 de

agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y el Bachillerato, mediante el que se implantan las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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| N.º 1 | | TITLE: KITCHEN IS MY NAME | |
| Grade: 1st CSE | | Implementation period: from week nº 1 to 5 | Nº of sessions: 12 |
| Description: Grammar will focus on the present simple tense and the verb to be in the present simple tense. Vocabulary of the parts of the house and furniture will be worked on. We will also work on basic expressions for introductions. | | Justification: You will start by learning these content areas as they are the grounding for learning and developing your English language skills, and building on them will be the key to the other units. Introductions are the first step to start a conversation. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW01C03 SPLW01C04 | CE03: Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. CE04: Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público y educativo. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1. Componente funcional 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico 2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. 2.3 Patrones sonoros, acentuales, rítmicos y de entonación. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal | | 8, 9, 10 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Expositivo (EXPO), Inductivo Básico (IBAS), Enseñanza directa (EDIR) | | |
| | METHODOLOGICAL FOUNDATIONS: Explicación magistral con apoyo audiovisual, aprendizaje cooperativo | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit the learner will start with the grounding, because communication is essential for linguistic competence, and the learner will learn how to start a conversation and basic vocabulary. | | |
| | GROUPS: Trabajo individual (TIND), trabajo en parejas (TPAR) | | |
| | SPACES: Classroom, computer lab | | |
| RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials | | | |

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| N.º 2 | | TITLE: WHAT ARE YOU DOING HERE? | |
| Grade: 1st CSE | | Implementation period: from week nº 6 to 10 | Nº of sessions: 11 |
| | | Trimester: 1st | |
| Description: In this unit we will work on the present continuous (form and uses) of verbs and the difference between the present continuous and the present simple. Greetings and farewells will also be worked on through expressions. The vocabulary of places, the city and prepositions of place will also be covered in this unit. | | Justification: In this unit we go a step further in grammar, vocabulary and conversational expressions, so that the content of the previous unit can be reviewed and new content can be included. The aim is to master the present tense in all its forms and to know how to differentiate between them in everyday use. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW01C02 | Description: CE02: Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales de mensajes breves y sencillos transmitidos de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | AA, SIEE | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| Estrategias de comprensión: 1. Movilización de información previa sobre tipo de tarea y tema. 2. Identificación del tipo textual, adaptando la comprensión al mismo. 3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales). 4. Formulación de hipótesis sobre contenido y contexto. 5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. 6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. | | 1, 2, 3, 4, 6, 7 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Expositivo (EXPO), Inductivo Básico (IBAS), Investigación grupal (IGRU) Enseñanza directa (EDIR) | | |
| | METHODOLOGICAL FOUNDATIONS: Explicación magistral con ayuda de recursos audiovisuales, gamification, aprendizaje basado en problemas | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The student will work on the AA competence through problem-based work in pairs. Thus the sense of entrepreneurship and initiative will also be reflected in this unit (SIEE) through pair work. | | |
| | GROUPS: Trabajo individual (TIND), pequeños grupos (PGRU), grupos heterogéneos (GHET) | | |
| | SPACES: Classroom, computer lab | | |
| RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials | | | |

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| N.º 3 | | TITLE: WILL IT RAIN TOMORROW? | |
| Grade: 1st CSE | | Implementation period: from week nº 11 to 16 | Nº of sessions: 13 |
| Description: The future tenses "will", "be going to" and "present continuous" will be seen in their forms and uses. In addition, in terms of vocabulary, students will work on the weather. | | Justification: After having seen the contents of the present tense, before the end of the term the students will learn the future tense in its three simple forms, so that they will be able to increase their resources by being able to produce written and oral sentences in the present and future tenses. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW01C01 | Description: CE01: Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1. Componente funcional 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico 2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. ¹ 2.3. Patrones sonoros, acentuales, rítmicos y de entonación. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. | | 1, 2, 3, 4, 6, 7 | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Expositivo (EXPO), Deductivo (DEDU), Investigación grupal (IGRU), Enseñanza directa (EDIR) | | |
| | METHODOLOGICAL FOUNDATIONS: Aprendizaje basado en proyectos, explicación magistral con ayuda de recursos audiovisuales | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The student will work on CL as they will have to work in groups, learn to express themselves, we are already three units into the course and before the end of the term they will do a presentation of their work where communication will be very important, as well as the CD which will also be seen here as they will have to use resources. | | |
| | GROUPS: Trabajo individual (TIND), trabajo en parejas (TPAR), pequeños grupos (PGRU), grupos heterogéneos (GHET) | | |
| | SPACES: Classroom, computer lab | | |
| RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials | | | |

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| N.º 4 | | TITLE: YESTERDAY I CUT MY FINGER | |
| Grade: 1st CSE | | Implementation period: from week nº 17 to 20 | Nº of sessions: 11 |
| | | Trimester: 2ND | |
| Description: Students will work on the use of the past simple (regular and irregular verbs) and continuous in all its forms, separately and then the difference between them. The vocabulary to be studied will be the parts of the body. | | Justification: It is important to use the past tense, starting first with the two simple forms, to see also the difference between them will enrich the students' knowledge. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW01C05 | Description: CE05: Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y claras, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | AA, SIEE | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| Estrategias de producción: 1. Planificación 1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica. 1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso. 2. Ejecución 2.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto. 2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. 2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje "prefabricado", etc.). 2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales: 2.4.1. Lingüísticos - Modificar palabras de significado parecido. - Definir o parafrasear un término o expresión. 2.4.2. Paralingüísticos y paratextuales - Pedir ayuda. - Señalar objetos, usar deícticos o realizar acciones que aclaran el significado. - Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica). - Usar sonidos extralingüísticos y cualidades prosódicas convencionales. 3. Evaluación y corrección 3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje. | | 8, 9, 10 | |
| METHODOLOGICAL | TEACHING MODEL: Expositivo (EXPO), Inductivo Básico (IBAS), Enseñanza directa (EDIR) | | |
| | METHODOLOGICAL FOUNDATIONS: Explicación magistral con ayuda de recursos audiovisuales, aprendizaje basado en el pensamiento | | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In pairs, a sense of initiative and mutual help will be fundamental for this unit in order to work on two competences (AA, SIEE). It is the beginning of a new term and with it a new content of verbal time that students will have to develop individually and in pairs through thinking-based learning. | | |
| | GROUPS: Trabajo individual (TIND), trabajo en parejas (TPAR) | | |
| | SPACES: Classroom, computer lab | | |

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| FOUNDATION | RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials |
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| N.º 5 | TITLE: I HAVEN'T DONE MY HOMEWORK | | |
| Grade: 1st CSE | Implementation period: from week nº 21 to 25 | Nº of sessions: 12 | Trimester: 2nd |
| Description: The uses and forms of the present perfect and the use of "used to" will be studied. We will also look at the expressions: just, for, since, yet and already. Vocabulary from school, subjects and culture will also be covered in this unit. | | Justification: The use of the present perfect tense requires a lot of time as it is a complex tense, children will have to learn to use it correctly together with the expressions that usually go with it. The used to is also a past tense expression which, being simple, is well included in this unit. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | | COMPETENCES |
| Code: SPLW01C07 SPLW01C09 | CE07: Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales de textos breves, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. CE09: Aplicar las estrategias adecuadas para redactar textos breves y de estructura simple, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo. | | AA, SIEE |
| CONTENTS | | | ASSESSABLE LEARNING STANDARDS |
| Estrategias de comprensión: 1. Movilización de información previa sobre tipo de tarea y tema. 2. Identificación del tipo textual, adaptando la comprensión al mismo. 3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales). 4. Formulación de hipótesis sobre contenido y contexto. 5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. 6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. Estrategias de producción: 1. Planificación 1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.). 1.2. Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.). 2. Ejecución 2.1. Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto. 2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles. 2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.). 3. Evaluación y corrección 3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje. | | | 12, 13, 14, 16, 17, 18, 19, 20, 21, 23 |
| TEACHING MODEL: Expositivo (EXPO), Deductivo (DEDU), Investigación grupal (IGRU), Enseñanza directa (EDIR) | | | |
| METHODOLOGICAL FOUNDATIONS: Aprendizaje basado en proyectos, flipped classroom | | | |

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| METHODOLOGICAL FOUNDATION | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit, the AA and SIEE competences are fundamental since through the inverted class they will have to, in groups, learn by themselves certain concepts and then present and explain them to the rest of the class. |
| | GROUPS: Trabajo individual (TIND), pequeños grupos (PGRU), grupos heterogéneos (GHET) |
| | SPACES: Classroom, computer lab |
| | RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials |

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| N.º 6 | TITLE: IF I WERE YOU... | | |
| Grade: 1st CSE | Implementation period: from week nº 26 to 30 | Nº of sessions: 15 | Trimester: 2nd |
| Description: In this unit we will work on conditionals. Zero, first and second. Vocabulary will be related to music and sport. | Justification: Having already studied the main verb tenses of past, present and future, the children will be able to work on the conditionals with their uses and forms, working on the verb tenses seen previously together. | | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW01C08 | CE08: Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. | CL, CD, CSC | |
| CONTENTS | | ASSESSABLE LEARNING STANDARDS | |
| 1. Componente funcional 1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico 2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; | | 19, 20, 21,23 | |

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| educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas. ¹ 2.3 Patrones gráficos y convenciones ortográficas. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. | |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Expositivo (EXPO), Investigación grupal (IGRU), Enseñanza directa (EDIR) |
| | METHODOLOGICAL FOUNDATIONS: Explicación magistral con ayuda de recursos audiovisuales, gamification, aprendizaje basado en el pensamiento |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: They will use CL through learning based on thinking that they will have to shape in groups and in pairs which will be fundamental to work on all the content, which is that of conditionals and works by logic. CD and CSC will be worked on with gamification. |
| | GROUPS: Trabajo individual (TIND), trabajo en parejas (TPAR), pequeños grupos (PGRU), grupos heterogéneos (GHET) |
| | SPACES: Classroom, computer lab |
| RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials | |

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| N.º 7 | TITLE: SHOULDN'T I? | | |
| Grade: 1st CSE | Implementation period: from week nº 31 to 35 | Nº of sessions: 12 | Trimester: 3rd |
| Description: Students will learn about modals and their uses. For this unit they will only work with the present tense modals: can, should, must, have to and their negative forms. In terms of vocabulary they will work on professions and clothes. | Justification: After seeing the verbs and their tenses, the children will now be able to learn other verbs that accompany the verbs seen before, verbs that work in a different way. In addition, having acquired sufficient vocabulary, children will be able to understand the connotations needed in a sentence to use the appropriate modals. | | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | COMPETENCES | |
| Code: SPLW01C10 | CE10: Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos básicos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo. | | CL, CSC, CEC, SIEE |

| CONTENTS | | ASSESSABLE LEARNING STANDARDS |
|--|---|--|
| <p>1. Componente cultural 1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros. 1.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida. 1.3. Valoración y comparación de los aspectos culturales, las costumbres, las tradiciones, las formas de relación social, etc. propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general. 1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información. 1.5.. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera. 1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas. 2. Componente emocional 2.1. Desarrollo del pensamiento divergente y de la capacidad creativa individual, utilizándolos para el análisis de problemas y el planteamiento de propuestas de actuación. 2.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado. 2.3. Colaboración en la creación de una atmósfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.</p> | | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23 |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Expositivo (EXPO), Deductivo (DEDU), Enseñanza directa (EDIR) | |
| | METHODOLOGICAL FOUNDATIONS: Flipped Classroom | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Nearing the end of the term, students will work on the following competences through flipped classroom: CEC, CL, SIEE, CSC as they will work in depth on the English speaking culture, they will work in teams and they will have to present it in class. It will be a unit where they will expose and develop all the strategies learnt in the course as well as the new content of unit 7. | |
| | GROUPS: Trabajo individual (TIND), trabajo en parejas (TPAR) | |
| | SPACES: Classroom, computer lab | |
| RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials | | |

| | | | |
|---|---|--|----------------------------------|
| N.º 8 | TITLE: ARE YOU BETTER THAN ME? | | |
| Grade: 1st CSE | Implementation period: from week nº 36 to 41 | Nº of sessions: 14 | Trimester: 3rd |
| Description: In this unit students will learn to make comparisons of equality, superiority and inferiority, as well as the superlative of inferiority and superiority. They will also learn 3 irregular adjectives: good, bad and far. In terms of vocabulary, students will work on the vocabulary of illnesses and food. | | Justification: It is important that students learn to make comparisons. And given this subject with the relevant vocabulary and grammar, students will be able to hold conversations of a certain content and in a certain depth, being able to use a wide variety of grammar and vocabulary. | |

| CURRICULAR FOUNDATIONS | |
|---|---|
| EVALUATION CRITERIA | COMPETENCES |
| Code: SPLW01C06 CE06: Comprender el sentido general, la información esencial e identificar los puntos principales en textos escritos breves, «auténticos» o adaptados, y bien estructurados que traten de asuntos cotidianos y conocidos, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. | CL, CD, CSC |
| CONTENTS | ASSESSABLE LEARNING STANDARDS |
| 1. Componente funcional 1.1 Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso. 2. Componente lingüístico 2.1. Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación. 2.2. Estructuras morfo-sintácticas y discursivas ¹ 2.3. Patrones gráficos y convenciones ortográficas. 3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal. | 12, 13, 14, 16, 17, 18 |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Investigación grupal (IGRU), Expositivo (EXPO), Juego de roles (JROL), Enseñanza directa (EDIR) |
| | METHODOLOGICAL FOUNDATIONS: Explicación magistral con ayuda de recursos audiovisuales, aprendizaje basado en proyectos |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Students in this last unit will have to make an important use of audiovisual resources to finish the term (CD) as well as work on English culture through the content of the unit (CSC) and present it in the most correct way, risking an important percentage of their final mark in the CL. |
| | GROUPS: Trabajo individual (TIND), pequeños grupos (PGRU), grupos heterogéneos (GHET) |
| | SPACES: Classroom, computer lab |
| | RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials |

4. Method

4.1. Methodological principles

The methodological principles of this didactic program are mainly based on the Instructional Principles of David Merrill (1984), which is grounded on teaching-learning process and poses real-world problems that can connect with students' concerns within the content of the English subject, and Decreto 83/2016 de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias.

As far as the methodological principles proposed for our didactic program are concerned, the first thing to bear in mind is that this program is to any change. It is not closed. If any problem or inconvenience arises during the course, this program can be modified. One of the methodological principles to be followed in this program is that the foreign language, in this case English, is the language we will use par excellence to communicate both among teacher and pupils and among pupils. Another of the methodological principles is that of active methodologies, in which the student must be the main protagonist of his or her learning and this will be through projects or problem-based learning, among others.

Classroom climate is the next methodological principle. It should be safe, friendly and attractive. The teacher is responsible for ensuring that this is achieved with the co-operation of the pupils and that a comfortable working atmosphere is created for the day-to-day work in the classroom. Thus, there should be dialogue, discussion and support between students and teachers based on respect.

The intercultural dimension is also an important methodological principle, as we will provide the students with a globalising approach in order to get to know different aspects of the culture of the language being studied. Family contact with the school is another key principle, as the pupil's family must also be involved and committed to the teaching-learning process.

All these principles provide a grounding in the learning process for students with the main objective of motivating them to continue learning new knowledge in situations that are as real as possible. It is the teacher who acts as a guide in this process so that the students acquire the necessary knowledge, but always being the protagonists of their learning. The methodologies will always be active, thus encouraging the students' participation in class.

4.2 Strategies

One of the strategies to be taken into account in this program is the use of ICT, which is very important and will be worked on in all the didactic units through activities and projects in the computer lab.

Within the strategies, the methodologies to be followed for the individual work grouping type will be mainly: problem-based learning, in which students will try to solve problems on their own through activities proposed in class, although some will also be worked on at home; project-based learning, where once a quarter the students will have to present orally in class an individual project related to the content given in that term, thus stimulating and working on public speaking and speaking practice. They will be short presentations of short duration but useful and evaluative, so that the students will make the maximum effort possible and lose their fear of speaking in public and they will be able to propose projects on their own.

The methodologies used when students work in pairs will be gamification, cooperative learning, problem-based learning, project-based learning, flipped classroom and thinking-based learning. Once a quarter the pairs (which will be different in each term) will have to carry out and present a project orally which will be evaluative. By changing pairs each term we aim to bring the students closer to real working life where we will not always have the same partners and also to work with different personalities.

The methodologies used when students work in small heterogeneous groups will be: gamification, flipped classroom, project-based learning, cooperative learning, problem-based learning, and thinking-based learning. The groups will be trimestral, changing every trimester and also every trimester each group will make an oral presentation on the content of the trimester, which will be evaluable.

Within the teaching models, it should be noted that throughout the units it has been considered convenient to work mainly on the deductive model, the expository model, group research and direct teaching.

It should be noted that Bloom's taxonomy and David Merrill's principles have been taken into account in the development of the sequence of activities.

4.3 Types of activities

Decreto 83/2016 de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias has also been taken into account for this part.

In this didactic program there are mainly 4 types of activities: oral comprehension, written comprehension, oral expression and written expression. In all the units the students will practise these 4 types of activities by doing different exercises.

1. As far as listening comprehension is concerned, there will be different ways of learning: listening activities and watching videos and films in English. Indirectly, students will practise listening comprehension while the teacher is speaking during the whole class in English. In addition, when the groups present projects, the rest of the class is also indirectly working on listening comprehension.

2. Reading comprehension will be worked through worksheets related to the given content of each unit. These worksheets will also include reading activities: texts and reading questions. They will be worked sometimes on paper and sometimes on the computer. The reading book that the students will read during the course will also be part of this type of activity.

3. Students will mainly practise oral expression through group projects and conversations in pairs: when students carry out group projects and have to present them in English to the class, when individual students also make presentations in class, and in activities in all the units they will have to carry out dialogues in pairs. In addition, in the course of the classes, questions will be asked about the content that will be given, and the students will put their oral expression into action through voluntary participation.

4. Finally, written expression will be worked on in the content activities that will be carried out in class through worksheets on paper and on the computer, and students will also have to write different types of essays individually: emails, formal letters or for and against essays, among others.

These four types of activities, although they are worked on in all the units, as it has been seen in point 3.7. (didactic units) will follow the criteria worked on in each of them. There

are certain methodologies such as gamification or flipped classroom where all these 4 types of activities will be put into practice within a single activity.

4.4 Groups

Regarding the types of groupings, 3 types of groupings have been proposed for this didactic program:

- Individually
- In pairs
- In small heterogeneous groups

Individual work will be worked on in each of the units as it is very important that students develop tasks on their own. They will be the ones to come up with solutions to their problems and in this way they will develop their independence. In each unit they are expected to improve so that by the end of the course they will be able to work almost perfectly on their own, without any help from the teacher.

On the other hand, pair work will be worked on in 1 out of 2 units. Here the pupils, as well as developing their own skills, will be able to see things from other points of view, that of their partner in this case, and this will provide them with a broader vision of the problem or activity that is posed. They will also be able to help each other and work together to achieve a goal, and this stimulates their solidarity and companionship.

Finally, small groups will also take place once or twice a term. The idea of this kind of groups is that there is more likely for all participants to collaborate. The groups will always be heterogeneous, so that different personalities and points of view can be seen among them and not all members will have the same profile. In these groups, companionship and selfishness will be worked on, as the grade of the group work will be the same for everyone.

4.5 Complementary activities

Having regard to Orden de 15 de enero de 2001, por la que se regulan las actividades extraescolares y complementarias en los centros públicos no universitarios de la Comunidad Autónoma de Canarias, as for complementary activities, they will be carried out during class hours on specific dates where the English language will be used: Peace Day, Gender Violence Day, Book Day, St. Patrick's Day, etc. These days will be worked in class when they

correspond in date and mainly in groups or pairs, where students will have to look for information and develop it in projects in English.

For Peace Day, the pupils will make cards in groups, trying to be as creative as possible, telling the biography of a Nobel Peace Prize laureate. They will then have to make a presentation in class about their project.

On Book Day students will have the opportunity to tell the class, one by one, a brief summary of their favourite book, and why it is their favourite.

However, on St. Patrick's Day, students will have to find information about this holiday and come to class in costume to make a drama-dialogue in pairs and perform it to the class. The three best pairs will be chosen by the pupils themselves and will earn a positive mark.

On the day of Gender Violence, in groups the students will look for information about relevant women in the fight for equality and they will have to represent her in a play.

These activities are useful not only to teach English, but also to educate students in values and in the culture of our country and of English-speaking countries. In these complementary activities students will work on and acquire criterion 10 (see Annex 2).

In addition to these extraordinary celebrations, this didactic program is available for modification or to include any complementary activity if necessary for the knowledge of students. The idea is to work on these complementary activities in the last unit of each term, so that the students can consolidate better the contents taught from term by term, it would be like a kind of review.

4.6 Organizational criteria: spaces and timing of the teaching units

Regarding the physical spaces to be used, the classroom and the computer lab will be used. In all the units at least in 3 sessions the lab will be used, since for the projects and gamification activities the use of computers will be indispensable. In the classroom, students have a table with a chair and a locker to store their belongings. Although there is a computer for the teacher and a projector, the computer lab will be vital for the correct development of the units as this lab is equipped with a computer for each pupil so that they can work in pairs, groups or individually on activities on the school's virtual platform. They can also use online resources for projects and it will be the most suitable lab for developing games.

In terms of the timing of the units, it could be said that this year during the academic year there is an irregularity in the trimesters, as the third trimester is much shorter than the first and second ones. This has led to the program being divided into 8 units. All the units were supposed to have between 11-15 sessions of 1 hour (actually this hour is never carried out, and always tends to be 50 minutes of real class time as such). Therefore, in the first and second trimester there will be 3 units in each one and in the third trimester only 2. In the first trimester there will be 36 sessions, 38 in the second trimester and 26 sessions in the third trimester.

4.7 Teaching materials and resources

First of all, it has to be said that no textbook will be used for this didactic program. In addition to this decision, another important note is to increase the use of ICT resources and to encourage young people to read.

As mentioned before, for the sessions of this program, the projector will be used in the classroom together with the teacher's computer and the blackboard, and in the computer lab, the computers will be used by the students, in addition to the blackboard and projector in this lab.

Regarding didactic materials and resources, for the promotion of reading on paper (as the excessive use of screens is harmful to the eyesight), we will work with a book at A2+ level called *Eye of the Storm* by the writer Mandy Loader, a thriller about a story of natural disasters. About this book, which will be read at home, there will be a reading comprehension test each term. The chapters will be divided into three, so that they will be assigned equally over the three quarters.

On the other hand, Canvas is the platform used by the school and there is an English folder in this platform. In this folder, students will be able to see the content which will be worked on in class and extra content uploaded by the teacher. Through the email of this platform the students can send the tasks done online, and the teacher can also send personalised feedback.

5 Finally, platforms and websites such as British Council, Kahoot, YouTube, ISLCollective, Oxford Dictionary, etc. will be used throughout the academic year to work on worksheets and the content of the units. Explanatory videos of these platforms,

readings... will also be used. Even so, we do not rule out the possibility of adding more platforms or websites as they are discovered during the year.

5. Attention to diversity

5.1 General aspects and regulations

Attention to diversity is one of the most important points of this didactic program, as it is at this point where it is established the criteria to ensure the same education to all students. Not all students are the same, and therefore not all have the same characteristics, so from this section and taking the Canarian regulations as a grounding, certain points will be established which will ensure equality in education for all students. Especially for those who need special measures to be taken for their correct acquisition of knowledge.

First of all, the first regulation to be taken into account was *Decreto 25/2018, de 26 de febrero, por el que se regula la atención a la diversidad en el ámbito de las enseñanzas no universitarias de la Comunidad Autónoma de Canarias*. In this year, 1st year of secondary school, which belongs to non-university education, it is essential to regulate attention to diversity and this decree guarantees that all pupils are on an equal footing, of course, with the help of their families and through the teachers who are responsible for putting into practice and establishing certain measures to guarantee this equality without discriminating between pupils in any way.

Attention to diversity is the key to realising an education based on equality, as each student is different from each other. Thus, the laws governing education must have the tools to make this equality possible and to cater for diversity among students. These tools will be used to deal with pupils with specific educational support needs (SEN).

There is a specific law to regulate the work that caters for students with specific educational support needs: *Orden de 13 de diciembre de 2010, por la que se regula la atención al alumnado con necesidades específicas de apoyo educativo en la Comunidad Autónoma de Canarias*.

On the other hand, the regulations will be taken into account on *Instrucciones de la Dirección General de Ordenación, Innovación y Promoción Educativa para la valoración, atención y respuesta educativa al alumnado que presenta necesidades específicas de apoyo*

educativo por altas capacidades intelectuales (2013). On the basis of this legislation, the necessary procedures will be put in place to work with gifted students.

In addition, the following must also be taken into account in the attention to diversity: *Resolución de 9 de febrero de 2011, por la que se dictan instrucciones sobre los procedimientos y los plazos para la atención educativa del alumnado con necesidades específicas de apoyo educativo en los centros escolares de la Comunidad Autónoma de Canarias*. Through this regulation, teachers will be in charge of implementing these instructions and the corresponding procedures with the students.

Finally, although at the beginning this regulation does not come into play for this didactic program, it may come into play at any time and should therefore appear in case it has to be taken into account during the course: *Resolución de 22 de mayo de 2018, por la que se dictan instrucciones para la organización de la respuesta educativa al alumnado de la Educación Infantil, la Enseñanza Básica y el Bachillerato, que no puede asistir a los centros educativos de forma regular, así como para el funcionamiento de las aulas hospitalarias, de la Atención Educativa Domiciliaria y de los centros terapéuticos sostenidos con fondos públicos, en la Comunidad Autónoma de Canarias*.

5.2 Ordinary measures

The class for which this didactic program is aimed consists of 28 pupils: 15 girls and 13 boys, as mentioned above. Although there are no extraordinary measures to be taken, and the class in general is homogeneous, there are several students, four in particular, who do have specific educational needs. Therefore, below we list what differences these students present and what measures will be implemented from the beginning of the course.

1. ADHD students

There are two students who have this disorder. One of them was diagnosed last year and the other 4 years ago. They are both continually distracted in class, pay little attention and when they do it does not last long. They also have the typical characteristics of hyperactivity, both are constantly moving and are generally very nervous.

The measures that will be applied to these students are the following:

- Both students are seated in the front row and away from each other. Near them will be seated students who stand out for having a calm character and for never failing to pay attention to the teacher.

- Regarding the realisation of exams and written tests, these students will have support from the teacher and 20 minutes more time to take these tests.

- To motivate them, their achievements will be highlighted when they have good behavior and good marks.

- Homework and activities carried out in class will be constantly supervised by the teacher.

- They will be given reinforcement activities to ensure that they assimilate the knowledge explained by the teacher.

2. Gifted students

There is a gifted child in class. Therefore, to meet his needs in the classroom, the following measures will be taken:

- He will be provided with access to extra activities on the content given in class.

- Regarding the relationship with classmates, the teacher will be in charge of students with personal differences encouraging a climate of respect where the acceptance of all by all with our differences is worked on.

- His work dynamics will be diversified so that his educational process is as optimal as possible.

3. Students with personal differences

There is a boy in class who has recently experienced his parents' divorce, and has not assimilated it well. In addition, he is in a change of educational stage and the boy is not motivated at all and does not want to study. He has started going to psychological therapy to see if this helps him because he is not only unmotivated in his studies, but with everything in general. The following measures will be put in place for this student's situation:

- Having tutorials with parents weekly or even twice a week if necessary, in order to team up and fight for their child to recover his motivation.

- Parents will be encouraged to show a good relationship with the child, and to make family plans more often than usual. In addition, they should care about their child's concerns and interests more than they used to.
- In class, the teacher will support him and have tutorials with him whenever the teacher sees it necessary.
- The teacher will explain the importance of studying and learning and care about his concerns.
- The teacher will exceptionally value and recognise progress in the student's behaviour and grades, so that the student continues to do well and is more motivated.
- The tasks for this student will be varied and flexible in order to avoid monotony and to avoid boredom when studying and learning.

Finally, it should be added that this program is open to any changes, and that the appearance of new pupils in need of ordinary measures will be updated on a regular basis in order to meet their needs as soon as possible.

6. Education in values, plans and programs

Education in values is a very important part of the didactic program, as in our subject it is not only about students learning English but also about working with values that promote a good coexistence in class and help them to be better people.

One of the Regulation taken into account for this section is the *Decreto 81/2010, de 8 de Julio, por el que se aprueba el Reglamento Orgánico de los centros docentes públicos no universitarios de la Comunidad Autónoma de Canarias*. It is in point 3 of Article 44 where it is stated that "the teaching program shall necessarily include the following aspects in relation to each of the areas, subjects, domains and modules". And it is in this point where section D states the following: "The working strategies for the cross-curricular treatment of education in values".

In addition, if regional regulations continue to be taken into account, it is in the *Decreto 315/2015, de 28 de Agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Canarias*, where Article 19 establishes the General Principles of the Compulsory Secondary Education stage. Point 4 of

this Article states: “El conjunto de la actividad escolar, que implica la participación de toda la comunidad educativa, contribuirá al desarrollo pleno del alumnado a través de la integración curricular de los valores y los aprendizajes que incidan en su desarrollo y formación competencial que, a su vez, le permitan el ejercicio de una ciudadanía responsable, consciente y respetuosa de los derechos y las libertades fundamentales”.

Thus, this didactic program will work on values education in a transversal way on the grounding of these laws for the development of competences.

6.1 Education in values from the subject

From our subject certain values will be worked on which are essential for a good atmosphere in class. These values are: respect, companionship, equality, generosity, pacifism, dialogue, solidarity and environmental friendliness and hygiene. Taking into account the Coexistence Plan of the School's General Plan and at the teacher's criteria these values will be worked on in the following way:

- Group or pair work, which will exist in all units of the program, will be key to working on almost all values. These groups will be heterogeneous, so that the students learn to live with all kinds of people. Moreover, in the group projects they will have to share (generosity and solidarity) and respect each other. Dialogue will be key in these groups so that the resolution of problems that may arise will be done in a peaceful and dialogued way. The subject teacher will be in charge of supervising compliance.

- Equality between boys and girls and no to male violence will also be promoted by the teacher in the day to day activities and projects, as well as not assigning colours, clothes, sports or objects by gender.

- Respect for the teacher must be fundamental in the course of the classes, as well as respect among the students and of course from the teacher to the students. But always knowing that the teacher is not a friend or equal to the student. This will be worked on a daily basis and the use of expressions such as "please" and "thank you" will be key. Always speaking in a respectful way, without disrespect, and raising your hand and waiting for the teacher to give you the floor.

- In the course of the units, the teacher will promote education as an advancement in society as well as respect for other cultures, countries, religions... This will also be worked on in the class projects and activities and with videos in order to promote multiculturalism.

- Environmental friendliness and personal hygiene, as well as in class and at home, will also be promoted in class. To this end, at the beginning of the school year, rules will be established such as throwing rubbish in the correct bin, so that the floor is always clean, and at the end of each day the pupils must clean their desks. Before and after break they should wash their hands with gel. This leads to the improvement of coexistence as hygiene is important for oneself and for those around us. We will also promote hygiene at home and at school and recycling to take care of the environment.

6.2 Development of linguistic communication

The development of linguistic communication could be said to be both unavoidable and essential in the subject of English. This is why the students will work constantly throughout the year on linguistic communication, through oral and written expression and comprehension. These four competences will be worked on in the eight didactic units that make up this program. Within our subject we have contributed a lot to the linguistic communication of the students, in this case in a second language: English.

Through speaking and dialogues will develop oral expression and therefore oral communication. This will be worked on in all units, while written communication will be through writings where students will have to communicate through letters, mails, or essays, among others.

On the other hand, in addition to what will be contributed through our subject (which being the learning of a language, linguistic communication is crucial) there is an intervention project within the centre called: Plan de Comunicación Lingüística. This is included in the General Plan of the Centre and in the Educational Project of the Centre and is used to guarantee the development and acquisition of the competences that are involved in the learning process of the pupils. In this case, the linguistic competence is the protagonist of this Plan, as it is one of the competences that students must acquire throughout the year.

6.3 ICT integration

The use of ICT will be encouraged in our subject to a certain extent as the computer lab will be used in several sessions of each unit. This will give the students the possibility to use computer resources that will be very useful for them in the future. Some projects will have to be done on the computer using applications such as PowerPoint or Canva.

In addition, there will be more activities such as film and video viewing which will also require the use of ICT as well as activities such as Kahoots. Students will discover that they can use the digital resources to learn and have fun at the same time, thus encouraging the appropriate and responsible use of ICT.

On the other hand, activities will not always be carried out in the computer lab, as digital devices can get adolescents hooked on them and students should be encouraged that activities such as readings, writings, etc, should also be done on paper, so as not to abuse the devices that can damage our eyesight, for example, if we use them too much.

Therefore, there will be a part of the subject that will be developed in computer format, through digital resources such as computers, and a part that will not, so that students learn to work in both ways and see the positive and negative aspects of both.

Finally, they will be provided with websites where they will be able to practise the knowledge taught in class through online games and activities, in order to encourage a responsible use of ICT and so that they know that they are not only used for video games. Within the School's General Plan, it should be mentioned that there is a Plan for the promotion of the use of ICT, which is the one that the teacher will follow in order to follow all the steps mentioned above.

6.4 Center plans and programs

In addition to the Coexistence Plan, the Plan for the promotion of the use of ICT and the Linguistic Communication Plan which have been mentioned and explained above, the school is attached to four other plans which will be mentioned below:

1. Red Canaria INNOVAS

This program focuses on improving the quality of learning by using innovative and creative proposals to be worked on with students.

2. Red Canaria de Escuelas Solidarias (RCES)

This network forms a community of practise and inter-school coordination that enables joint work and the exchange of experiences. Its focus of action is education for development, solidarity, justice and the promotion of human rights in Canarian schools.

3. Programa Lenguas Extranjeras y Programa Auxiliares de Conversación

This plan promotes language learning and linguistic diversity. This program has promoted specific actions aimed at improving the process of learning English, has improved the development of the communicative competence of the students, through a curriculum that uses the foreign language as a means of learning content from other areas or non-linguistic curricular subjects.

4. Programa de lectura

This program will be taken into account throughout the school year and mainly aims to promote reading among young people, and to make them understand that reading is synonymous with constant learning.

6.5 Specification of the institutional plans of the center

From our subject, the institutional plans to which the school is linked will be worked on and promoted. Some of them have already been mentioned before, such as the Coexistence Plan, the use of ICT and the Language Communication Plan.

As for the other plans, our subject will encourage reading through a compulsory book, also mentioned above, which students will have to read throughout the course. In this way we will encourage reading, in this case in English. The reading exercises will also encourage reading among the students, since in all the units there will be reading comprehension exercises, through texts and their respective comprehension questions.

On the other hand, the RCES, will be practised day by day in class, as mentioned above, instilling in the students all the values promoted by this plan. It will be worked on mainly with projects and work in groups or pairs and then they will be able to put it into practice in their daily life outside the classroom.

The Red Canaria INNOVAS program will be taken into account by the teacher who will always try to ensure that the students learn in an innovative and creative way, through the activities

and projects of the units, as well as giving them the highest quality teaching possible, always rich in knowledge that goes beyond the basics.

Finally, it is our subject which will contribute the most to the Foreign Language Program and the Conversation Assistant Program, since it is in the subject of English that all the objectives of this plan to which the school is linked will be put into action. As mentioned before, in this subject, oral and written communication will be constantly promoted through dialogue, speaking or writing on different topics including everyday conversations, so that the children achieve the greatest possible fluency in English.

7. Learning Assessment

According to the Orden de 3 de septiembre de 2016, por la que se regulan la evaluación y la promoción del alumnado que cursa las etapas de la Educación Secundaria y Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes, en la Comunidad de Canarias, evaluation is a determining element for a truly inclusive education that guarantees the development of individuals and society.

In addition, according to the Decreto 315/2015 and the Ley 6/2014 que establece que la evaluación será continua, formativa y diferenciada, the evaluation will take as a reference the criteria of the 1st year of secondary school established in the curriculum and will be based on the development of the competences of each student.

Two key terms will appear throughout this section: evaluation and qualification. These two terms, although related, are different. On the one hand, evaluation could be said to be the constant gathering of information on the educational practice of students in order to improve the quality of the teaching-learning process. On the other hand, grading is the numerical representation of the degree of learning that each student has achieved.

7.1 Procedures and assessment tools

As for the evaluation procedure of this didactic program, 3 phases will be carried out:

- Initial assessment: this will be done through a test at the beginning of each didactic unit to see what knowledge the students have prior to what will be seen in each unit. It will be important because it will allow the teacher to make the appropriate modifications

according to the level of knowledge of the students. In terms of attention to diversity, it will also be important to see how to adjust the units to the students who need it.

- Continuous assessment: this will be the assessment that will be carried out throughout the course in the teaching-learning process of each student. It consists of constantly collecting information from the students' work in class, at home and from the exams taken in each unit. This type of evaluation allows us to modify the program and help each student according to their needs at any time.

- Final evaluation: this evaluation consists of the sum of all the results of the process. Each unit will be evaluated to see if the competency objectives have been met so that we can assess the teaching-learning process.

It should be stressed that the evaluation will be done on an individual basis as mentioned above and on a continuous basis. Therefore, it will focus on the evolution of each student based on their personal situation and their initial academic situation, so that the criteria will be flexible and adjusted to each student, providing them with the necessary tools and information to achieve their objectives and optimise their learning. There will be different evaluation techniques to be able to capture the information we need to evaluate the students: document and productions analysis, direct observation and systematic observation. In addition, on the grounding of the techniques mentioned above, a series of tools will be used throughout the didactic units, according to each learning situation, to evaluate the students: teacher's diary, rubrics, forms, assessment scales and checklists.

Depending on the agent, there are three types of evaluation in our program:

- Heteroevaluation: this will be carried out through systematic observation, direct observation and analysis of documents and will be carried out by the teacher who will be the one assessing.

- Co-evaluation: it is carried out among peers, the students evaluate each other and it is through direct and systematic observation and analysis of documents and productions of the students among themselves.

- Self-assessment: is when a learner assesses him/herself by analysing his/her own documents or productions.

Finally, the program will use a variety of assessment products and instruments which will focus on oral and written production.

7.2 Scoring criteria

The qualification will be the assessment of the acquisition of the competences of the students in numerical form. The evaluation instruments will be analysed with a rubric in which the evaluation criteria (worked on in the product) are included and it is decided what grade each student will have on a scale of 1-10: insufficient (1-4); sufficient/good (5-6); notable (7-8) or outstanding (9-10).

The grade obtained for each criterion will be the average of all the products of the assessment, while the final grade for the subject will be the average of all the criteria. At the end of the course, with the average mark, it will be determined whether the students have passed the competences and thus passed the subject and with what mark.

7.3 Support and evaluation plans

Attention to diversity plays a key role here. For this reason, throughout the course, reinforcement activities will be carried out in all the units, especially for the pupils dealt with in the section on attention to diversity. These activities will be of reinforcement and extension of the content given in class and will be modifiable and flexible depending on the progress and objectives of the students.

8. Conclusions

This didactic unit, designed for students who are new to a stage, is mainly intended to build on the grounding of the previous stage and to take their knowledge a step further by broadening it.

It is a very future-oriented program, with a lot of group and pair work, something that students are not used to. In addition, oral presentations in class will be constantly present, as this is something very beneficial for the students. The mastery of the oral language seems to me especially important in the learning of a new language, which is why speaking and listening will be just as important as reading and writing, something which is not very common.

This program is also notable for the resources that will be taken into account for pupils with special needs. The teacher will be especially attentive to them so that they can follow the rhythm of the class as naturally as possible.

I would also like to highlight the work of the teacher, who will not only teach the content of the subject to the pupils but will be also a fundamental agent in the motivation of the students. Due to the socio-economic situation of the majority of the families who attend this school, the teacher will also deal with situations which, instead of being academic, will be social work. In addition, the age of the students is complicated and the teacher must help them at all times to manage personal problems, as long as they affect the well-being of the students themselves and also their academic performance.

Thus, the teacher will also be a guide: both in academic and personal ways the teacher will offer his/her help and knowledge to all the students showing them the importance of English and the advantages of knowing a new language.

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Annexed

ANNEX 1

Estándares de aprendizaje evaluables Primer ciclo de la Educación Secundaria Obligatoria

1. Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. ej. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no esté distorsionado.
2. Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. ej. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).
3. Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia, cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.
4. Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés, cuando se le habla con claridad, despacio y directamente y si el interlocutor está dispuesto a repetir o reformular lo dicho.
5. Comprende, en una conversación formal, o entrevista (p. ej. en centros de estudios o de trabajo) en la que participa lo que se le pregunta sobre asuntos personales, educativos, ocupacionales o de su interés, así como comentarios sencillos y predecibles relacionados con los mismos, siempre que pueda pedir que se le repita, aclare o elabore algo de lo que se le ha dicho.
6. Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones sobre temas educativos, ocupacionales o de su interés (p. ej., sobre un tema curricular, o una charla para organizar el trabajo en equipo).

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

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

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

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

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

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

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

14. Comprende correspondencia personal en cualquier formato en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados,

presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.

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

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

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

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

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

20. Escribe notas y mensajes (SMS, WhatsApp, chats), en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés. 21. Escribe notas, anuncios y mensajes breves (p. ej. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la netiqueta.

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

23. Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. ej., con amigos en otros países), se intercambia información, se describen en términos

sencillos sucesos importantes y experiencias personales (p. ej. la victoria en una competición); se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. ej. se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.

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

ANNEX 2

CRITERIOS DE EVALUACIÓN 1º ESO

Criterio 1: Comprender el sentido general, la información esencial y los puntos principales en textos orales breves, sencillos y bien estructurados, que traten sobre asuntos corrientes y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones cotidianas en los ámbitos personal, público y educativo.

Competencias: CL, CD, CSC

Estándares de Aprendizaje evaluables: 1, 2, 3, 4, 6, 7

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

Competencias: AA, SIEE

Estándares de Aprendizaje evaluables: 1, 2, 3, 4, 6, 7

Criterio 3: Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.

Competencias: CL, CD, CSC

Estándares de Aprendizaje evaluables: 8

Criterio 4: Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público y educativo.

Competencias: CL, CD, CSC

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|--|
| <p>Estándares de Aprendizaje evaluables: 8, 9, 10</p> |
| <p>Criterio 5: Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves y claras, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.</p> <p>Competencias: AA, SIEE</p> <p>Estándares de Aprendizaje evaluables: 8, 9, 10</p> |
| <p>Criterio 6: Comprender el sentido general, la información esencial e identificar los puntos principales en textos escritos breves, «auténticos» o adaptados, y bien estructurados que traten de asuntos cotidianos y conocidos, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.</p> <p>Competencias: CL, CD, CSC</p> <p>Estándares de Aprendizaje evaluables: 12, 13, 14, 16, 17, 18</p> |
| <p>Criterio 7: Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial o los puntos principales de textos breves, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.</p> <p>Competencias: AA, SIEE</p> <p>Estándares de Aprendizaje evaluables: 12, 13, 14, 16, 17, 18</p> |
| <p>Criterio 8: Escribir textos breves y sencillos, adecuados al receptor y al contexto, y que traten sobre asuntos cotidianos y conocidos, respetando las convenciones ortográficas más básicas, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo.</p> <p>Competencias: CL, CD, CSC</p> <p>Estándares de Aprendizaje evaluables: 19, 20, 21, 23</p> |
| <p>Criterio 9: Aplicar las estrategias adecuadas para redactar textos breves y de estructura</p> |

simple, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE

Estándares de Aprendizaje evaluables: 19, 20, 21, 23

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

Competencias: CL, CSC, CEC, SIEE

Estándares de Aprendizaje evaluables: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23

ANNEX 3

SITUACION DE APRENDIZAJE

| | | | |
|---|--|---|--------------------------|
| N.º 1 | | TITLE: KITCHEN IS MY NAME | |
| Grade: 1st CSE | | Implementation period: From the third week of September to the first week of October | Nº of sessions: 7 |
| | | Trimester: 1st | |
| Description: Grammar will focus on the present simple tense and the verb to be in the present simple tense. Vocabulary of the parts of the house and furniture will be worked on. We will also work on basic expressions for introductions. | | Justification: Students will start by learning these content areas as they are the grounding for learning and developing your English language skills, and building on them will be the key to the other units. Introductions are the first step to start a conversation. | |
| CURRICULAR FOUNDATIONS | | | |
| EVALUATION CRITERIA | | CONTENTS | |
| Code: CE03 CE04 | Description: CE03: Producir textos orales breves y sencillos con estructura simple, adecuados al receptor y al contexto, y que versen sobre asuntos cotidianos y conocidos, o de interés propio, con la finalidad de participar con progresiva autonomía en situaciones habituales en los ámbitos personal, público y educativo. CE04: Interactuar de manera básica y coherente en breves intercambios orales claramente estructurados sobre temas cotidianos y conocidos, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con la finalidad de participar con progresiva autonomía en situaciones corrientes y habituales en los ámbitos personal, público y educativo. | <p>1. Componente funcional</p> <p>1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.</p> <p>2. Componente lingüístico</p> <p>2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.</p> <p>2.2. Estructuras morfo-sintácticas y discursivas.¹</p> <p>2.3 Patrones sonoros, acentuales, rítmicos y de entonación.</p> <p>3. Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</p> | |
| COMPETENCES | | ASSESSABLE LEARNING STANDARDS | |

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|---|--|----------|
| CL, CD, CSC | | 8, 9, 10 |
| METHODOLOGICAL FOUNDATION | TEACHING MODEL: Expositivo (EXPO), Inductivo Básico (IBAS), Enseñanza directa (EDIR) | |
| | METHODOLOGICAL FOUNDATIONS: Explicación magistral con apoyo audiovisual, aprendizaje cooperativo | |
| | CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit the learner will start with the grounding, because communication is essential for linguistic competence, and the learner will learn how to start a conversation and basic vocabulary. | |
| | GROUPS: Trabajo individual (TIND), trabajo en parejas (TPAR) | |
| | SPACES: Classroom, computer lab | |
| RESOURCES: Blackboard, teacher's computer, worksheets on the given content, reading book, projector, students' computers, audiovisual materials | | |

| CONCRETION. SEQUENCE OF ACTIVITIES | | | | | | |
|--|--|------------------------------|-------------|------------------------|-------------------|--|
| ACTIVITY: 1 | TITLE: HELLO, SEE YOU SOON | | | | ACTIVATION | |
| DESCRIPTION: This initial activity will be assessed as an initial evaluation. The first session of this learning situation will be dedicated to this activity, which consists of the teacher throwing a question to a student chosen at randomly and starting a chain, since the student will have to answer and ask another question to another classmate, and so on. Until the last student finishes asking the teacher a question. So everyone will participate spontaneously, answering one question and asking another. They will be basic questions of personal information, likes and situations of the day to day. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| CE03 | 8, 9, 10 | 1, 1.1., 2, 2.1., 2.2., 2.3. | CL, CD, CSC | Systematic observation | -Assessment scale | -Students' answers -Questions asked |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |

| -Students' answers -Questions asked | Heteroevaluation | Trabajo individual (TIND) | 1 | | Classroom | |
|---|--|------------------------------|---|---|------------------------------|-----------------------------|
| ACTIVITY: 2 | | | TITLE: GARDEN IS MY FAVOURITE ROOM | | DEMONSTRATION | |
| DESCRIPCIÓN: In the first session of this activity, students will be given the hour to start a presentation on the computer about their favorite room or space in the house, which they should finish at home. In the next two sessions with the projector, each student presentation will be done and the student will have to tell the class and the teacher orally about her favorite room. They must use the present simple and verb 'to be' in present simple in addition to the maximum possible vocabulary of the house and furniture. The three sessions will take place in the computer lab. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| CE04 | 8 | 1, 1.1., 2, 2.1., 2.2., 2.3. | CL, CD, CSC | Systematic observation | -Rubric | - Student oral presentation |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |
| - Student oral presentation -Presentation made with the computer for example PowerPoint or Canva | Heteroevaluation | Trabajo individual (TIND) | 3 | -Projector -Students' computers -Dictionary | Computer lab | |
| ACTIVITY: 3 | | | TITLE: IMPROVISING... | | APPLICATION | |
| DESCRIPTION: This activity consists of students going out in pairs to the front of the class and the teacher will give them a current and simple topic on which the pairs will have to discuss, presenting two different points of view. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| CE03 | 8, 9, 10 | 1, 1.1., 2, 2.1., 2.2., 2.3. | CL, CD, CSC | Direct observation Systematic observation | -Assessment scale -Rubric | -Discussion performance |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |

| | | | | | | |
|---|---|------------------------------|--------------------|--------------------------------------|------------------------------|-------------------------------|
| -Discussion performance | Heteroevaluation | Trabajo en parejas (TPAR) | 1 | -Teacher's computer -Projector | -Classroom | |
| ACTIVITY: 4 | | TITLE: ONE-TO-ONE | | METACOGNITION AND INTEGRATION | | |
| DESCRIPTION: | | | | | | |
| This activity consists of doing a dialogue in pairs including the grammar and vocabulary of this unit. The students will have to get into pairs and in the first session they will have to do the dialogue in writing, and in the second session they will go to the blackboard in pairs to perform it in front of the class. In the first session they will be able to use the computer and dictionary to create the dialogue. In the performance in the second session they will not be able to read the dialogue. The first session will be in the computer lab and the second in the classroom. | | | | | | |
| Evaluation criteria | Assessable learning standards | Contents | Competences | Evaluation techniques | Evaluation tools | Evaluation instruments |
| CE03 CE04 | 8, 9, 10 | 1, 1.1., 2, 2.1., 2.2., 2.3. | CL, CD, CSC | Direct observation | -Assessment scale -Rubric | -Dialogue performance |
| Products | Types of evaluation according to the agent | Groups | Sessions | Resources | Spaces | Observations |
| -Dialogue draft -Dialogue performance | Heteroevaluation | Trabajo en parejas (TPAR) | 2 | -Students' computers -Dictionary | -Classroom -Computer lab | |
| EXTENSION AND REINFORCEMENT ACTIVITIES | | | | | | |
| -Kahoot -Listening online exercises | | | | | | |