Universidad Europea CANARIAS

FACULTAD DE CIENCIAS SOCIALES

Musicals, and Innovative and Engaging Tool to Change the Perception of the Subject

AINHOA GARCÍA LEO

TRABAJO FINAL DEL MÁSTER UNIVERSITARIO DE FORMACIÓN DE PROFESORADO DE EDUCACIÓN SECUNDARIA OBLIGATORIA, BACHILLERATO, FORMACIÓN PROFESIONAL, ENSEÑANZA DE IDIOMAS Y ENSEÑANZAS DEPORTIVAS

Dirigido por Martina Ramírez Orduña

Convocatoria de Julio de 2022

Index

Abstract

Answering to the necessities of the new generations, it has been designed nine Didactic Units and a Learning Situation that cover all today's demands. The methodologies that have been used are all based on the new role of the student as the leader of *his* education, these students will have to make use of their ingenuity to elaborate projects from scratch. All these projects and activities have also been designed to attend the learning difficulties of the students that will be given all the resources like extra activities or assistance, and solutions such as alternatives from the regular activities. This will be done to make their learning process as rewarding as the rest of the class members and to avoid demotivational feelings. Along with the up-to-date methodologies, the evaluating processes that have been used in the following pages give this sense of leadership to the students encouraging to evaluate themselves and the rest of the students always under the supervision of the teacher who will be in charge of guiding the students to their goals regarding the English subject. The most relevant objectives that are intended to be accomplished with the development of the Units and the Learning Situation are that, through creativity, music and performance, students are able to perceive the subject with different eyes.

Keywords: Innovation; CSE; Projects; Music; English.

1. Introduction and justification

In one of his multiple speeches Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world", this one in particular was given in Madison Park High School in Boston the 23rd of June of 1990. Since Mandela produced these words, it has been 32 years which compared with the world's history its practically nothing and, being realistic, it feels like there has been a lot of changes in the world and in education since 1990, but it also feels like there have been no changes at all or that humanity is going backwards. It is true that now there are new methodologies and innovative programs, and the *art of teaching* is constantly changing with the world and specially with the learners. The majority of the times teachers worry about not having time to teach students the contents of the subject that they love so deeply but without loving so much the way in which they are *forced* to teach it.

Education should be more than finishing a program and giving to each student a certain grade, so they go home and depending on one number or another they get to keep their phones or get a new pair of shoes. Education should be a weapon, as Mandela said, a weapon against the imprisonment of the mind, a weapon used for freedom of thoughts, opinions and knowledge.

Lately it has been a great discussion about the value of the subject of Philosophy in Spain and the fact that there are so many opinions regarding the necessity of having this subject in the Spanish education proves how important it is. One of the authors that students learn about right at the beginning of the school year is Plato and, among of the things that are taught about him, one of the most important ones is the *Allegory of the Cave* or *The Myth of the Cave.* Which could be perfectly used to explain how important education is for people. In a nutshell, the *Allegory of the Cave* tells the story of a group of slaves that are trapped in a cave forced to look at a shadow show made by a fire that is set behind them and puppets that with the fire's light make the shadows. This cave and these shadows are the only things that the slaves know about the world. One of the slaves manages to escape from the cave and see the outside world, the sun, the truth. Plato used the allegory to explain the Ideas' Theory in which the cave and the shadows are the sensible world and the outside in the word of the ideas. According to him the slave's that escaped and the peoples' that live in the

world of the ideas job is to go back to the cave and liberate those who still live looking at the shadows, which is the arduous task that teachers and educators have with their students. The world is a giant cave filled with shadows of social media, fake news, wars, opinions… and education is the rays of sun that get into the cave that help students to see through those shadows and shape their own world of the ideas (MasterClass staff, 2022).

To talk about the importance of the English subject in today's world it would be necessary to look at another philosopher that has also shaped the way in which reason is perceived in the present days. In his politics Kant talked about the cosmopolitan man, a man that knows about the world, the different cultures, literature, science, art… (Pérez Guido, 2017). Cosmopolitan, *κοσμοπολίτης* in ancient Greek, literally means the world's citizen (deChile.net, 2022) a person that is able to go anywhere in the world and communicate, share knowledge and cultures. The English subject is one of the most important subjects to turn learners into cosmopolitans as it is used as the *Lingua Franca*, the language used by people that speak different languages to communicate with each other.

To create a great cosmopolitan human, it is also important to teach students not only the skeleton of the language, but also the mussels, the skin and specially the hart. The way to do this is through the competences, the competences are important for the students so they can apply the basics of the language, the grammar, and the vocabulary, and use it outside the classroom in other subjects or even on their non-academic life. Some of the competences that are extremely useful are the *Linguistic Competence*, as they learn the language and they will realise that it is not as different as their own and *Learning how to Learn* since students not only have to learn new information but also use the previous learned information to study and to organise the new information on their minds. Nowadays, having a wide knowledge on how to use the technological and digital features that are available in the classrooms is as important and as necessary as breathing, therefore it is mandatory for teachers to encourage and to help students work with the available technological features that are in the classrooms, as they can use them in the rest of the subjects and in their non-academic lives.

All these competences go hand in hand with the methodologies used to teach the students the content of the subject that is elaborated with the necessities that the

competences stablish. In this program the methodologies that have been used are a balance between the traditional methodologies and the innovative ones as Project Based Learning especially for the Music Project. Contemporary learners are asking for a more participative role in education and taking this into account the old and the new methodologies will be focused on the new role of the student as the responsible of their education.

1.1. What is and why program?

The scholar programme is a document that it is usually elaborated by the schools following the criteria and the norms dictated by the pedagogical committee of the government. This elaboration is finally materialised in the Educational Programme and in the General Annual Program that are made by the different governing bodies in the schools. Its objective is to organise the didactic activities and the careful selection of useful and enjoyable learning experiences that contribute to the development and acquisition of the different competences and the pedagogical coherence towards the learning process paying special attention to the special needs of the students. (BOC Nº 143).

Programming is essential for the process of education as it stablishes the bases and the paths for teachers and students to follow. It is also important that, even though each school elaborates their own educational programs, all schools, depending on their principles and values, must follow the same bases and adapt them to their personal methodologies, allowing students to share the same knowledge without differences.

1.2. Criteria followed to prepare the program

Preparing the program has not been a simple task, specially taking into account all of the characteristics that surround the course that it has been prepared for. The 4$^{\text{eth}}$ of CSE students of the IES are an extraordinary batch of students; this group in particular has a special interest in the artistic field; painting, dancing, music and audio-visual techniques. Particularly, this course is composed by different students that have different types of special needs.

In the IES is really important to have a wide knowledge of the type of students that are enrolled, that is why at the end of the school year teachers in charge of each class elaborate a report of the class regarding their personal traits and interests. According to last year's report among the 28 there are: one ADHD who does not take medicine, one dyslexic

student, and one student that is enrolled two years behind his age. Particularly in this course there are two Arabic students and two Chinese tween sisters.

To make students the main characters of their learning process, the majority of the methodologies that have been used are student centred. Along with these methodologies there have been incorporated activities and projects related to the interests of the students based on the report that was carried out the previous school year. The objective of the IES it to combine the traditional way of teaching with the new innovative approaches such us Flipped Classroom, Cooperative Learning and Gamification and to help the students create their own studying techniques.

1.3. Marco normativo

Para la elaboración de este documento se ha necesitado consultar diferentes documentos en los que se plasman las distintas leyes por las que el estado establece la normativa a seguir para realizar, en este caso la Sesión de Aprendizaje (SA), y en el futuro los documentos y programas a seguir para con los estudiantes. Uno de los principales documentos que se han tenido en cuenta ha sido la Constitución Española. *Boletín Oficial del Estado*, *311*, *de 29 de diciembre de 1978*. La inclusión de este documento en la educación de nuestros alumnos es esencial ya que han de conocer sus deberes y derechos dentro de la comunidad a la que pertenecen. Así mismo han de conocer los deberes y derechos dentro del centro educativo por lo que la utilización del *Decreto 81/2010, de 8 Julio*, es esencial ya que rige el reglamento de los centros no universitarios en la Comunidad Autónoma de Canarias.

Por consiguiente, para los docentes es esencial conocer la legislación referente a la educación tanto la específica de la comunidad en la que se está impartiendo clase como la del país. Debido a los continuos cambios que se han producido en la educación en los últimos años, para la elaboración de este documento ha sido necesario tener en cuenta diferentes documentos aun teniendo similitudes entre sí.

En cuanto a los documentos pertenecientes a la legislación de la Comunidad de Canarias se han tenido en cuenta el *Decreto 315/2015, de 28 de agosto*, el cual establece las enseñanzas mínimas y esenciales para los cursos de Educación Secundaria Obligatoria y Bachillerato común para todas las Comunidades Autónomas. *El Decreto 83/2016, de 4 de*

julio, en el que se desarrolla el currículo a seguir en Educación Secundaria. *La Orden de 3 de septiembre de 2016*, ha sido imprescindible para la elaboración de este documento ya que por esta orden se regulan los sistemas de evaluación, promoción y obtención de títulos de Educación Secundaria Obligatoria y Bachillerato en la Comunidad Autónoma de Canarias.

En cuanto a los documentos pertenecientes a la legislación común a todas las Comunidades Autónomas, se han tenido en cuenta la *Ley Orgánica de Educación 2/2006, de 3 de mayo* y la *Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre*. Estas dos leyes han sido imprescindibles para la elaboración del documento ya que se tratan de las leyes de educación que conforman el *Boletín Oficial del Estado* por las que la segunda es una modificación de la primera; estas leyes tienen que ser seguidas por todas las Comunidades Autónomas para conformar sus propias leyes de educación. *La Orden ECD/65/2015, de 21 de enero*, que desarrolla los aspectos comunes de las competencias contenidos y criterios de evaluación en Educación Primaria, Educación Secundaria Obligatoria y Bachillerato. Por último, el *Real Decreto 1105/2014, de 26 de diciembre*, que establece el currículo indispensable a seguir en Educación Secundaria Obligatoria y Bachillerato, indispensable para la elaboración de las Unidades Didácticas diseñadas para un curso de 4º de la ESO.

2. Contextualization

In this section there is going to be a description of the characteristics of the school, how its location helps for the development of the classes and the education of the students, how the school itself works, the classes and, most importantly, the students.

2.1. Characteristics of the school environment

The state IES (Instituto de Educación Secundaria) is located in a residential area close to the city centre but far enough so that the families that live in the heart of the city have a perfect commutation to get to the school on time. The distance from the centre of the city is also beneficial for the students so that they get less distracted from what might happen in the surroundings of the school. Fortunately, when the decision to build the IES was made, and the location was stablished one of the facts that was taken into account was that there is a large parking place so that parents could take students by car and not worry about were

to park it. The IES is also near to some of the most used city bus lines which is really convenient for the older students whose parents are starting to give them more independence.

As the IES is located in an island, most of the families that belong to the school (middle class families the majority), work on the tourism sector (hospitality industry) and on the production of the agricultural products that specially grow on this area that are mainly commercialized within the island; some of the products are: cereals, potatoes, vegetables and season fruits. The island is characterised by its location, geographically it is close to the neighbour islands and the mainland, therefore it is perfectly communicated. This makes the island the heart of commutation between the mainland and the rest of the islands and because of this, there are a lot of children whose parents are pilots or boat drivers. The unemployment rate has varied in the last few years given the pandemic situation and the travelling restrictions; before March 2020 the rate was under the 10% but because of the lockdown it almost reached the 30%. Luckily, thanks to the high vaccination rate in the country and the opening of the boarders in the last few months the employment rate is getting closer and closer to the numbers before the pandemic.

While the unemployment rate descended as a consequence of the pandemic, the crime rate has ascended in the last two years. The majority of the crimes that have been occurring these years have been in supermarkets and in bigger houses of food and semi valuable objects whose thieves tried to sell in order to buy food and basic needs items. Luckily, the state forces have decided to help most of these families instead of punishing them but always analysing the situation as there is always people that take advantage of these situations to do major damage.

The IES's project is completely in line with the government's requirements and the students' needs. To elaborate the annual program, teachers do a deep study of the state's demands adapting them to the innovative techniques that the new generations implicitly need. For the IES is really important that the students feel comfortable to grow freely, both personally and academically and, in order to achieve this purpose and to shape a generation with a fully equipped bag of knowledge, the school leadership team has made an agreement with the institutions of the locality to provide an expert on different topics: sexuality,

inclusivity, finances, free time activities, bullying, social media… to give information to the students about the dangers and benefits of what they might find in the world outside the school.

Following these programs, it has been noticed that the last generations are more interested in careers that would fulfil students personally rather than practically as it happened with older generations. For this and taking into account the constant changes in the legislation that oblige schools to put an end to the classes earlier each year, the school has decided to create a project called *Tod@s podemos trabajar de lo que nos gusta*. This project consists of trying out different types of careers that are believed to be out of the normal ones. For this the school will create a space so student can attend to different workshops about non-traditional jobs where people that have managed to make their way into these jobs can tell their story to the students and also show them how they do what they do and letting them attempt to do it. Some of the jobs that have had workshops in the project last year have been: streamers, singers, video editors, influencers in different social media (YouTube, Instagram, Tik Tok), dancers, actors. This year's programme is still being developed as the organisers of the project try to include all the suggestions that the students make at the beginning of the year in a form that they have to complete the first day of the school year, writing the types of jobs they want to see in the workshops.

Related to the topic of pursuing different careers, 4th of CSE students each year do a convivence program before starting school with their tutors and the orientation staff to help them put their ideas together in order to decide what they want to do once their finish CSE, whether if they want to continue in the school and do *Bachillerato* or if they want to do a *Grado Superior*. This convivence program consists in going to one of the camping places in the locality where the teacher and orientation will explain the different options they have in the island and outside of the island. Apart from the academic part, the convivence also has an environmental purpose; the students have to collect rubbish from the cost after the summer is over. If the weather allows it, and the coast is completely cleaned, the students will learn some water sports with instructors to celebrate the end of summer and the beginning of the new school year.

2.2. School center

The IES was built in 1983 and since it opened its doors it has been the educational home of hundreds of students. The students that come to this school are those that are in secondary education stage and *Bachillerato*, mostly students between the ages of 12 and 18 but also older and younger students depending on their needs and situations.

In the first secondary educational phase 1st - 2nd of CSE, students star to have their first optional subjects which they can choose from: Spanish and maths extension, choir, sports, chess, French and RRR (reduce, recycle, reduce).

In the second educational phase 3rd - 4th of CSE, the optional subjects are more related to the *Bachillerato* options that the school offers. These optional subjects are: Spanish and maths extension, French, sign language, artistic painting, economics, computer programming, choir, environment photography.

In *Bachillerato* students can choose from five different options: in science they have the technologic itinerary, the scientific itinerary, they have the economical itinerary and the humanities itinerary.

The school has five different floors:

In the first floor there is the main offices, Headmaster, the head of studies of each phase, the secretary, the janitors, the orientation team… there is also a meeting room that is usually used for the team meetings such as: the tutors, the leadership team, Consejo Escolar, meetings with parents and for the members of the Asociación de Madres y Padres (from now on, AMPA) when they need it. The evaluation meetings are usually done in the teachers' room. Also in the first floor there is an auditorium where the school celebrations like Christmas, the school's day, the international book day and graduations take place.

In the second floor there are the classes where the first educational phase is located, students from 1st and 2nd of CSE, this consist in 10 rooms. Normally there are 3 groups of each course: A, B, C; but some years there have been more. The other 4 rooms, if empty, are used to divide the classes in half, so in subject such as English one part of the class is with the teacher and the other part is with the language assistant. These classrooms are also used

for the optional subjects. At the end of the corridor there is the CSE teachers' room. And particularly for the second floor there is the library.

The structure for the fourth and the fifth floor is the same but in the fourth floor there are two computers' room and one art's room. On the fifth floor there are the music room and two laboratories: one for the technology subject and the other one for all scientific related subjects.

The IES has a fully equipped gymnasium where students can practice all kinds of sports and its also equipped with two changing rooms and one room to keep all the materials that students will use in their Physical Education classes. There are also two courts on the playground where students also spend their time on their break. In the same building as the gymnasium there is a cafeteria that can be used by students, teachers and parents.

The school's educational offer comprehends the secondary education period, (1st, 2nd, 3rd and 4th of CSE) and *Bachillerato.* The IES also offers the *Diversificación* option in case it is needed for the 3rd and 4th graders. Students from 4th of CSE can choose between studying more scientific centred itinerary or humanistic itinerary. In *Bachillerato*, students can choose from the four different fields of study: Scientific, Technological, Economics and Humanities. For the CSE grades there are different optional subjects where they can choose from:

- For the first stage: 1st and 2nd of CSE, students can choose: extension of mathematics and Spanish, French, History Workshop, Sports, Economy and Music.

- For the second stage 3rd and 4th of CSE, students can choose: extension of Mathematics and Spanish, French, Drama and Philosophy.

Along with the regular activities that are carried out in the IES, the centre is immersed in different programs along with other institutions, some pf these programs are:

- *Programa Educación Ambiental:* this program deals with Climate Change.
- *Programa de Educar para la igualdad:* in this program the goal is to increment the role of coeducation in education and to promote methodologies that overcome the gender roles and the sexist stereotypes and gender violence.

In section 6.4 there is going to be a further explanation of these programs and their projects.

2.3. Classroom

All of the classrooms are equipped with a digital and a regular board, this way teachers can help themselves with technological resources to make their lessons entertaining and innovative. There are four windows in all the classes so students with as much natural light as possible, especially during the warmer months. Last year, as the budget that was destined for cerebrations couldn't be used because of the sanitary restrictions, the school along with the approbation of the *Consejo Ecolar*, decided to keep it to change the furniture of the school and renewed the tables and chairs of the students for more ergonomically ones.

The distribution of the class has been designed to take advantage of all the space that it is available. The door is located in the right corner of the room and in the first wall on the left there are the digital board and the regular board. The boards are situated behind the teachers' desk and the rest of the class is occupied by the students' desks. Because of the sanitary recommendations these past few years students have been sitting one by one, which for the development of the classes is really convenient because this placing leads to less distractions. This placing is also helpful when it comes to interactive activities in the class as the furniture is easy to move and there is no other type of furniture on the other walls apart from some hangers. As it has been said before, one of the greatest advantages of the school is the natural light that gets through the windows in the classrooms which are in the left side of the class which would be the right side of the students.

2.4. Students

This year's 4th of CSE students are a group of 28 boys and girls within the group there is a AHDH student who is not medicated, this student uses a pedalling machine in class to burn the energy and to be able to concentrate in class. In this group there is also a dyslexic student. There is also a particular case of a student that is enrolled two years behind his age because he was adopted, and when he came to the county the parents were notified that he had a growing difficulty. There are also 4 immigrant students, two Arabic students that came with their parents when they were babies and two Chinese twin sisters that came to the school three years ago.

Something to highlight about this group is that it is an incredibly artistic group, the majority of the students have a great interest in arts, most of them do extracurricular

activities on dancing, music, painting and audio-visual learning so with the approval of the leading members of the school, during this school year the students will prepare a musical as part of their annual program.

3. Curriculum specification

Within this segment there is going to be an analysis of the different necessary aspects to take into account to elaborate the Didactic Units and Learning Situation. The data that has been gathered in the following segments has been taken from the *Real Decreto 1105/2014, de 26 de diciembre* and *Decreto del Gobierno de Canarias 83/2016 de 4 julio.* Taking into consideration that the information that is given in this document is in Spanish, the segments 3.1, 3.2 and 3.3 are going to have some parts written in Spanish. The segments 3.4, 3.5 and 3.6 have been assembled on a table. For all the segments written in Spanish, it has been used the masculine to avoid confusion.

3.1. Stage Objectives

The stage objectives are set in *Real Decreto 1105/2014 de 26 de diciembre*, and are the following ones:

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.

3.2. Objectives of our subject and contribution to competences

Competence in Linguistic Communication (CLC), contributes directly to the development of the subject due to the fact that using the language as an instrument, allows students to

carry out social tasks, what implies that these students are able to handle both oral and written skills in either sides comprehension and production (express and interact). Linguistic Communication is not developed in just in one way, in fact, within the competence, it is developed in all kinds of components: Discursive-Pragmatic, Sociocultural, Strategic and Personal

Digital Competence (DC), nowadays, the access to authentic or didactic resources in a forage language is within reach of more people than ever in history. The ICT are still opening a vast range of possibilities to approximate to other cultures in an immediate and real way everywhere. This is shaping the way in which todays' students learn, due to the fact that they can experiment on their own, helped by different and strong means, being able to communicate with other language speakers, navigating and creating materials, in and out of the school.

Learning to Learn Competence (L2L), contributes directly, given that students should apply the adequate strategies to each task and activity they are asked to develop in a certain moment, like using visual support and the context to facilitate the comprehension to adjust the message, help themselves from non-verbal resources, observe how others learn, use bilingual dictionaries, or monolinguist or visual with the objective of compensate their linguistic deficiencies.

Social and Civic Competence (SCC), specially contributes with the use of the language in different registers and the use of the language in cultural and sociocultural activities allowing students adapt to different arrangements and grow social abilities.

Sense of Initiative and Entrepreneurship (SIE), maintain the idea that the students are the owners of their learning process, the aim of this objective is to boost the initiative and the self-esteem of the students. This way, taking into account what it has been learned in CSE, students will be able to take tasks with enough critic sense, responsibilities, self-confidence, planification and management of abilities to perform a job or group activity.

Cultural Expression Competence (CEC), contributes to the objectives by making students, throughout the English Language, interested about the cultural, artistic patrimony, other cultures and daily life. The intention is that whit the acquired knowledge, students show interest for studying and producing art.

16

3.3. Contribution to stage objectives

Following the *Decreto del Gobierno de Canarias 83/2016 de 4 julio* the contrubition to the objetives are:

The stage objectives constitute an essential element in the educational process, given that they are the starting point to select, organize, and lead the learning processes. They initiate what and how to teach, they start the progress of the student body, and facilitates the teaching body the decisions of the aspects that need to be reinforced. For CSE stage the main objective is to comprehend and express oneself in one or more languages correctly, this way the materials from First Foreign Language will get more complex, and students' production too.

Students from CSE will start from known daily communicative situations do that they can progressively advance to a management of the language so that they can use it in an appropriate way in less usual contexts at the end of this stage. Along with the contents of the subject students have to develop a complete management of the ICT, and interest for all artistic forms and preservation of the climate change.

To all this, it is also included the *Aprendizaje Integrado de Contenidos de Materias no Lingüísticas y de Lengua Extranjera* (AICLE), which involves an opportunity to foster the design and implementation of learning situations from an interdisciplinary point of view thanks to the procedural component of the contents of the English subject and, at the same time, to cultivate the treatment of the stage objectives.

3.4. Evaluation criteria, Contents and Assessable Learning Standards

The Assessable Learning Standards have been attached at the end of the document in annex I.

Table 1: *Competencias, Contenidos y Estándares de Aprendizaje*

> *Criterio de Evaluación 1:* Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.
>
> Con este criterio se pretende constatar que el alumnado como agente social es capaz de identificar y extraer la información global y especifica en textos orales, transmitidos tanto de viva voz como por medios técnicos y claramente articulados, en los que se emplea un registro formal, informal o neutro, como en transacciones y gestiones cotidianas o menos habituales (p. ej. en un hospital, en una comisaría); así como los puntos principales y detalles relevantes en noticias de televisión cuando cuenten con apoyo visual, en conversaciones informales en las que se aportan explicaciones, justificaciones o puntos de vista, se expresan sentimientos, hipótesis, etc., al igual que en conversaciones formales sobre asuntos prácticos y predecibles; en

instrucciones, indicaciones u otra información, incluso de tipo técnico; y en presentaciones o charlas, siempre que todos ellos contengan léxico de uso común, estén articulados a velocidad media y en lengua estándar, y a su vez contengan patrones sonoros, acentuales, rítmicos y de entonación de uso común, de los cuales reconoce sus significados asociados. Del mismo modo, se trata de verificar que comprende lo esencial de anuncios publicitarios, series y películas. Por último, se busca comprobar que distingue las funciones y propósitos comunicativos más relevantes, así como un repertorio de sus exponentes más comunes, mediante el empleo de sus conocimientos sobre los constituyentes y la organización de estructuras morfosintácticas, y sobre patrones discursivos de uso frecuente relacionados con la organización y ampliación o reestructuración de la información, al igual sobre sus significados asociados, usando el contexto y apoyo visual para reconocer un repertorio limitado de expresiones y modismos de uso frecuente.

Con todo ello, se pretende comprobar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para recabar información en distintas fuentes, realizar una tarea especifica o resolver un problema, adquirir conocimientos generales sobre otras materias, o sobre asuntos cotidianos y conocidos, o que sean de su interés, adoptando una actitud crítica y constructiva, así como para escuchar por placer o entretenimiento.

Competencias: CL, CD, CSC

Estándares de Aprendizaje Evaluables: 1, 2, 3, 4, 5, 6, 7

Contenidos:

1. Componente funcional

1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico

2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.

2.3. Patrones sonoros, acentuales, rítmicos y de entonación.

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

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

Con este criterio se pretende comprobar que el alumnado como aprendiente autónomo es capaz de aplicar estrategias (movilización de información previa, formulación de hipótesis sobre contenido y contexto…) para comprender mensajes orales (instrucciones, indicaciones, transacciones y gestiones cotidianas o menos habituales, conversaciones formales e informales entre otros interlocutores o en las que participa sobre temas conocidos, presentaciones o charlas bien estructuradas, lo esencial de anuncios, de series, de películas o de noticias de televisión con apoyo visual que complementa el discurso, etc.) que traten sobre asuntos cotidianos en situaciones corrientes o menos habituales o sobre los propios intereses en los ámbitos personal, publico, educativo y ocupacional/laboral. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE

Estándares de Aprendizaje Evaluables: 1, 2, 3, 4, 5, 6, 7

Contenidos:

Estrategias de comprensión:

1. Movilización de información previa sobre tipo de tarea y tema.

2. Identificación del tipo textual, adaptando la comprensión al mismo.

3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).

4. Formulación de hipótesis sobre contenido y contexto.

5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.

6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Criterio de Evaluación 3: Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.

Mediante este criterio se busca comprobar que el alumnado como agente social es capaz de producir textos, que ensaya previamente, y que comunica tanto cara a cara como por medios técnicos, usando un registro formal, informal o neutro, y empleando apoyo visual como diálogos, presentaciones o exposiciones (p. ej. protección ante catástrofes, fomento de la igualdad de género…) en los que muestra control sobre un repertorio de exponentes morfosintácticos y sobre léxico común de forma amplia, así como sobre un número limitado de expresiones y modismos de uso frecuente, explicando las ideas principales brevemente y con claridad y pronunciando y entonando de manera clara y con la fluidez suficiente, aunque cometa errores de articulación en palabras o estructuras poco frecuentes. Del mismo modo, se trata de verificar que lleva a cabo las funciones e intenciones comunicativas más relevantes y que usa los patrones discursivos habituales para organizar el texto de modo eficaz, ampliándolo o resumiéndolo.

Con todo ello, se persigue constatar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para producir textos orales monológicos siguiendo unas directrices establecidas, y en los que comunica conocimientos sobre otras materias, o sobre asuntos generales o de interés propio, adoptando una actitud crítica y constructiva.

Competencias: CL, CD, CSC

Estándares de Aprendizaje Evaluables: 8

Contenidos:

1. Componente funcional.

1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico.

2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.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.

Criterio de Evaluación 4: Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.

A través de este criterio se pretende comprobar si el alumnado como agente social mantiene el ritmo del discurso con la fluidez suficiente, tanto cara a cara como por teléfono u otros medios técnicos, en intercambios comunicativos breves o de longitud media en los que emplea un registro informal, formal o neutro, participando y cooperando de forma efectiva en conversaciones informales y en gestiones y transacciones habituales o cotidianas que pueden surgir durante un viaje o estancia en otros países (ocio, salud, relación con las autoridades, etc.), y razonando de manera sencilla y con claridad en entrevistas, reuniones o conversaciones formales, en las que se intercambian información, ideas y opiniones; se justifican de manera simple pero suficiente los motivos de acciones y planes; se formulan hipótesis, etc... Del mismo modo, se busca constatar que se ajusta a las funciones y propósitos comunicativos mediante el uso de sus exponentes más comunes, a pesar de que pueda haber interrupciones o vacilaciones, o resulten evidentes las pausas y la reformulación para organizar el discurso y seleccionar estructuras, utilizando formulas o indicaciones habituales para tomar o ceder el turno de palabra, aunque pueda necesitar la ayuda del interlocutor o tenga que repetir lo dicho. Asimismo, se pretende verificar que responde a preguntas sobre sus presentaciones, pronunciando y entonando con claridad.

Con todo ello, se pretende comprobar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para establecer y mantener contacto con otros hablantes, realizar una tarea o resolver problemas prácticos y trabajar en grupo siguiendo unas pautas establecidas, así como para dar sus opiniones e ideas sobre asuntos generales o de interés propio, adoptando tanto una actitud constructiva como técnicas de negociación sencillas.

Competencias: CL, CD, CSC

Estándares de Aprendizaje Evaluables: 8, 9, 10, 11

Contenidos:

1. Componente funcional

1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y

sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico

2.1. Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.

2.3. Patrones sonoros, acentuales, rítmicos y de entonación-

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

Criterio de Evaluación 5: Aplicar las estrategias más adecuadas para elaborar producciones orales nomológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de

responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

Con este criterio se pretende comprobar que el alumnado como aprendiente autónomo es capaz de aplicar estrategias (definición simple de elementos para los que no se tienen las palabras precisas, evaluación y autocorrección…) para hacer presentaciones breves y ensayadas (con ayuda de borradores o guiones) y contestar a preguntas de los oyentes, para desenvolverse en situaciones cotidianas y menos habituales y para participar en conversaciones formales o informales, llevando a cabo dichas producciones cara a cara o por algún medio técnico, sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE

Estándares de Aprendizaje Evaluables:8, 9, 10, 11

Contenidos: Estrategias de producción:

1. Planificación

1.1. Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.

1.2. Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.

2. Ejecución

2.1. Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.

2.2. Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.

2.3. Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje "prefabricado", etc.).

2.4. Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales:

2.4.1. Lingüísticos

- Modificar palabras de significado parecido.

- Definir o parafrasear un término o expresión.

2.4.2. Paralingüísticos y paratextuales

- Pedir ayuda.

- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.

- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).

- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

3. Evaluación y corrección

3.1 Aplicar mecanismos de evaluación (resultado y proceso) y de autocorrección para progresar en el aprendizaje.

Criterio de Evaluación 6: Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.

Con este criterio se pretende constatar que el alumnado como agente social es capaz de identificar y extraer la información global y especifica en textos de cierta complejidad escritos en un registro formal, informal o neutro, tanto en formato impreso como en soporte digital, como en anuncios y comunicaciones, en páginas Web u otros materiales de referencia o consulta, en textos periodísticos, de ficción y literarios contemporáneos, al igual que en correspondencia personal, foros y blogs. A su vez,

se persigue comprobar que puede identificar la información relevante en instrucciones detalladas sobre el uso de aparatos y sobre la realización de actividades y normas de seguridad o convivencia, así como que es capaz de entender lo suficiente de cartas, faxes o correos electrónicos de carácter formal. Por último, se busca valorar que distingue las funciones e intenciones comunicativas más relevantes, junto con un repertorio de sus exponentes morfosintácticos de uso habitual y sus significados asociados, así como patrones discursivos de uso frecuente para ordenar, ampliar o reestructurar la información, aplicando a la comprensión del texto sus conocimientos sobre léxico de uso común, y usando recursos textuales y no textuales para inferir el significado de palabras más específicas y de expresiones y modismos de uso frecuente, al igual que reconociendo tanto las principales convenciones ortográficas y de escritura, como abreviaturas y símbolos de uso común y más específico, junto con sus significados asociados.

Con todo ello, se persigue constatar que el alumnado es capaz de aplicar sus conocimientos sobre elementos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para recabar información en distintas fuentes, realizar una tarea especifica o resolver una tarea, adquirir conocimientos generales sobre otras materias, o sobre asuntos cotidianos y conocidos o de su interés adoptando una actitud crítica y constructiva, y para leer por placer o entretenimiento.

Competencias: CL, CD, CSC

*Estándares de Aprendizaje Evaluables:*12, 13, 14, 15, 16, 17, 18

Contenidos:

1. Componente funcional

1.1 Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico

2.1. Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.

2.3. Patrones gráficos y convenciones ortográficas.

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

Criterio de Evaluación 7: Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

Con este criterio se pretende comprobar que el alumnado como aprendiente autónomo es capaz de aplicar estrategias (movilización de información previa, formulación de hipótesis sobre contenido y contexto…) para comprender mensajes escritos (instrucciones detalladas, anuncios y comunicaciones de carácter público, institucional o corporativo, correspondencia personal, comunicaciones de tipo formal, textos de ficción y literarios contemporáneos breves, así como la información específica en textos periodísticos de extensión media, en artículos divulgativos sencillos o en páginas Web, etc.) que traten sobre asuntos cotidianos o menos habituales, sobre temas de interés en los ámbitos personal, publico, académico y ocupacional. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE

Estándares de Aprendizaje Evaluables: 12, 13, 14, 15, 16, 17, 18

Contenidos:

Estrategias de comprensión:

1. Movilización de información previa sobre tipo de tarea y tema.

2. Identificación del tipo textual, adaptando la comprensión al mismo.

3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes, implicaciones).

4. Formulación de hipótesis sobre contenido y contexto.

5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.

6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Criterio de Evaluación 8: Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.

Este criterio persigue comprobar si el alumnado es capaz de crear y completar cuestionarios detallados, tanto en formato papel como digital, y redactar textos en cualquier soporte, como currículum vitae, informes, anuncios, comentarios, correspondencia personal y correspondencia formal básica, etc., así como que puede tomar notas, mensajes y apuntes, y participar en foros, blogs, chats..., utilizando para ello un registro formal, informal o neutro, al igual que empleando léxico de uso común o más específico de forma amplia, junto con un repertorio limitado de expresiones y modismos de uso frecuente, para formular hipótesis, comunicar información, ideas y opiniones en las que resalta lo que le parece importante, describir personas objetos y lugares, narrar acontecimientos, etc. Del mismo modo, se trata de verificar que cumple con las funciones e intenciones comunicativas más relevantes mediante la utilización de sus exponentes morfosintácticos, utilizando adecuadamente los patrones discursivos habituales (inicio, desarrollo y cierre) y los elementos de coherencia y de cohesión textual, al igual que las convenciones de escritura, incluidas las que rigen la comunicación en Internet, para organizar el discurso de manera sencilla pero eficaz, manejando procesadores de textos de forma básica para corregir errores ortográficos.

Con todo ello, se pretende comprobar que el alumnado es capaz de aplicar sus conocimientos lingüísticos de uso habitual y de emplear recursos tradicionales y las TIC de forma básica para establecer y mantener el contacto social, realizar tareas o resolver problemas prácticos, aportando opiniones críticas y constructivas sobre asuntos generales relacionados con otras materias, o sobre asuntos cotidianos y habituales, o de interés propio y observando las convenciones formales y las normas de cortesía básicas.

Competencias: CL, CD, CSC

Estándares de Aprendizaje Evaluables: 19, 20, 21, 22, 23, 24, 25

Contenidos:

1. Componente funcional

1.1.Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico

2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.

2.3. Patrones gráficos y convenciones ortográficas.

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

Criterio de Evaluación 9: Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

Con este criterio se pretende comprobar que el alumnado como aprendiente autónomo es capaz de aplicar estrategias (parafrasear estructuras a partir de otros textos, redactar borradores previos, evaluación y autocorrección…) para elaborar textos escritos (cuestionarios detallados, un currículum vitae a partir de un modelo, notas y apuntes, informes breves, correspondencia sea personal sea formal básica, mensajes, p. ej. en una página Web o una revista, etc.), sobre hechos corrientes o menos habituales en los ámbitos personal, publico, educativo y ocupacional. Todo ello con el fin de que el alumnado asuma paulatinamente un papel preponderante en su propio aprendizaje, adquiera autonomía y aproveche el enriquecimiento mutuo que supone el aprendizaje en grupo.

Competencias: AA, SIEE

Estándares de Aprendizaje Evaluables: 19, 20, 21, 22, 23, 24, 25

Contenidos:

Estrategias de producción:

1. Planificación

1.1. Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar que se sabe sobre el tema, que 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.

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

Con este criterio se pretende comprobar la capacidad del alumnado como hablante intercultural de identificar aspectos relevantes de la cultura a la que accede a través de la lengua extranjera por diferentes medios (Internet, películas, programas de televisión, revistas, publicidad, periódicos, contacto directo con hablantes de la lengua, etc.), como aquellos relativos a las peculiaridades sociolingüísticas (registros, lenguaje gestual, acentos…), a la vida cotidiana (hábitos y actividades de estudio,

trabajo y ocio), a las condiciones de vida (hábitat, estructura socio-económica, condiciones laborales…), a las relaciones interpersonales (generacionales, entre hombres y mujeres, en el ámbito familiar, educativo, ocupacional…), a las convenciones sociales (actitudes y valores, normas de cortesía, costumbres, tradiciones…), a los aspectos geográficos e históricos más relevantes y a las diferentes representaciones artísticas (cine, música, literatura, pintura, arquitectura, fotografía, etc.), así como su capacidad de incorporar estos elementos de la misma a sus producciones.

Por otro lado, este criterio determina la capacidad del alumnado para reflexionar sobre las diferencias y similitudes más significativas existentes entre la lengua y la cultura propias y las de la lengua extranjera, valorando la lengua y la cultura extranjera como medio de adquirir estrategias y saberes de utilidad para su crecimiento personal, emocional, académico y profesional. Asimismo, se pretenden constatar en el alumnado actitudes de interés, deferencia y tolerancia relativas a las variedades sociales, lingüísticas y culturales, teniendo en cuenta la multiculturalidad y el multilingüismo existentes en Canarias.

Por último, este criterio pretende que el alumnado como sujeto emocional y creativo, desde sus centros de interés, demuestre motivación y sentimientos positivos que permitan un desarrollo creativo y emocional favorable, a través de diferentes experiencias, recursos (tradicionales y tecnológicos), contextos, representaciones artísticas y culturales en todas sus dimensiones (el cine, el teatro, la música, la danza, la literatura, la pintura…) gestionando su estado de ánimo y participando activamente en situaciones de aprendizaje, con el fin de favorecer su pleno desarrollo en los ámbitos personal, social, educativo y laboral.

Competencias: CL, CSC, SIEE, CEC

Estándares de Aprendizaje Evaluables: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.

Contenidos: 1. Componente cultural

1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.

1.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un

medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida.

1.3. Valoración y comparación de los aspectos culturales, las peculiaridades, las costumbres, los valores, las creencias, las actitudes, las tradiciones, las formas de relación social, etc., propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general.

1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.

1.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.

1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.

2. Componente emocional

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

2.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado.

2.3. Colaboración en la creación de una atmosfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.

Leyenda de colores:

Bloque 1: Comprensión de Textos Orales
Bloque 2: Producción de Textos Orales: Expresión e Interacción
Bloque 3: Comprensión de Textos Escritos

| Bloque 4: Producción de textos Escritos: Expresión e Interacción |
| Bloque 5: Aspectos Sociolingüísticos, Socioculturales y Emocionales |

Fuente: Elaboración propia

3.7 Program units

The following pages are composed of nine Didactic Units elaborated for a course of students of 4th of CSE. Along with these units it has been added in the Annex of the document the extended version of the contents of each criteria (Annex II) and the Learning Situation (Annex III).

The units have been elaborated following the regulations established in the *Decreto del Gobierno de Canarias 83/2016 de 4 julio.* These Didactic Units follow innovative methodologies and activities designed to engage students with the subject. The units are connected by a Musical Project called: *Bridgeton The Musical,* connected to the *InnovAS , Artr y Acción Cultural* network which advocates for thematic programmes encouraging students' creativity, entrepreneurship and team work.

This project will happen transversally throughout the school year, starting in the 6th week along with the second unit. The units have been designed to cover four sessions each week and one of the sessions is going to be destined for the development of the Music Project, therefore, each unit is going to have a short description of what phase of the project is being carried out. A wider description of the process of elaboration of the project is going to be explained in the Learning Situation in Unit 9, given that the performance of the project is going to happen in this unit. As it is going to be explained, the evaluating part of this project is the process of elaboration, not the final performance.

N.º 1	TITLE: In America: A Lexicon if Fashion		
Grade: 4th	Implementation period: from week nº 1 to 5	Nº of sessions: 13	Trimester: 1st

For the first unit students are going to do a review of the basic English grammatical structures such as: the Present Simple and the Present Continuous. These grammatical structures will be taught along with the State Verbs and the Reflexive Pronouns. To introduce these grammatical structures students are going to be asked about coming back to the school routine and the activities they do once the school year starts. To work on these grammatical structures, students are going to complete some activities on their class books, for the State Verbs practice they are going to do a *Bingo* so that they memorise the verbs implicitly, this activity is going to be done in the classroom, students will have to write down a number of state verbs and the teacher will name them out loud and the students will cross them from their lists. For the Reflexive Pronouns students are going to be taken to the ICT room and will be given a link to the *Wordwall* platform. For the vocabulary of this first unit students are also going to do a review on the items of clothing and the materials. To practice the learned vocabulary, students are going to do a Pictionary activity in which there is going to be projected an image in the digital board and in pairs, one student will describe the person and the other one will draw it on a paper. The principal activity they will have to develop, is a writing activity in which they will practice the grammatical structures and the vocabulary. In the writing students will have to describe the outfit of one of the attendants of the MET Gala that took place on the 13th of September of 2021, at the same time the students will be learning these structures. The main objective of this activity is that students are able to describe the items of clothing and their materials, if they do not refer exactly to the MET Gala theme or they specify if they like the outfits the writing composition will be oaky too. *The name of the activity is The MET Gala, Where they on theme?* Related to the Musical Project, students are going to attend to a musical workshop, in which they are going to learn how to develop a musical, from the elaboration of the script to the final performance.	Justification: The explanation of the present tenses grammatical structures is essential for the students' knowledge of the language to express their present situations. In order to provide meaningful and useful activities that engage the students with the contents, the activities of the unit, the bingo for the state verbs, the *Wordwall* platform for the reflexive pronouns, the Pictionary and the writing activity, have been chosen to provide students a different point of view to the traditional description including the grammatical and vocabulary contents.

CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA	COMPETENCES
Code: SPLW04C08 **Description:** Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral. SPLW04C09 Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	CLC, DC, SCC, L2L, SIE

CONTENTS	ASSESSABLE LEARNING STANDARDS

SPLW04C08 1. Componente funcional
  1.1
  2. Componente Lingüístico
  2.1, 2.2, 2.3
  3. Aspectos Socioculturales y Sociolingüísticos
SPLW04C09 Estrategias de Producción
  1.Planificación
  1.1, 1.2
  2.Ejecución
  2.1, 2.2
  3. Evaluación y Corrección
  3.1
	19, 20, 21, 22, 23, 24, 25

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** For the grammatical explanations the teaching models that are going to be used are: Previous Knowledge Organizers (ORGP), Development of Concepts (FORC) and for the activities the Basic Inductive Model (IBAS).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used are: discovery methodology and narrative methodology and for the activity interrogative.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through the use of electrical devices like the digital board to give the grammatical explanations and to realise different reinforcement activities like the *Wordwall* activities, and to project the images so that student can perform the activity the DC and the SIE are going to be promoted. The CLC is going to be promoted as the students will have to use their knowledge of the language to participate in the classroom and some of them will be asked to read their writing compositions out loud. The activity programmed for the unit is also related to SCC due to the fact that the students will learn about one of the cultural aspects from the fashion industry.
	GROUPS: For the writing activity and the bingo activity students are going to work TIND. For the interactive activities and the Pictionary activity, students are going to work TPAR.
	SPACES: The spaces that are going to be used for these activities are the students' classroom and the ICT room
	RESOURCES: To carry out these activities the students are going to use their notebooks and the images from the assistants of the MET Gala on the digital bard, and for the interactive activities in the ICT room, the online platform *Wordwall*.

N.º 2	TITLE: The Duke and I		
Grade: 4th	**Implementation period:** from week nº 6 to 11	**Nº of sessions:** 13 + 5	**Trimester: 1st**

Description: For the second unit students will revise the Past Simple and Past Continuous' grammatical structures and they will star working with the Present Perfect. To practice these grammatical structures, students are going to start the explanation of the tenses with a battleship game to revise the irregular verbs. After this they will be explained the tenses and work on them on their class books, once they have been explained all verbal tenses students are going to do an *Escape Room* with the Genially platform. For the vocabulary of this unit students are going to work with vocabulary dealing with literature. To practice the vocabulary and the grammatical structures, students will create a short presentation called *Book tag* in which they will have to give a little information on tree books in small groups. In this unit students will be introduced to the Learning Situation that will be carried out along the year, *Bridgeton the Musical*. These weeks students are going to watch in the classroom the first two episodes of the TV show and listen to the songs of *The Unofficial Bridgeton Musical.* Once students have seen these episodes, they are going to be asked to finish the show at home so that they can answer to a quiz about the show mixed with the tenses of the unit. The last two sessions destined for the project; students are going to be divided in groups to start preparing the script, for these students are going to be asked to bring the book (paper or digital).	**Justification:** As it happens with the first unit, learning the basic past grammatical structures is essential for the students' language knowledge so that they are able to express themselves in past situations. In this unit the Learning Situation project is going to be introduced. This project is going to engage students to the subject from a different and innovative point of view in which they will use the language directly to express themselves.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	COMPETENCES
Code: SPLW04C02 **Description:** Aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o	CLC, DC, SCC, L2L, SIE

28

	los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.
SPLW04C03	Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.

CONTENTS	ASSESSABLE LEARNING STANDARDS
SPLW04C02 Estrategias de Comprensión 　　　　1, 2, 3, 4, 5, 6 SPLW04C03 1. Componente Funcional 　　　　1.1 　　　　2. Componente Lingüístico 　　　　2.1, 2.2, 2.3 　　　　3. Aspectos Socioculturales y Sociolingüísticos. SPLW04C09 Estrategias de producción 　　　　1 Planificación:1.1, 1.2, 　　　　2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2) 　　　　3 Evaluación y corrección: 3.1	1, 2, 3, 4, 5, 6, 7, 8, 19, 20, 21, 22, 23, 24, 25

METHODOLOGICAL **FOUNDATION**	**TEACHING MODEL:** For the grammatical explanations the teaching models that are going to be used are: Previous Knowledge Organizers (ORGP), Development of Concepts (FORC) and for the vocabulary and the second part of the grammar, Expositive (EXPO).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Narrative, discovery and cooperative.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through the use of electronical devices such as the digital board to explain the grammatical structures and to project the first episode of the TV show the DC is imperative. For the development of the SIE and SCC competencies the students are going to be the main characters for the development of the musical project in which they will have to make the majority of the decisions. For the L2L competence to be promoted, students will have to use what they have learned in the classroom to perform the activities. To decide the characters and to argue who will work in the different tasks for the musical project, the students will have to use the CLC.
	GROUPS: For parts of the activities the students are going to work individually TIND, as they are going to be watching the first episodes of the TV show. They are also going to work in TPAR and in PGRU.
	SPACES: The only spaces that is going to be used in these sessions is the students' classroom and the ICT room.
	RESOURCES: To carry out these activities the only resources that are going to be needed are the digital board to project the episode of the TV show and the book or the device the read the first book of the series so that students can get the inspiration to write the scrip of the musical.

N.º 3	TITLE: What do you mean?		
Grade: 4th	Implementation period: from week nº 11 to 15	Nº of sessions: 14+5	Trimester:1st

Description:
For the third unit, students are going to continue working with the expressions associated to the Present Perfect: for, since, just, yet and already. They will also work on exercises in which they will have to differentiate between the Present Perfect and the Past Simple. In this unit students will also learn the Past Perfect grammatical structures. To practice these grammatical structures, students are going to work on the exercises on their class books, they are algo going to work on the structures with a didactic resource elaborated by the teacher which is called *Puzzle* in this activity students will have to look for the pieces of the puzzle that would be hidden in the class to complete the structure of the grammatical tenses. In this unit students will be asked to write down an experience they have had, and the rest of the class would have to determine if the experience is true or false. Along with the Present and Past Perfect, students are going to learn the most useful idioms from the English language. The designed activity deals with the vocabulary of the unit; in small groups the students will be asked to create a project in which they will be assigned an English-speaking country and they will have to look for the most used idioms from that specific country.
For the Musical Project students are going to keep working in groups to elaborate the script for the musical, always with the help and the supervision of the teacher.

Justification:
In order to promote the learning of the language the students are going to experience the learning of new structures that they haven't seen before but with the support of some of the already learned ones. To engage the students towards the language, the students will elaborate an interactive activity in which they will be their own teachers getting closer to the English culture.

CURRICULAR FOUNDATIONS

EVALUATION CRITERIA		COMPETENCES
Code:	**Description:**	CLC, DC, SCC, L2L, SIE
SPLW04C03	Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C04	Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C05	Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS
SPLW04C03 1. Componente Funcional 　　　　1.1 　　　2. Componente Lingüístico 　　　2.1, 2.2, 2.3 　　　3. Aspectos Socioculturales y Sociolingüísticos. SPLW04C04 1. Componente Funcional 　　　　1.1 　　　2. Componente Lingüístico	8, 9, 10, 11, 21, 23

	2.1, 2.2, 2.3

	3. Aspectos Socioculturales y Sociolingüísticos.
	SPLW04C05 Estrategias de producción
	    1 Planificación:1.1, 1.2,
	    2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)
	    3 Evaluación y corrección: 3.1
	SPLW04C09 Estrategias de producción
	    1 Planificación:1.1, 1.2,
	    2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)
	    3 Evaluación y corrección: 3.1

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** For this unit, the teaching models that are going to be used are: Previous Knowledge Organizers (ORGP), Development of Concepts (FORC), Basic Inductive Model (IBAS), Guided Investigation (INV), Project Based Learning (PBL).
	METHODOLOGICAL FOUNDATIONS: For this unit the Methodological Foundations that are going to be used are: Disseverment, Flipped Classroom and Gamification.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit the DC competence is essential as the students will make use of the ICT room of the school and the digital resources in the classroom to perform the activities. A competence that is imperative for the development of this unit is the CLC as it would be the main competence to evaluate in the activity. As the students will have to look for the vocabulary of the unit, the SCC is essential as they are going to be looking at English's language culture.
	GROUPS: For this activity the students will have to be in groups of three or four people, PGRU and GGRU for the Puzzle activity.
	SPACES: For this activity students are going to be taken to the ICT room so that they can look for the needed information in the school. For the presentation of the project the space that is going to be used is the students' room.
	RESOURCES: The resources needed for this activity are the computers from the ICT room and the digital board from the students' room. For the presentation of the project the students are going to be asked to send the Power Point presentation to the teacher via e-mail and o bring a USB device with the presentation. For the Puzzle activity is going to be used the pieces of the puzzle owned by the teacher.

N.º 4		TITLE: When I am older				
Grade: 4th		Implementation period: from week nº 16 to 19		**Nº of sessions:** 12+4		**Trimester: 2nd**

Description: For the fourth unit the students are going to work with the Future tenses, Will, Be Going To, Present Continuous and Simple and Gerunds and Infinitives. To introduce the topic, students are going to be taken to the tree they planted in the school about their New Year's resolutions right after the Christmas break. To practice the grammatical structures are going to do activities on their class books, to engage them into the structures and to keep with the musical theme, this unit coincides in time with the *Benidorm Fest* in which it is going to be decided the song to represent Spain in *Eurovision Song Contest,* students will have to elaborate tree sentences predicting what is going to be the winning song, so that the student that wins betting what happens will choose between three listening, which topics are related to the music industry in the future, and they will have to answer some questions about it. The vocabulary of this unit is going to deal with	Justification: As students have already learned the present and past grammatical structures, now it is time to learn about the future ones. To make education more engaging, the students will have to do an activity dealing with grammar and the vocabulary of the unit in which the students will have develop an activity in which they will have use their imagination to attract the attention of their classmates.

31

professions, there will be a discussion about the professions today and the professions in the past and what professions they think there will be in the future. To introduce the discussion and the vocabulary, students are going to look at the song When I am older from Frozen II. The next activity for this unit will also deal with the topic of professions but it will also make the students put into practice the grammatical structures they have learned. Students will be assigned one of their classmates randomly and they will have to write a short composition in which they will have to write the perfect profession for that classmate in the future. The profession needs to be one that does not exist, and they will have to explain why their classmate is perfect for that profession. When they are finished, they will have to give the compositions to the teacher to grade them and to read them out loud in class so that the class together guesses the classmate based on their perfect profession.

For the Musical Project students are going to hand the drafts of the script they elaborated in groups the previous term to be corrected. Meanwhile, students are going to decide the characters they are going to play, taking into account that there are more students than characters, some students will have to perform the same character. The students that have stage fright will participate in the rehearsals of the show performing but, because they will not be acting in the final performance. Students are also going to be divided in different groups for the next phase of the project. In this unit students will start analysing the songs they will have to perform in the musical.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	**COMPETENCES**
Code: SPLW04C01 **Description:** Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	CLC,DC, SCC, L2L, SIE
SPLW04C08 Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C09 Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
CONTENTS	**ASSESSABLE LEARNING STANDARDS**
SPLW04C01 1. Componente funcional 1.1 2. Componente lingüístico 2.1, 2.2, 2.3 3. Aspectos socioculturales y sociolingüísticos SPLW04C08 1. Componente funcional 1.1 2. Componente lingüístico 2.1, 2.2, 2.3 3. Aspectos socioculturales y sociolingüísticos SPLW04C09 Estrategias de producción 1 Planificación:1.1, 1.2, 2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)	1, 2, 3, 4, 5, 6, 7,19, 20, 21, 22, 23, 24, 25

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** For this unit the teaching models that are going to be used are: Basic Inductive(IBAS), Development of Concepts (FORC) and Memorizing(MEM),
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Gamification and discovery
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Through the use of the digital board to present the grammatical structures and activities, the DC is going to be enhanced. The SIE competence would be promoted as students will have to create with their imaginations, professions for their class members that do not exist in today's world. The L2L competence is going to be essential to develop this activity as the students will have to use their knowledge to produce the activity.
	GROUPS: For this activity students are going to work individually, TIND, as they will have to do a writing composition. To guess the classmate that the composition is about the students will work as a big group, GGRU, all of them together. For the Musical project students are going to be divided in GEXP.
	SPACES: The only space that is going to be needed for the development of this activity is the students' room.
	RESOURCES: The resources needed for this activity are the students' English materials and the digital board to play the listening activity.

N.º 5	TITLE: How did they make it?		
Grade: 4th	**Implementation period:** from week nº 20 to 23	**Nº of sessions:** 12+4	**Trimester:2nd**

Description:	Justification:
For the fifth unit the students are going to work with the Passive Voice in Affirmative, Negative and Interrogative. To introduce the grammar, students are going to be asked to describe how to make their favourite dish in Active voice, once the grammar has been explained, they will have to describe the elaboration of the dish but in the Passive Voice, they will also be asked to complete some exercises on their class books. For the vocabulary of this unit students are going to look at successes and materials. To present the vocabulary students will be asked to name the materials that the objects in the classroom are made, for this one student will start with one material and the following one will have to repeated it and add a new maternal, and the next student will have to do the same thing. In this unit the main activity is going to be a reading activity from which the students will have to answer a number of questions. The reading activity is going to be about the constructions of the buildings from the XIX century. To introduce the reading activity students will look at a fragment of a documentary on how these buildings were constructed and after the documentary there will be a short discussion. After reading the text and answering the questions, students will have to elaborate a small piece of writing describing how they would have built their houses on the XIX century. For the Musical project, the sessions are going to be different depending on what is going to be done. The sessions are going to be divided by the analysis of the songs and the experts groups, one week students are going to analyse songs and another week students are going to work on their expert groups depending on their field of expertise, the students that have stage fright are the ones selecting and adapting the drafts of the script along with other students that are good at writing, others will be in charge of the interpretation of the songs, others will be in charge of the staging, others in lighting and sound and so on.	For the sake of keeping exploring the XIX century, students are going to do an activity related to the constructions of the century that will also go hand in hand with the grammatical and vocabulary structures that will be explained in the classroom. This way students will get closer to what they will have to perform and learn about a different period of history.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	**COMPETENCES**

Code:	Description:	CLC, SCC, SIE
SPLW04C06	Comprender la información esencial, los puntos más relevantes y detalles importantes en textos escritos, «auténticos» o adaptados, de extensión breve o media y bien estructurados, que traten de aspectos concretos o abstractos, con la finalidad de participar con cierta autonomía en situaciones cotidianas o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C07	Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C08	Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.	

CONTENTS	ASSESSABLE LEARNING STANDARDS

SPLW03C06 1. Componente funcional
      1.1
     2. Componente lingüístico
     2.1, 2.2, 2.3
     3. Aspectos socioculturales y sociolingüísticos
SPLW03C07 Estrategias de Comprensión
     1, 2, 3, 4, 5, 6
SPLW04C08 1. Componente funcional
      1.1
     2. Componente Lingüístico
     2.1, 2.2, 2.3
     3. Aspectos Socioculturales y Sociolingüísticos
	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** The teaching models that are going to be used in this unit are: Previous Knowledge Organisers (ORGP), Expositive (EXPO) and Directive Teaching (EDIR).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Narrative and Design Thinking.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit CLC competence is essential due to the fact that students are going to be dealing with language and new vocabulary. Because students are also going to learn how buildings were constructed in the XIX century another important competence is SCC. As the construction of the buildings are going to be discussed students are going to be asked about the improvements of construction so the SIE competence will also be relevant.
	GROUPS: For this activity the students are going to work individually on the exercises of the reading activity but the reading is going to be done out loud so the whole class participates. For the Musical project, students are going to work in GEXP and FMOVM.
	SPACES: The only space that is going to be needed for this activity is the students' classroom.
	RESOURCES: The only resources that are going to be needed for this activity is the reading worksheet and the digital board for the projection of the documentary.

N.º 6	TITLE: We must be equals.		
Grade: 4th	**Implementation period:** from week nº 24 to 28	**Nº of sessions:** 14+5	**Trimester: 2nd**

Description:	Justification:
For the fifth unit the students are going to work with the Conditional structures the Zero, First, Second and Third. This unit will be also focused on the International Women's Day; therefore, the vocabulary of this unit is going to deal with history and activism. During this unit, and as is also happening with the rest of the units, this week students are going to focus on the song If I Were a Man from the musical. To put all these into practice, students are going to do exercises on their class books, they are going to do a Listening activity on the song *If I Were a Men* that has been specially reserved for this unit. Students will have to complete a worksheet from this listening activity, taking advantage of the Musical project being based on a different century there is going to be a discussion on Feminism today and Feminism then. In this unit, the Program Mas que un 'te quiero' es un 'te cuido' will take place. For this program the students will attend a talk in the school with specialised people brought by the government that are going to talk to the student about all kinds of relationships. From this talk students will have a quiz in the English class about what they have learned from the talk and a debate identifying the different types of love with movie scenes. For the Musical Project, students are going to start working with the other teachers that are also involved in the project on their subject, in the Technology are going to work with the lighting and the sound, in Art they are going to work on the staging… In the classroom they are going to keep working on the groups of experts.	For the better understanding of the activities that are going to be done in this unit the grammar that is going to be learned are the conditionals. In English, the conditionals are used to express possibilities which is perfect for the listening activity of the song If I Were a Man as it deals with the grammar and the vocabulary of the unit. The program Mas que un 'te quiero' es un 'te cuido' has been included in this unit because it concides with the International Women's Day week and the theme of the program is essential for the students in todays' society.

CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA		COMPETENCES
Code:	**Description:**	CLC, DC, SCC, SIE
SPLW04C01	Comprender el sentido general, la información esencial, los puntos principales y detalles relevantes en textos orales breves o de longitud media, claramente estructurados y que traten sobre temas concretos o abstractos, con la finalidad de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C02	Aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C04	Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	

CONTENTS	ASSESSABLE LEARNING STANDARDS

SPLW04C01 1. Componente funcional
          1.1
          2. Componente lingüístico
          2.1, 2.2, 2.3
          3. Aspectos socioculturales y sociolingüísticos
SPLW04C02 Estrategias de comprensión
          1, 2, 3, 4, 5, 6
SPLW04C04 1. Componente Funcional
          1.1
          2. Componente Lingüístico
          2.1, 2.2, 2.3
	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

35

	3. Aspectos Socioculturales y Sociolingüísticos.
METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** The Teaching Models that are going to be used in this unit are: Expositive (EXPO),Guided Investigation (INV) and Jurisdictional (JURI).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Narrative, Service Learning and Interrogative.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: Taking into account that for the development of all the activities that are going to be carried out in this unit the use of the ICT facilities will be necessary, the DC is going to be one of the most representative competences. Because this unit will be based on a social problem and the topics that are going to be decaled with and their possible solutions would come from the students' point of view the competences that are going to be essential for this are SCC and SIE. As the students are going to be expressing their thoughts the CLC would be necessary for the sake of developing this unit.
	GROUPS: For this unit the groups are going to differ from one activity to the other. For the Listening activity the students are going to work individually answering to the worksheet that is going to be prepared for it, but for the analysis of the song the entire class is going to work together. For the program activity the groups are going to depend on what the people that are coming ask the students to do. For the musical activity students are going to keep working in GEXP and FMOV.
	SPACES: For these activities the students are going to use two different spaces: for the listening activity they are going to stay in their classroom but for the program they are going to go to the theatre room because is the biggest room in the school and there will be more groups attending to the program.
	RESOURCES: The resources needed for this activity are: the worksheet for the listening activity and, for the program, the organization will bring the necessary resources.

N.º 7	TITLE: Who is Lady Whistledown?			
Grade: 4th		**Implementation period:** from week nº 29 to 32	**Nº of sessions:** 12+4	**Trimester: 3rd**

Description:	Justification:
For the seventh unit the students are going to work with the Reported Speech grammatical structures including the If particle. As the Reported Speech deals with all verbal tenses, students are going to work on transforming the verbal tenses they have studied this year, for each tenses students are going to work on their class books and on the online platform *Wordwall.* Once all verbal tenses have been seen, students are going to do a Baamboozle contest in the classroom to practice all of them together. Because the Reported Speech usually deals with what other people say the vocabulary of this unit is going to be about gossiping. As an introduction of the vocabulary, with the help of the white board, together students are going to do a brainstorm of verbs, actions and situations that are usually involved in gossiping. The main activity of this unit is going to be a project in which students are going to start practising their performing skills, they will have to elaborate a dialogue with their assigned characters to perform in groups in front of the class. In this dialogue students will have to argue between them to try to find out who Lady Whistledown is. This unit will also involve the Book Fair that takes place each year in the IES because of the International Book Day. For the Music Project, students are going to finish the script the last two weeks before Spring Break. Once they are back from holidays, they are going to start rehearsing for the final performance on the classroom and on the theatre, the students with singing aptitudes are going to work with the music on the songs that they are going to sing live and the songs they are going to record so that their classmates can do playback.	The aim for the activity of this unit is that students get familiarized to the idea of performing to prepare themselves for the musical of the Learning Situation. To achieve this the students are going to study the Reported Speech which deal with the interpretation of other peoples' words which is what the students will have to plan in their small dialogues. This way students revise the grammar that has been taught in the classroom interactively.
CURRICULAR FOUNDATIONS	

EVALUATION CRITERIA	COMPETENCES
Code: SPLW04C03 **Description:** Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	CLC, DC, SCC, L2L, SIE
SPLW04C04 Interactuar de manera sencilla pero efectiva en intercambios orales claramente estructurados, adecuando el registro al interlocutor y al contexto y mostrando respeto a las ideas y opiniones de los demás, con el fin de desenvolverse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C05 Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C09 Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
CONTENTS	**ASSESSABLE LEARNING STANDARDS**
SPLW04C03 1. Componente Funcional 　　1.1 　2. Componente Lingüístico 　2.1, 2.2, 2.3 　3. Aspectos Socioculturales y Sociolingüísticos. SPLW04C04 1. Componente Funcional 　　1.1 　2. Componente Lingüístico 　2.1, 2.2, 2.3 　3. Aspectos Socioculturales y Sociolingüísticos. SPLW04C05 Estrategias de producción 　1 Planificación:1.1, 1.2, 　2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2) 　3 Evaluación y corrección: 3.1 SPLW04C09 Estrategias de producción 　1 Planificación:1.1, 1.2, 　2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)	8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 25

	TEACHING MODEL: The Teaching Models that are going to be used in this unit are: Previous Knowledge Organizers (ORGP), Direct Teaching (EDIR), Simulation (SIM), Synectic (SINE).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Narrative, Discovery, Cooperative Learning, Project Based Learning.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: The contribution to the competence in this unit is entirely completed, to prepare the activities and to learn the structures that need to be in the activity, students will develop the DC. To elaborate the dialogues students will have to adopt a vocabulary similar to the XIX century the students will develop the SCC and the CLC competences. Taking into account that they will have to create the scenes and the dialogues they will develop the SIE competence. To carry out this activity students will have to use what they have learned and put it into practice developing the L2L competence.

METHODOLOGICAL FOUNDATION	GROUPS: The groups for this activity are going to follow two characteristics. The students are going to be divided in small groups, PGRU, and between them, they will have to decide the characters they will play and the dialogues. These groups are going to be heterogeneous, GHET, even though that in the elaboration of the musical for some activities students are divided in different tasks and not all of them are acting, for this activity they are going to be mixed so that all of them have to speak.
	SPACES: The students are going to work on the small project in their own classroom, but the presentation of the project will be done in the theatre if it is not being used, if it is not available, they will also do it in the classroom.
	RESOURCES: For this activity the students will use all the resources they need to prepare the project, they will be taken to the ICT room to write the dialogues so they can help themselves with the vocabulary they do not know. For the realization of the project, they are going to be given complete freedom to use the materials and the resources they want or need. The online platforms Wordwall and Baamboozle will also be used.

N.º 8	TITLE: Is this okay?		
Grade: 4th	Implementation period: from week nº 32 to 35	Nº of sessions: 16	Trimester: 3rd

Description:	Justification:
For the eighth unit, students are going to learn the Modal Verbs dealing with obligation, prohibition, capacity, deduction ad possibility in the Present and Past tenses. To work on these grammatical structures, students will be divided into groups to participate in a MEME contest, they will have to elaborate a small presentation on a MEME they create using the modal verbs. They will also have to do exercises on their class books. For the vocabulary of the unit, students are going to learn how to express manners and behaviour, this vocabulary is essential for the main activity of the unit in which the students will have to elaborate a poster numbering the norms of how a Lady or a Gentleman of the XIX century should behave. For the activity, students will also have to use the Modal Verbs. This activity will be used to decorate the stage in the Musical project. For the Musical Project, students are going to keep rehearsing for the final performance that will take place the next unit.	In order to create the posters of the rules that a Lady or a Gentleman of the XIX century, as what the students are going to deal with rules, they are going to learn the Modal Verbs. The intention with the elaboration of the posters is that the students make use of the Modal Verbs understanding their meanings with a comedy tone.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	COMPETENCES

Code:	Description:	CLC, DC, SCC
SPLW04C08	Escribir textos de longitud breve o media, coherentes, con estructura clara y adecuados al receptor y al contexto, que traten sobre temas de su interés, o sobre asuntos cotidianos o menos habituales con el fin de participar con cierta autonomía en situaciones corrientes o menos frecuentes en los ámbitos personal, público, educativo y ocupacional/laboral.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C03	Producir textos orales breves o de longitud media, adecuados al receptor y al contexto, y relativos a temas sobre asuntos cotidianos, generales o de interés propio, con la finalidad de comunicarse con cierta autonomía en situaciones corrientes o menos habituales en los ámbitos personal, público, educativo y ocupacional/laboral.	

CONTENTS	ASSESSABLE LEARNING STANDARDS

SPLW04C08 1. Componente funcional
        1.1
        2. Componente Lingüístico
        2.1, 2.2, 2.3
        3. Aspectos Socioculturales y Sociolingüísticos
SPLW04C09 Estrategias de Producción
        1.Planificación
        1.1, 1.2
        2.Ejecución
        2.1, 2.2
        3. Evaluación y Corrección
        3.1
SPLW02C03 1. Componente Funcional
         1.1
        2. Componente Lingüístico
         2.1, 2.2, 2.3
        3. Aspectos Socioculturales y Sociolingüísticos.
		8, 19, 20, 21, 22, 23, 24, 25

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** The Teaching Models that are going to be used in this unit are: Expositive (EXPO), Development of Concepts (FORC), Directive Teaching (EDIR).	
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: discovery and Service Learning.	
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: In this unit the most relevant competence that is going to be developed is the CLC as the majority of the tasks that are going to be carried out involve the use of the language. Due to the fact that the explanations of the unit and the planned activity are going to be done with the help of the ICT the DC is going to be developed in this unit. Taking into account that the students will have to look for information dealing with a past period of time, another important competence being developed is the SCC.	
	GROUPS: For this activity the students are going to work in pairs, TPAR, this way they can help themselves to think about what rules the people of the XIX century had to follow.	
	SPACES: Fort this activity the students are going to go several times to the ICT room, considering that the poster they have to create has to be done with an online tool.	
	RESOURCES: The main resource for this activity is the ICT room where the students will elaborate the posters that once they are finished and evaluated will be printed and used as decoration for the musical.	

N.º 9		TITLE: SHOW TIME				
Grade: 4th		**Implementation period:** from week nº 37 to 39		**Nº of sessions:** 8+4		**Trimester:** 3rd
Description: For the ninth unit, students are going to revise all the content that have learned in the year to prepare the final exams before they perform the musical project from the Learning Situation. The activities for this unit are 8 mind maps that are going to be elaborated in the classroom with the supervision of the teacher so that they can use them to study. In this unit will also take place the final performance of the Music Project involved in the school program				**Justification:** In order to make students responsible of their own learning they will have to develop these activities so that they become more independent in their studying habits. In this unit the Learning Situation will be also developed, this Situation has been designed to make students look at the English subject and language from a different point of view.		

Todos Podemos trabajar de lo que nos gusta, the evaluation of the criteria of this activity will be done along the year, the final performance will not be evaluated so that the students can enjoy it.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	**COMPETENCES**

Code:	Description:	L2L, DC
SPLW04C02	Aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C05	Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C07	Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C10	Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos concretos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	

CONTENTS	ASSESSABLE LEARNING STANDARDS

SPLW04C02 Estrategias de Comprensión
    1, 2, 3, 4, 5, 6
SPLW04C05 Estrategias de producción
    1 Planificación:1.1, 1.2,
    2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)
    3 Evaluación y corrección: 3.1
SPLW04C07 Estrategias de Comprensión
    1, 2, 3, 4, 5, 6
SPLW04C09 Estrategias de producción
    1 Planificación:1.1, 1.2,
    2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)
SPLW04C10 1. Componente cultural
    1.1, 1.2, 1.3, 1.4, 1.5, 1.6
    2. Componente emocional
    2.1, 2.2, 2.3
	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 14, 25.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** The teaching models that are going to be used in this unit are: Development of Concepts (FORC), Memory (MEM), Expositive (EXPO), Directive Teaching, (EDIR), Project Based Learning, (PBL). For the Musical Project are: Guided Investigation (INV) Basic Inductive (IBAS), Synectic (SINE), Deductive (DEDU), Group Investigation (IGRU), Roll Play (JROL), Direct Teaching (EDIR), Simulation (SIM).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Demonstrative. For the Musical Project the ones that are going to be used are: Project Based Methodology as the students will have to elaborate a collaborative project, at the same time is a problem Based project as they will also have to solve problems, they find themselves in while developing the musical. Other methodologies that are going to be present in this Learning Situation are: Demonstrative, Design Thinking and Discovering.
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: For the contribution of the competences, in this unit, the DC is going to be developed by using the ICT facilities of the classroom to review the already learned verbal tenses. The L2L competence is going to be developed by the elaboration of the mind maps. For the Musical Project has been necessary to develop the majority of the Competences. Taking into account that the students will have to perform and speal in public the most relevant competence is the CLC. As they will need the help of the ICT facilities another relevant competence being developed is the DC. To elaborate the project students will have to rely on what they have learned in the classroom so that the L2L competence would be developed. The competences SCC and SIE go hand in hand as students would be looking at a cultural movement different from their own and they would have to come up with solutions to the problems they might find always with the guidance of the teacher.
	GROUPS: The students are going to work individually TIND in the elaboration of the activities of this unit. For the Musical Project the main division of the groups for this project has been GGRU as they are going to perform the musical collaboratively, but for the process if its creation there are going to be divided in different groups. The PGRU are going to be used for the elaboration of the first drafts of the dialogues and monologues in the first term. When the roles of the students have been stablished and the students have been divided in characters and skills the grouping would be done by GEXP, this way all the students are motivated to perform the activity and the students that do not wish to be on stage due to stage fright or other relevant reasons, would play a big part on the project at the same level as the ones that do perform on the stage. Because all the students must be involved in everything that is going to happen, they all are going to rotate in the groups GINT. These groups depending on the activity they are going to elaborate are going to be GHOM or GHET.
	SPACES: The space needed for this unit is the students' classroom. And the Theatre for rehearsing and the final performance.
	RESOURCES: The resources needed for the elaboration of this unit are the students' notebooks and materials**.** For the Musical Project, the digital board in the classroom, the ICT room, the materials needed to elaborate the stage and the rest of the parts of the musical.

4. Method

In this segment there is going to be a description of the methodologies, strategies, groups, and activities that have been included in the Didactic Units and the Learning Situation. To elaborate the documents that have been mentioned, the features have been chosen to fit the necessities of the students taking into consideration what is best for their learning process.

4.1.   Methodological principles

While preparing the didactic units the principal idea to implement in the sessions with the students was that they experienced a linguistic immersion in the classes, making sure that the way they approach the language is as close to the natural way of learning the language as possible. For this the units have been programmed to be spoken in English both the teacher and the students, this way the students can also make a reflexion about the language using the language at all times. The use of the student's first language would not be completely vanished from the class as it is essential to appeal to it when it is necessary.

One of the most important aspects that has been taken into account in the preparation of the units is the fact that students need to self-evaluate themselves to reflect on how they use the knowledge that they acquire in the classroom in the practical activities in the class. To achieve this self-evaluation from the students it is essential that the feedback that they receive from the teacher is clear and useful.

Thinking of the student's future, in which they would probably have to work with more than one person, there have been planned several projects so that they work in groups in which the teacher would work as their guide. These projects have been designed to develop students' creativity and decision making, this is going to be emphasised by giving them very clear instructions of what they have to include in their projects and giving them the complete freedom to shape the final product.

One of the things that has been essential for the development of the didactic units is the use of the ICT. The inclusion of technology in the sessions has been included for the theoretical explanations to the elaboration of the projects, as the students would have to use it to look for information to produce them.

What has been essential for the development of the *Learning Situation* is the student as an intercultural speaker and an emotional self. Teachers not only want their students to learn the knowledge that they prepare for them, but they also want them to include that knowledge in what their students are interested in. For that, the decision to create a musical with them, has been made taking into account that the group is incredibly interested in the artistic field, and this was a motivating and innovative way to put into practice all the skills the subject implies while keeping the students engaged with it.

4.2. Strategies

The strategies that have been followed to design the units go hand in hand with the activities. For the project activities like: *Most famous Idioms in the different English-Speaking Countries* and the program: *Más que un 'te quiero' es un 'te cuido'* the *Guided Investigation Model* has been used as the teacher would work as a guide for the students to get to the final product. For these types of activities, the *Basic Inductive Model* as the students would have to look for *Memory Model* is essential, specially to carry out exams, this strategy goes hand in hand with the *Direct Teaching Model* as for some parts of the sessions the teacher would be the only one speaking in the classroom. The sessions that are planned to be essentially theoretical would be preceded by the *Previous Knowledge Organizer Model* strategy, so that students have a general idea of what they are going to learn. To complete the group projects and the individual tasks like: The MET Gala: *Were they on theme?* and *This is my friend's perfect profession*; the strategies that would perfectly fit so that students would produce the final products would be, the *Synectic Model* taking into account that, most of these projects imply that the students give a creative solution to them and if they are asked about their work in class they can give a quick answer to it. The *Expositive Model* strategy is essential for most of the activities, specially the one concerning to the Music Project, as the final product of this activity is a performance in front of the rest of the students of the IES. It comes without saying that, if the students are going to be asked to perform different project in groups, to design these projects the *Group Investigation Model* strategy is one of the main strategies to be used.

4.3. Types of activities

The activities designed for the 4th of CSE group, have been planned following Merrill's Instructional Design. According to Merrill, activities planned for students need to follow a process. First, they need to be centred on solving a problem that has been found on the classroom, then this activity needs to be activated, it needs to start with an activating activity to engage the students into the rest of activities that are going to be proposed to them. Later, students need to see how to do the activity that teachers want them to perform; for this, teachers need to demonstrate to the students how to do the product that students need to recreate. This is usually done by giving them the instructions to do the proposed activity. After the students have been explained the rules on how to get to the final product it is their moment to star working on the activity. In this part of the process the teacher has to perform the role of a guide answering the questions the students might have while working on the activity. Finally, it is the moment to integrate the activity in the classroom by giving the students the chance to show to the teacher and the rest of the class their final products. An example of this concerning the Learning Situation, are the final performance of the musical in front of the rest of the school and their families.

4.4. Groups

For the different activities that have been included in the units there have been thought several alternatives to group the students. For the very first activity, The Met Gala: *Where they on theme?,* the students will be work individually, *Trabajo Individual (TIND),* as it is a writing activity that they would have to hand to the teacher once they have finished it. For the activities This is my friend's perfect profession and *Poster on How a Lady or a Gentleman should behave*, students will work in pairs *Trabajo en parejas (TPAR).* For the projects *Most famous Idioms in the different English-Speaking Countries* and *Who is Lady Whistledown?,* students will work in small groups, *Pequeños Grupos (PGRU).* Specially concerning to the Learning Situation, depending on what part of the musical the students are working (the songs, the dialogues, the narrators' discourse, the backgrounds, the music…) the students will be organised in different types of groups: *Gran Grupo* (GGRU), *Grupos de Expertos* (GEXP), *Grupos Flexibles* (FMOV). Even though there are a lot of factors that take place when creating the groups in the classroom, making them as heterogeneous as possible would always be the main intention.

4.5. Complementary activities

Apart from the sessions that have been planned to be done in the school, within the school year there are some activities planned that break from the traditional and that are different. The first activity is going to take place the week before starting the school year and it is the convivence programme involved in *Programa Educación Ambiental* that has been explained in section 2.2 where learn their future options while cleaning the environment. In October, the students are going to attend a musical workshop in the municipal theatre where they are going to learn how to prepare a musical from scratch which will help them to create the *Musical Project*. After Christmas holiday the students are going to be taken to one of the most popular parks of the town to do a *Secret Santa: New Year's Resolutions* in which they will have to write their resolutions anonymously on a paper and other class member will have to read them. For the International's Book Day the town celebrates a Book Fair, and the students are going to attend a talk of an emerging young English writer whose book has been just published after being popular in the online platform *Wattpad*. Finally, the last week of the school year the whole class is going to reunite around the tree they planted in 1st of CSE to say goodbye to the students that are not going to continue in the IES to do *Bachillerato*.

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

The Units have been designed to take place the majority of the time in the students' classroom. Given the importance of the ICT in today's time, the IES has stablished that each group has to make use of the ICT room at least once a week. For the elaboration of the Music Project and the program, *Más que un te quiero, es un te cuido,* students will use the theatre room of the school. For other types of activities like the visits to the group's tree and the Book Fair, the students will use the playground of the school.

The timing of the units has been stablished with the calendar of 2021/22. The units have been designed for 39 weeks divided by the holyday's periods between weeks 15 and 16, and weeks 29 and 30. Each week students have four sessions of the subject, leaving one of them for the Musical Project starting in week six.

Table 2: *Planning of sessions during the course*

UNITS (SESSIONS)	CRITERIA
1 (13)	8,9
2 (13+5)	2, 3, 9
3 (14+5)	3, 4, 5, 9
4 (12+4)	1, 8, 9
5 (12+4)	6, 7, 8
6 (14+5)	1, 2, 4
7 (12+4)	3, 4, 5, 9
8 (10+4)	8, 9, 3
9 (8+ 4)	8, 9
MP (40)	1, 2, 3, 4, 5, 6, 7, 8, 10
EV	End of term

Source: Own elaboration based on the 2021/2022 Canary academic calendar.

4.7.   Teaching materials and resources

The main resource that has been planned to be used is the classroom space. Taking into account that, the classrooms are equipped with a digital board, a computer for the teacher and an additional board to write in, the majority of the activities can be carried out in the classroom. For the activities that involve group projects, so that they can look for information, they will be taken to the computers' room. To prepare for the musical, especially in the last unit, the students will make use of the auditorium.

For the development of the regular classes the students and the teachers will use the class and activity book that the English department of the school agreed to use for the 4th grade at the beginning of the year, and specially for the students, their personal notebooks or notepads.

5. Attention to diversity

4th of CSE is composed of 28 students, within these students there are four immigrant students, two Arabic students that arrived at the island with their parents when they were two years old. There are two half Chinese half Spanish twin sisters that enrolled the IES three years ago because their father's job moved him back to Spain. These students do not need any type of special measures as the classes will be developed in English and they do not have difficulties with the Spanish language.

Along with these four students, there is an ADHD student that, to help him focus on the class, he uses a pedalling machine, there is also a dyslexic student. Finally, there is one student that is two years older that the rest of the students, this is not because he had to re-

take some years, but because when his parents adopted him, he had some medical conditions that did not allowed him to attend to school when he was supposed to, but nowadays he follows the same curriculum as his class members.

5.1. General aspects and regulations

With the *Decreto 25/2018, de 26 de febrero,* the educational institutions have to develop their originative and methodological proposals to give an answer to diversity with an inclusive approach adjusted to each institution. To cover the necessities of the students with higher capacities, it has been taken into account the 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).* The *Orden de 13 de diciembre de 2010's* objective is that the students with learning necessities can achieve the higher possible development of their capacities, this document has been expanded by the *Resolución de 9 de febrero de 2011*.In case that there is a student that has to stay home, a hospital facility or a therapeutic centre, the regulation that needs to be followed is the Resolución *de 22 de mayo de 2018*.

5.2. Ordinary measures

As it has been explained at the beginning of the section, there is one ADHD student in the classroom and one dyslexic student. Following the recommendations of the government and the instructions from the orientation group these students are sitting in the first two rows of the classroom, to avoid stigmatization the students are intercalated with non-Special Education Needs students within the first two rows. As it has also been explained, the ADHD student uses a pedalling machine to burn the energy that stops him to focus on the explanations, this student is seated in front of the teacher's desk. Though they are not affected by the same learning disabilities, the measures that take place in the classroom are similar for both of them. Teachers make sure that they have understood the tasks that they ask them to do, to supervise that they have understood everything and that they have completed the exercises teachers go around the class to check their notebooks and their planners, but to prevent that they feel pointed out by their special needs teachers also ask other students so that they can also keep control of what is happening with the rest of the class. For the exams, all the exercises' headlines are written both in Spanish and in English at

the beginning of the year, but the Spanish disappears after the first term to encourage them to see that they can learn the language without relying on Spanish all the time. Even though they will no longer have the headlines in Spanish, in some cases the headlines will be highlighted, and they will always be offered to do the exams orally or in a computer. The decisions on how the students do the exams will always be supervised by the teachers' body and the orientation team.

6. Education in values, plans and programs

Following the program, the two most important objectives in the CSE stage are the inclusion of the ICT in the classroom and the learning of a second language so that students have a wider range of knowledge and opportunities to acquire information in different situations of their lives. Though these objectives are one of the most necessary fields of knowledge in today's society, these are not the only relevant ones. It is true that students need to be aware of how to work with the new technologies, but it is also true that most of them deal with these technologies in their free time and most of the times know more about ICT than teachers can teach.

The fact that students have such an easy access to technology and especially social media, makes them aware of what is happening around them in seconds, sometimes even while they are in class. A perfect example of education, will be to attend, not only the program of the subject, but also the demands and curiosities of the students without losing the track of what is being taught. To do so teachers need to support their sessions with the competences.

6.1. Education in values from the subject

As it has been explained in the introduction of this segment, one of the most important competences in education today and that has been included in all the programmed units is the Digital Competence as students will make use of the technological facilities that are available in the IES, this competence will be specially developed in Unit 3 and the *Most famous Idioms in the different English-Speaking Countries*. Another essential competence for educating in values in the subject is the Social and Civic Competence, students are tremendously interested in what is happening around them especially these past few years

and the fact that every aspect of their lives has changed. In the units there have been included several activities concerning with this competence, the programs dealing with the Climate Change, like the *Planta un árbol en mi patio* program that will be carried out the last week of march, and Gender Equality for which students are going to attend to the *Más que un te quiero es un te cuido* talk in Unit 6. Taking into account that the Learning Situation will be carried out transversally during the entire year, the competence that is going to have more importance is the Cultural Awareness and Expressions as students will be looking at the roots of the society, the music and the culture in which the musical was set, the XIX century.

6.2.   Development of linguistic communication

One of the most important competences to take into account to elaborate a didactic unit is the Linguistic Communication competence especially in the English subject, which final objective is that students can use what they have learned in the classroom to communicate with people from all over the world. There are several ways in which these units contribute to the Linguistic Communication Competence helping students develop their communication skills with activities like oral presentations where students will have use what they have learned in class and the information they find online, this will be presented in Unit 3 with a presentation about the *most famous idioms in the different English speaking countries*, in Unit 4 with an oral exercise where the students will have to describe the *perfect profession for one of their classmates*, in Unit 7 the students will have to do a group presentation on *Who is Lady Whistledown*? and during the entire year the Musical based on the tv show *The Bridgertons,* where this competence will be the most relevant.

6.3.   ICT integration

In the segment 2.2, the description of the school, was explained that all classrooms are equipped with a digital board or a projector where teachers can project presentations and interactive resources for students like, Kahoot, Padlet, Bamboozle… This IES does not provide students with their own digital devices therefore, in the last few years one of the principal objectives of the school has been to take students to the computers' room at once a week or in two weeks, so that they can have access to individual online resources to practice the language or to work on the activities and projects that have been programmed.

6.4. Center plans and programs

The IES is immersed in different programs along with other institutions, these programs are essential for the education of the students as this increments their involvement in relevant events that are happening in the world apart from the traditional subjects. These programs are:

Programa Educación Ambiental: this program consists on the incrementation of the sustainable development in the education centres of the island. The goal is to provide the schools with the necessary materials so that students' learning is directed towards the necessities that involves the Climate Change. This program follows three work lines which are, climate change, sustainable habits, and biodiversity. The projects that the school is involved in following this program are:

- *Un árbol en mi patio:* this Project consist on planting a tree on the school's playground so that students take care of it and follow its grow. This project is done every school year with the new students of 1st of CSE, so that they begin their new chapter along with the tree, and each year the students reunite around the tree with their *tutores* at the beginning and at the end of the school year to reflect on what they want to achieve or what they have accomplished and to look at the growth of the tree and their own.

- The convivence program, as it has been explained before 4th of CSE students go on a convivence activity which goal is helping them decide what they want to study the following years, either Bachillerato or Grado Medio. This convivence is also destined to make students aware of the amount of dirt that tourists make during the holidays, so the other part of their trip is intended for students to clean the beaches.

Programa de Educar para la igualdad: in this program the goal is to increment the role of coeducation in education and to promote methodologies that overcome the gender roles and the sexist stereotypes and gender violence. This program promotes the diversity in the schools and the equality within this diversity at the same time. The project that the school is immersed in is:

- *Más allá de un te quiero es un te cuido:* this Project is destined for the female students but does not close the door for their male classmates. The goals of the

project are to: help the students to self-reflect on their self-esteem and their self-concept and how it affects on their relationships with others, to identify toxic behaviours in their relationships, to teach them tools to have sexual and romantic relationships based on equality, respect and consent.

6.5. Specification of the institutional plans of the center

While developing the Didactic Units and choosing the projects to include so that students could benefit from them, one of the most important decisions was to choose in what time of the year would be best to perform them. The most relevant activity that students are going to do is the Musical Project, this is a transversal activity and the topics that come up in the story or the images, will be used in the classroom to be discussed with the students. The project is associated with the *RED InnovAS* the *Arte y Acción Cultural* programme which involves all non-university centres encouraging them to include Learning Situations with a central theme that increases students' creativity. Another project that will take place in the units is the program *Más allá de un te quiero es un te cuido.* This program will be carried out the international's women week where the students will look at different situations in relationships that resemble all the types of love that exist.

7. Learning Assessment

According to *Real Decreto 984/2021, de 16 de noviembre* the main evaluation procedures that CSE teachers should perform in their classrooms are: continuous, formative, summative and integrative. In the elaboration of the Didactic Units and the Learning Situation all four evaluation procedures have been taken into account. For the continuous evaluation, students are going to start the school year with an initial evaluation which will be essential for the teacher to know the knowledge of their students and, if necessary, reshape the materials so that they are accessible to the necessities of their students. The continuous evaluation will also be supported by the final evaluations at the end of each term, this way teachers can keep track of the progress of the students. This type of evaluation will also help students pass the subject in case they failed it in the previous year. Considering that the English grammar and its learning is like building a house, before adding the roof it is necessary to build the ground and the floors first, for English it is necessary to stablish the basic grammatical structures before asking students to learn the most difficult ones,

therefore this type of evaluation is essential. As it has already been said, the necessities of the students are the first priority in the development of all the activities that have been elaborated in the Didactic Units and the Learning Situation, in such a manner, the activities have been adapted for those students that need any kind of adaptation so that they can follow the same learning process as the rest of their classmates. This is the way in which the integrative evaluation has been included in this work, learning should be as enjoyable as possible for all kinds of students.

For the development of the Learning Situation the main evaluation procedures that have been taken into account are the formative and the summative. The main objective of the project that has been elaborated in the Learning Situation is that students are able to look at the English language in a different point of view and that they find themselves working for a project in the subject which final goal is not a grade but an experience with the language. For this reason, what is going to be evaluated in this Learning Situation are the instruments that are going to shape the musical, the elaboration of the scripts, the analysis of the songs, the oral production of the scrips inside the classroom, the initiative and the attitude of the students towards the project, this way students can enjoy themselves performing the musical without pressure

7.1. Procedures and assessment tools

There have been many different evaluation techniques chosen to elaborate the Didactic Units and the Learning Situation, these techniques have been selected according to what suits better the activities that have been suggested. For the Learning Situation the two main techniques that are going to be used are heteroevaluation and coevaluation, the project that has been developed is mainly done in groups, the size of the groups, as it is stablished in the sessions, depends on the different activities to be developed to get to the final product which is the performance. But to do so, students should agree in every step of the way, therefore, they are going to be evaluating themselves from the very first day. The heteroevaluation has also been included as in this process the teacher guides the students to achieve a good job. In the Didactic Units the heteroevaluation has also been used especially for the writing activities in units one and three. The students are going to evaluate themselves in unit five after program and they will have to evaluate themselves on what

they have learned and how it has influenced on them. In unit six after the reading activity, they will be given the answers for the questions so that they can interpret their answers with the right ones. For all these activities there is going to be documents to be analysed by the teacher to keep track of the evolution.

Within the Didactic Units and the Learning Situation there have planned different kinds of instruments to evaluate that will allow the teacher to evaluate all the skills and criteria of the subject. For the oral criteria and speaking skills the main activity that has been planned is the production of the songs and scrip from the musical activity. There have also been designed two additional projects in units three and seven where students will have to elaborate a group presentation. During the year students will also have to elaborate several writing activities like in unit one where students are going to describe the outfits of the attendants from the annual MET Gala, and in unit four the professions activity. These are the most active and relevant activities that are going to be carried out along the units, the rest of the activities following a similar pattern related to the topic in which the Learning situation is based on. All these activities have been elaborated keeping in mind the diversity of the students in the classroom, not just the ones having learning disabilities but also making a balance between the skills so that all the students are able to show their strength on the different skills.

The tools that have been used to evaluate are quite similar in the Learning Situation but different in the Didactic Units. For the Learning Situation the main tools that have been used are control and comparison list and the teachers' diary, this has been planned this way taking into account that the students are going to evaluate themselves but still there needs to be a control from the teacher's side so that their evaluation matches with what it is on the diary and the lists. For activity like the writings the students are going to be evaluated through a rubric to make sure they have acquired all the needed competences. This last tool is also going to be used for activities like oral presentations but for these activities the students are also going to be given forms, sometimes to evaluate their classmate and sometimes to evaluate themselves. These tools have been chosen to match with the methodologies, the same time the students are going to be asked to be more involved in the classroom, this involvement has to be part of their evaluation system. Including students in the evaluating process will make them aware of their learning process directly and to see

53

with their own eyes when they need to improve or when they have overcome a personal goal in the subject.

7.2. Scoring criteria

As it is explained in the *Orden de 3 de septiembre de 2016*, and it is starting to be executed in the classrooms, the evaluation process comes directly from the achievement of the evaluating criteria by the students. These criteria have been designed to cover all the knowledge and skills a student needs to acquire. The criteria ere graded by a scale from 1 to 10; 1, 2, 3, and 4 *Insuficiente*; 5 *Suficiente*; 6 *Bien*; 7 and 8 *Notable*; 9 or 10 *Sobresaliente*. Developing the Learning Situation, for example, all 10 evaluating criteria have been taking into consideration due to the fact that is an activity that is going to be carried out through the year. To get to the final grade of a student which will be comprehended between 1 to 10, this result will be calculated by an average between the results that each student has achieved in each criterion that has been evaluated in each term and finally the whole school year. These criteria are not only associated with the skills of the subject but also the competences and the evaluating learning standards that are also included in in the average along with the criteria taking into account that ither the criteria, the competences and the standards go alone in the new way education is being shaped, in fact students cannot be fully evaluated without one of them.

To make sure students have acquired the competences within the activities that have been developed in the classroom, they have been evaluated following some of the rubrics elaborated by the Canary Islands' government. These rubrics, as it has been mentioned in the previous segment, have been especially used in activities such as writings and oral presentations as these activities are the direct production of the language in the written and spoken form and it is the way in which can be seen best if the students are acquiring the contents and the criteria of the subject.

7.3. Support and evaluation plans

As it was explained in segment 5, in this group there are, an ADHD student and a dyslexic student in the classroom, these students are usually able to follow the rhythm of the class but sometimes, most of the time when they are being in a stressful period of time, they need a higher support. This support will be done by handing them additional activities for

them to work on at home, always with the adaptations advised by the educational institutions, these students will also be offered to bring these activities to the classroom so that they can be revised by the teacher. Even though these students are the most likely to need a special support, the reality of a real classroom is that all students need support for different kinds of reasons, other types of assistance that can receive the students are: have an extra period of time to hand in an assignment, record themselves any oral production in the case of being unable to do it on the classroom, to have a tutoring session on the break or after the classes are over, as it was suggested before, extra activities, in case that they have not understood a specific part of the explanation or, in case they have understood everything and they need more activities in the classroom so that they do not get bored. Another alternative that has been mentioned in the Learning Situation, those students that have stage fright will not be obliged to perform on the stage for the musical project, but they will have to prepare a piece of the script to do in class.

8. Conclusions

English grammar is divided in three types of tenses: the past, the present and the future, it is true that there are tenses that travel through the tenses, like the Present Perfect, but there are also verbal tenses that do not even belong to any timeline, like the conditionals, with which students learn how to create different realities that might or might not happen. Like the tenses the way to teach English moves from the past methodologies to the present ones, and nowadays, innovating towards the future ones. The elaboration of these Didactic Units and Learning Situation have been elaborated keeping this idea of the past, the present and the future of the subject and the students in mind.

The characteristics that have a past sense in the Didactic Units and the Learning Situations are the ones that have a traditional way of teaching the language. There are several units in which the methodologies are narrative based (Unit 2, 5 and 6), when the teacher would come to the class and explain the theory in an expositive and direct teaching mode, mainly in the units where something new for the students is going to be explained. In the same way, for those activities that have to do with the direct production of the language the teacher would be in charge of the entire evaluation of the students. The decision of including the most vintage ways of teaching has been taken because the old does not mean

that is bad or wrong, but like fashion, everything comes back, and sometimes it is necessary to have a less actualised version of teaching so that students acquire contents.

Dealing with a present version of education, the strategies that have been taken into account to develop the Didactic Units and the Learning Situation have to do with the innovating side of teaching. There have been units programmed to make students the leaders of their educations where they will have to carry out projects and cooperate with each other to reach a common goal, a well-deserved result. This leadership will also be enhanced by the flipped classroom methodology in which they will have to be the ones binging the knowledge to the classroom, they will also be in charge of the most precious thing for them, their grades. Students will be encouraged to be the ones in charge of their grades by letting them evaluate themselves and their classmates.

For the future of teaching the main thing that has been designed thinking about the future of the subject and the students is the Learning Situation. For all generations of students English has always been the Achilles heel for the majority, one of the main reasons that have increased this situation is the connection with the subject, and specially with the language. To have a real connection with the language, students must be immersed in it, and even though all teachers would love to give the opportunity to their students to take them to an English-speaking country to achieve that immersion, the best teachers can do is to encourage students to use the language as much as possible. This Learning Situation's objective is to use the language as their own. The same way teachers should innovate in the way they teach, they should also innovate in the activities they plan for their students to produce the language. The decision to create the Bridgeton Musical, based on the books, the TV show and, more importantly, the songs from *The Unofficial Bridgeton Musical* was because the last one was born on Tik Tok, a social media platform that might be an open door for some of these students in the classroom as it was for the young creators of the songs. Finding themselves immersed in the language and in the project, students are going to see that there is more in the subject than passing an exam or achieving the criteria, they are going to see that they can expand the knowledge of their personal interests and most likely, find their future selves in this search of knowledge.

9. References

Alcalá, N., García, C., Santos, J. & Correa, F. (s.f). *Métodos, Técnicas y Modelos de Enseñanza.*

Barlow, A & Bear, E. (2021). *The Unofficial Bridgeton the Musical.* [Spotify]. EE.UU. Barlow & Bear.

Calendario escolar e instruccional de comienzo y finalización del curso 2021/22. https://www3.gobiernodecanarias.org/medusa/edublog/ceipeltablero/2021/10/11/calendario-escolar-de-canarias-para-el-curso-2021-2022/

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

Decreto 81/2010, de 8 Julio, por el que se aprueba el Reglamento Orgánico de los Centros docentes públicos no universitarios de la Comunidad Autónoma de Canarias. Boletín Oficial de Canarias, 143, de 22 de julio de 2010, 19517-19541.

Decreto 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y el Bachillerato, mediante el que se implantan las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. Boletín Oficial de Canarias, 169, de 31 de agosto de 2015, 25289-25335.

Decreto 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias. Boletín Oficial de Canarias, 136, de 15 de julio de 2016, 17046-9333.

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. Boletín Oficial de Canarias, 46, de 6 de marzo de 2018, 7805-7820.

Gobierno de Canarias. (s.f). Dificultades Específicas de Aprendizaje – DEA. https://www.gobiernodecanarias.org/educacion/web/servicios/necesidades_apoyo_educativo/otras_neae/dificultades_aprendizaje/

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).

https://www.gobiernodecanarias.org/cmsweb/export/sites/educacion/web/_galerias/descargas/normativa-internas/instrucciones_altas_capacidades_4_marzo_2013.pdf

Ley 6/2014, de 25 de julio, Canaria de Educación no Universitaria. Boletín Oficial del Estado, 238, de 1 de octubre de 2014, 77321-77371.

Ley Orgánica de Educación 2/2006, de 3 de mayo. Boletín Oficial del Estado, 106, de 4 de mayo de 2006.

Ley Orgánica para la Mejora de la Calidad de la Educación 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. Boletín Oficial del Estado, 295, de 10 de diciembre de 2013.

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 340, de 30 de diciembre de 2020, 122868-122953.

MasterClassStaff. (25 de febrero de 2022). *Plato's Allegory of the Cave Explainded*. Master Class. https://www.masterclass.com/articles/allegory-of-the-cave-explained#what-is-an-allegory

Navas, M. (18 de julio de 2020). *"Kosmopolites", Ciudadano del mundo*. PRODAVICI. Recuperado de: https://prodavinci.com/kosmopolites-ciudadano-del-mundo/

Orden de 3 de septiembre de 2016, por la que se regulan la evaluación y la promoción del alumnado que cursa las etapas de la Educación Secundaria Obligatoria y el Bachillerato, y se establecen los requisitos para la obtención de los títulos correspondientes, en la Comunidad Autónoma de Canarias. Boletín Oficial de Canarias, 177, de 13 de septiembre de 2016, 24775-24853.

Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato. Boletín Oficial del Estado, 25, de 29 de enero de 2015, 6986-7003.

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. Boletín Oficial de Canarias, 250, de 22 de diciembre de 2010, 32374-32398.

Orientación para la elaboración de la Programación Didáctica. (s.f)

Pérez , H. (2017). *El cosmopolitismo kantiano y su actualidad*. Agnosia. Revista de Filosofía del Colegio de Filosofía y Letras. UCSJ, México. http://etimologias.dechile.net/?cosmopolita#:~:text=La%20palabra%20cosmopolita%2 C%20seg%C3%BAn%20el,%CF%80%CE%BF%CE%BB%CE%AF%CF%84%CE% B7%CF%82%20(politis)%2C%20ciudadano.

Quinn, J. (2000). *The Duke and I.* Avon.

Ratcliffe, S. (Ed.5). (2017). *Oxford Essential Quotations*. Oxford Press. https://www.oxfordreference.com/view/10.1093/acref/9780191843730.001.0001/q-oro-ed5-00007046.

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

Real Decreto 984/2021, de 16 de noviembre, por el que se regulan la evaluación y la promoción en la Educación Primaria, así como la evaluación, la promoción y la titulación en la Educación Secundaria Obligatoria, el Bachillerato y la Formación Profesional. Boletín Oficial del Estado, 275, de 17 de noviembre de 2021, 141583-141595.

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. Boletín Oficial de Canarias, 40, de 24 de febrero de 2011, 3901-3925.

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. Boletín Oficial de Canarias, 108, de 6 de junio de 2018, 18945-18973.

Rhimes, S. Beers, B. Van Dusen, C. (2020-present). *Bridgerton.* (TV Show). Shondaland. Netflix.

Annexed

Annex I. Estándares de Aprendizaje Evaluables.

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

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

3. Identifica las ideas principales y detalles relevantes de una conversación formal o informal de cierta duración entre dos o más interlocutores que tiene lugar en su presencia y en la que se tratan temas conocidos o de carácter general o cotidiano, cuando el discurso este articulado con claridad y en una variedad estándar de la lengua.

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

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

6. Distingue, con apoyo visual o escrito, las ideas principales e información relevante en presentaciones o charlas bien estructuradas y de exposición clara sobre temas conocidos o de su interés relacionados con el ámbito educativo u ocupacional (p. ej., sobre un tema académico o de divulgación científica, o una charla sobre la formación profesional en otros países).

7. Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de

anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

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

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

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

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

12. Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia (p. ej. en un evento cultural, en una residencia de estudiantes o en un contexto ocupacional).

13. Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados,

relacionados con asuntos de su interés personal, académico u ocupacional (p. ej. sobre ocio, cursos, becas, ofertas de trabajo).

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

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

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

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

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

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

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

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

22. Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le

resultan importantes (p. ej. en una página Web o una revista juvenil, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta.

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

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

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

Annex II. Contenidos.

Criterio 1

1. Componente funcional

1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la

sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico

2.1. Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.

2.3. Patrones sonoros, acentuales, rítmicos y de entonación.

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

Criterio 2

Estrategias de comprensión:

1. Movilización de información previa sobre tipo de tarea y tema.

2. Identificación del tipo textual, adaptando la comprensión al mismo.

3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).

4. Formulación de hipótesis sobre contenido y contexto.

5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.

6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Criterio 3

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.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.

Criterio 4

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.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.

Criterio 5

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.

Criterio 6

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 discursivas1

2.3. Patrones gráficos y convenciones ortográficas.

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

Criterio 7

Estrategias de comprensión:

1. Movilización de información previa sobre tipo de tarea y tema.

2. Identificación del tipo textual, adaptando la comprensión al mismo.

3. Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes, implicaciones).

4. Formulación de hipótesis sobre contenido y contexto.

5. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.

6. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Criterio 8

1. Componente funcional

1.1. Funciones comunicativas: Iniciación y mantenimiento de relaciones personales y sociales. Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos. Expresión del conocimiento, la certeza, la duda y la conjetura. Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición. Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios. Formulación de sugerencias, deseos, condiciones e hipótesis. Establecimiento y mantenimiento de la comunicación y organización del discurso.

2. Componente lingüístico

2.1. Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.

2.2. Estructuras morfo-sintácticas y discursivas.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.

Criterio 9

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 que se sabe sobre el tema, que 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.

Criterio 10

1. Componente cultural

1.1. Respeto de las convenciones sociales, las normas de cortesía y los registros.

1.2. Interés por el uso de la lengua extranjera como medio para comunicarse, como un medio de acceso a informaciones y aprendizajes nuevos y como instrumento para conocer otras culturas y otras formas de vida.

1.3. Valoración y comparación de los aspectos culturales, las peculiaridades, las costumbres, los valores, las creencias, las actitudes, las tradiciones, las formas de relación social, etc., propios de los países donde se habla la lengua extranjera con los de la sociedad canaria y española en general.

1.4. Interés por establecer contacto con hablantes de otras lenguas a través de las tecnologías de la comunicación e información.

1.5. Identificación y uso de elementos lingüísticos y culturales típicos de los hablantes de la lengua extranjera.

1.6. Optimización de los recursos y peculiaridades que ofrece Canarias para relacionarse e interactuar con hablantes de otras lenguas.

2. Componente emocional

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

2.2. Colaboración en la elaboración y diseño de centros de interés atractivos, propiciando así el uso de la lengua extranjera como transmisora de emociones a través de medios como, por ejemplo, las artes, y con el fin de contribuir al pleno desarrollo personal, empático, creativo y emocional del alumnado.

2.3. Colaboración en la creación de una atmosfera motivadora en el aula, empleando las emociones de forma positiva, expresando opiniones y sentimientos desde una perspectiva empática.

Annex III

N.º 9	TITLE: Show Time		
Grade: 4º	**Implementation period:** from week nº 37 to 39 Unit Nine / 6 to 39 Music Project	**Nº of sessions:** 8+4 Unit Nine / 40 Music Project	**Trimester:** 1, 2, **3**

Description:	Justification:
For the ninth unit, students are going to revise all the content that have learned in the year to prepare the final exams before they perform the musical project from the Learning Situation. The activities for this unit are 8 mind maps that are going to be elaborated in the classroom with the supervision of the teacher so that they can use them to study. In this unit will also take place the final performance of the Music Project involved in the school program *Todos Podemos trabajar de lo que nos gusta*, the evaluation of the criteria of this activity will be done along the year, the final performance will not be evaluated so that the students can enjoy it.	In order to make students responsible of their own learning they will have to develop these activities so that they become more independent in their studying habits. In this unit the Learning Situation will be also developed, this Situation has been designed to make students look at the English subject and language from a different point of view. One of the challenges when teaching English is that students connect with the language away from the grammar and the skills and that they use the language to expand their knowledge of the things they like on their free time. To do soy this activity has been designed from a music album composed during the confinement by two emerging new artists on the popular social media platform, Tok Tok, who have just won a Grammy for the album. This way students can be engaged on the development of a project that they are going to create from scratch as a group, where they are going to put into practice all the skills of the language but in a different way. This will also help them bond as a group as most of the decisions they will have to make would have to be together.

CURRICULAR FOUNDATIONS	
EVALUATION CRITERIA	COMPETENCES

Code:	Description:	CLC, DC, L2L, SCC, SIEE
SPLW04C02	Aplicar las estrategias adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de mensajes transmitidos de viva voz o por medios técnicos con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C05	Aplicar las estrategias más adecuadas para elaborar producciones orales monológicas o dialógicas breves o de longitud media y de estructura simple y clara, transmitidas de viva voz o por medios técnicos, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C07	Aplicar las estrategias más adecuadas para comprender el sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes de textos, en formato impreso o digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C09	Seleccionar y aplicar las estrategias más adecuadas para redactar textos breves o de longitud media, sean manuscritos, impresos o en formato digital, con el fin de responsabilizarse gradualmente de su propio aprendizaje, desarrollar su autonomía y aprovechar el enriquecimiento mutuo que supone el aprendizaje en grupo.	
SPLW04C10	Aplicar a la comprensión y producción del texto los conocimientos socioculturales y sociolingüísticos concretos y significativos de los países donde se habla la lengua extranjera, adaptando estos al contexto en que se desarrollan, respetar las convenciones	

comunicativas más elementales, mostrando un enfoque intercultural y una actitud de empatía hacia las personas con cultura y lengua igual o distinta, y desarrollar una visión creativa y emocional del aprendizaje propiciadora de la motivación y del pensamiento efectivo y divergente, con el fin de identificar la lengua extranjera como vehículo para el entendimiento entre los pueblos y de contribuir al pleno desarrollo personal, creativo y emocional del individuo.	
CONTENTS	**ASSESSABLE LEARNING STANDARDS**

SPLW04C02 Estrategias de Comprensión
       1, 2, 3, 4, 5, 6
SPLW04C05 Estrategias de producción
       1 Planificación:1.1, 1.2,
       2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)
       3 Evaluación y corrección: 3.1
SPLW04C07 Estrategias de Comprensión
       1, 2, 3, 4, 5, 6
SPLW04C09 Estrategias de producción
       1 Planificación:1.1, 1.2,
       2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)
SPLW04C10 1. Componente cultural
       1.1, 1.2, 1.3, 1.4, 1.5, 1.6
       2. Componente emocional
       2.1, 2.2, 2.3
	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.

METHODOLOGICAL FOUNDATION	**TEACHING MODEL:** The teaching models that are going to be used in this unit are: Development of Concepts (FORC), Memoristic (MEM), Expositive (EXPO), Directive Teaching, (EDIR), Project Based Learning, (PBL). For the Musical Project are: Guided Investigation (INV) Basic Inductive (IBAS), Synectic (SINE), Deductive (DEDU), Grupal Investigation (IGRU), Roll Play (JROL), Direct Teaching (EDIR), Simulation (SIM).
	METHODOLOGICAL FOUNDATIONS: The Methodological Foundations that are going to be used in this unit are: Demonstrative. For the Musical Project the ones that are going to be used are: Project Based Methodology as the students will have to elaborate a collaborative project, at the same time is a problem Based project as they will also have to solve problems, they find themselves in while developing the musical. Other methodologies that are going to be present in this Learning Situation are: Demonstrative, Design Thinking and Discovering
	CONTRIBUTION TO THE DEVELOPMENT OF COMPETENCES: For this learning situation has been necessary to develop the majority of the Competences. Taking into account that the students will have to perform and speal in public the most relevant competence is the CLC. As they will need the help of the ICT facilities another relevant competence being developed is the DC. To elaborate the project students will have to rely on what the have learned in the classroom so that the L2L competence would be developed. The competences SCC and SIE go hand in hand as students would be looking at a cultural movement different from their own and they would have to come up with solutions to the problems they might find always with the guidance of the teacher.
	GROUPS: The students are going to work individually TIND in the elaboration of the activities of this unit. For the Musical Project the main division of the groups for this project has been is GGRU as they are going to perform the musical collaboratively, but for the process if its creation there are going to be divided in different groups. The PGRU are going to be used for the elaboration of the first drafts of the dialogues and monologues in the first term. When the roles of the students have been stablished and the students have been divided in characters and skills the grouping would be done by GEXP, this way all the students are motivated to perform the activity and the students that do not wish to be on stage due to stage fright or other relevant reasons, would play a big part on the project at the same level as the ones that do perform on the stage. Because all the students must be involved in everything that is going to happen, they all are going to rotate in the groups GINT. These groups depending on the activity they are going to elaborate are going to be GHOM or GHET
	SPACES:. The space needed for this unit is the students' classroom. And the Theatre for rehearsing and the final performance.
	RESOURCES: The resources needed for the elaboration of this unit are the students' notebooks and materials**.** For the Musical Project, The digital board in the classroom, the ICT room, the materials

	needed to elaborate the stage and the rest of the parts of the musical.

CONCRETION. SEQUENCE OF ACTIVITIES			

ACTIVITY: 1	TITLE: What if we were on a musical?	ACTIVATION

DESCRIPTION:

For this first part of the Learning situation, students are going to start the revision of the grammatical structures that they have learned thought the year. To do this, students are going to be taken to the ICT room to perform a short quiz on the online resource *Quizizz.* They will be taking the quiz individually, so this activity will last two sessions. With these students will find out the topics that have studied throughout the year in which they have to study more in order to pass the final exam.

In the first part of the Musical project the students are going to watch in the classroom the first episode of the TV show *The Bridgeton* so that they can star picturing what they will have to perform at the end of the year. To help them plan the musical project, the students are going to attend a workshop in which they will learn how to prepare a performance as complete as a musical and from which they will get ideas for what they want to achieve. Weekly, this first part of the project, students will be asked to do the first drafts of the dialogues and monologues that will belong to the final script. To do so the students will be divided in groups that will be assigned a number of chapters from the book to help themselves to elaborate the script.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C02 SPLW04C07 SPLW04C09	1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18,19, 20, 21, 22, 23, 24, 25	SPLW04C02 Estrategias de Comprensión 1, 2, 3, 4, 5, 6 SPLW04C07 Estrategias de Comprensión 1, 2, 3, 4, 5, 6 SPLW04C09 Estrategias de producción 1 Planificación:1.1, 1.2, 2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2)	L2L, SIE, SCC, DC	Observación Análisis de documentos, productos, artefactos.	Listas de control o cotejo Diario del profesorado	The written pieces of the draft of the scrip. Oral production of the speech. The interpretation of the songs. The Quizizz results.

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
The firsts drafts of the scripts.	Hetroevaluation Coevaluation	PGRUP GHET	2 Unit Nine/ 15 Music Project	The computers from the ICT room.	Students classroom. Wokshop theathre.	.

The rehearsals of the performance. Comprehension of the songs.		TIND		The digital equipment from the classroom. *The Duke and I* book.	ICT room.	
ACTIVITY: 2			**TITLE: Let's be writors**			**DEMOSTRATION**

DESCRIPCIÓN:

The second part of the unit, students are going to revise each unit by completing the revision of the units on their class books and developing mind maps they would use to study for the final exam.

For the second part of the project the students are going to work actively on the musical. In this section, the drafts of the first part of the project are going to be selected from the different groups and put them together with the songs from *The Unofficial Bridgeton the Musical.* This second part would also be essential for the assignation of the characters and the roles that each student is going to take in the production. As there are more students than characters some roles are going to be divided between two students so that all of them participate in the final performance. To take into account the necessities of all the students, it is really important to take into account that not all the students will be okay with performing on a stage, so that the students that are affected by stage fright or other relevant reasons are given other type of roles in the final performance that are not necessarily acting. Even though these students would not be forced to act in front of the school, they will have to prepare a smart part of the scrip to be evaluated by the teacher. In this second part, students are also going to star preparing the staging and the lighting and sound with the Art and Technology teachers.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C02 SPLW04C05 SPLW04C09 SPLW04C10	1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	SPLW04C02 Estrategias de Comprensión 1, 2, 3, 4, 5, 6 SPLW04C05 Estrategias de producción 1 Planificación:1.1, 1.2, 2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2) 3 Evaluación y corrección: 3.1 SPLW04C09 Estrategias de producción 1 Planificación:1.1, 1.2, 2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2) SPLW04C10 1. Componente cultural 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2. Componente emocional 2.1, 2.2, 2.3	DC, L2L, CLC, SCC, SIE	Observación Análisis de documentos, productos, artefactos	Listas de control o cotejo Diario del profesorado	The final Witten pieces of the scrips. The oral production of the script. The mind maps.

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
The draft of the scrip analysed. The lyrics of the songs.	Coevaluation Heteroevaluation	GGRU GHET GMOV TIND	5 Unit Nine/ 13 Music Project	The computers from the ICT room. The digital equipment from the classroom.	Student's classroom ICT room	

ACTIVITY: 3		TITLE: Rehearsing Time			APPLICATION

DESCRIPTION:
For the last part of Unit Nine that students are going to complete is a writing activity in which they will have to answer to the question *What have you learned from the Music Project?* Which will be useful for the students to practice for the wrtiiten part of the exam but also for the teacher to have direct feedback from the students about the project.
In the third part of the project, students are going to start rehearsing for the final performance. The students are going to be divided in groups depending on the roles that they are going to play in the musical so that the ones that the students that share the same role can work together on how they are going to make it as similar as possible. In this section of the project the groups are going to be more flexible as they need to be aware of everything that is happening on the stage. In this section of the project students are also going to decide what songs are going to rehearse the songs with the music teacher who is going to work with them in the music subject. Because not all the students are good singers and some of the songs are difficult, in some occasions the students will be doing playback.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C02 SPLW04C05 SPLW04C10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	SPLW04C02 Estrategias de Comprensión 1, 2, 3, 4, 5, 6 SPLW04C05 Estrategias de producción 1 Planificación:1.1, 1.2, 2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2) 3 Evaluación y corrección: 3.1 SPLW04C10 1. Componente cultural 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2. Componente emocional 2.1, 2.2, 2.3	DC, SCC, CLC, SIE	Observación Análisis de documentos, productos, artefactos	Listas de control o cotejo. Diario del profesorado.	The oral production of the scrip. The final exam.

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations

| | Coevaluation
Heteroevaluation | GGRU
GEXP
GHOM
GHET
GNT
TIND | 1 Unit Nine/ 9 Music
Project | The computers from the
ICT room.

The digital equipment
from the classroom.

If needed, voice
recording materials. | Student's classroom

ICT room

Theatre of the school

Music room | |

ACTIVITY: 4			**TITLE: Bridgetonthe Musical.**		**METACOGNITION AND INTEGRATION**	

DESCRIPTION:
The final activity for Unit 9 and the Musical Project is the final performances of the musical. The students are going to be evaluated in the classroom on their work on the project in the classroom. This last part of the project will consist in tree sessions, one session will happen in the classroom where all students will have to perform in front of the class a dialogue or a monologue belonging to the script they have created together in the classroom, this will be done to evaluate the speaking criteria of the project which will be added to the rest of the grades that have been gathered throughout the year in the different phases of the project. The last two sessions will be the performances in front of the students of the IES and the families. This has been done this way so that the students that have stage fight preform part of the musical and also to let students enjoy the performances without worrying about failing the subject.

Evaluation criteria	Assessable learning standards	Contents	Competences	Evaluation techniques	Evaluation tools	Evaluation instruments
SPLW04C02 SPLW04C05	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	SPLW04C02 Estrategias de Comprensión 1, 2, 3, 4, 5, 6 SPLW04C05 Estrategias de producción 1 Planificación:1.1, 1.2, 2 Ejecución: 2.1, 2.2, 2.3, 2.4 (2.4.1, 2.4.2) 3 Evaluación y corrección: 3.1	DC, CLC, SCC	Observación	Recording of the oral production of the script.	The oral production of the script.

Products	Types of evaluation according to the agent	Groups	Sessions	Resources	Spaces	Observations
	Heteroevaluación	TIND GGRU	3	All the materials that are needed for the performance: -Costumes -Lights -Microphones -Scripts -ICT -Staging	Theatre of the school. Students' classroom	This last part of the project will not be evaluated as the musical will be performed once the school year is finished

EXTENSION AND REINFORCEMENT ACTIVITIES

77

All students will be given access to links to live worksheets and interactive activities to practice, reading, listening, grammar and vocabulary, and writing activities. For those students that need a higher reinforcement, they will be offered the option to watch a TV Show ant to bring to the classroom a summary of each episode. For those students that need an extra support, there will be the option to ask the teacher for a tutoring hour, to reinforce the contents and to correct exercises that they have done from the previously mentioned.