

Master's Dissertation/ Trabajo Fin de Máster

Cooperative learning and CLIL approach in Primary Education

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RESUMEN

El presente Trabajo Final de Máster incluye una propuesta didáctica a implementar en un colegio público andaluz; dicha propuesta va dirigida a alumnado del tercer curso de Educación Primaria. Se implementa el método AICLE, centrado en la enseñanza de lenguas y contenidos, idioma extranjero inglés y Ciencias de la Naturaleza, en este caso; además, se lleva a cabo el aprendizaje cooperativo a través de tareas y proyectos que conllevan el trabajo en grupo.

Se pretende el uso auténtico del segundo lenguaje en situaciones cotidianas a través de contenidos reales que faciliten el aprendizaje de los mismos. El método AICLE y el trabajo en grupos cooperativos facilitan el desarrollo de la autonomía, pensamiento crítico, creatividad, y responsabilidad, mientras que desarrolla habilidades cooperativas y sociales que le facilitan al estudiante la inclusión en el mundo actual.

La propuesta es realizada con un previo estudio teórico del método AICLE y el aprendizaje cooperativo; la fundamentación teórica incluye diversos autores y artículos que sirven de base para crear un escenario de aprendizaje real y facilitar el proceso de enseñanza-aprendizaje.

ABSTRACT

The present thesis includes a didactic proposal to be implemented in an Andalusian public school; the proposal is for students of the third year of Primary Education. The method CLIL is carried out, which is focused on the teaching of languages and contents; in this specific case, it is focused in Foreign Language English and Natural Science. Moreover, it is carried out the cooperative work through tasks and projects that involve group work.

The main objective is the authentic use of the second language in daily situations through real contents that facilitate its own learning. The CLIL method and the cooperative work facilitate the development of the autonomy, critical thinking, creativity and responsibility; as well, students develop cooperative and social skills that facilitate young kids' inclusion in the current society.

The proposal is carried out with a previous theoretical study of the method CLIL and the cooperative work; the theoretical framework includes different authors and articles that are the basis to create a real learning scenario and facilitate the teaching-learning process.

Key words: CLIL, cooperative learning, tasks, projects, collaboration, pluricultural kids.

1. JUSTIFICATION: SOCIAL IMPORTANCE

The present document includes a didactic proposal which includes the **CLIL** approach, adapted to the today's society. It is directed to young kids of the **year 3** of Primary Education (second cycle), in relation to the **English Language Area** and the **Natural Science Content area**.

The goal of the planning is for students to assimilate information of content and become **communicatively competent** while learning **contents**. Moreover, through the different activities and lessons, mix-ability learners will construct knowledge and abilities to:

- Achieve their **fullest personal development**; the didactic units are designed to strengthen the talents and dreams of each child as fully possible.
- Be socially **integrated** in the real and virtual society, which is global and challenging.

It is an effective didactic proposal because it is based on the theoretical information to achieve the best results; it is also an open and **flexible** teaching device to ensure the proper curriculum organization and avoid confusion in planning. For that, the didactic proposal is based on the Organic Law on Education LOMCE and the current national and autonomic documents.

The main **objectives** are to help students to become:



The main tool to achieve the objectives is the use of the **English**, a universal communicative tool that, following the CEFRL (2010):

- Help students to develop the communicative competence through a “lingua franca”.
- Allow to break barriers and broad horizons to improve their sensitivity to the diversity.
- Include work on the different cognitive processes due to the flexibility of the English language. Students become critical thinkers and young entrepreneurs.

Following Savignon (2002), human beings are **social animals** that need to communicate with other members of the society; the language is the main instrument to fulfil the communicative and cultural function.

The society needs **scientific and technological culture** to understand the contemporary reality and acquire abilities to get on in the daily life. That way, young students can be in contact with the environment, the study and work, and the production.

With the subject of Natural Science, students develop **capacities** of development and analysis, and they construct their scientific culture. Following the Andalusian Order of March 17th, the contents of the Natural Science in Primary Education allows students to develop strategies and techniques in the **scientific activity**, work on **human beings** and the health, discover the world of the **living things**, work on contents related to **matter** and **energy**, and work on aspects related to **technology**, objects and machines.

The present didactic proposal includes an Integrated Didactic Unit, carried out through the CLIL methodological approach and the cooperative learning to get the different objectives described.

2. THEORETICAL FOUNDATION

The society of the 21st century is characterized by an increasing of the teaching-learning process through languages; this method is known as **Content and Language Integrated Learning (CLIL)**. According to Ruiz and Jiménez (2009), it mainly aims to achieve one important objective of the Common European Framework of References of Languages: “**to know two languages, apart from the mother language**”; summarized from Ruiz and Jiménez (2009), nowadays, CLIL is used as an umbrella term by the European Network.

Following Ruiz and Jiménez (2009), Content and Language Integrated Learning is an approach to foreign language learning in which the students learn **content** through a second language.

Inspired by Ruiz and Jiménez (2009), content-based approaches were first introduced in the mid-1960s, in **French immersion** in Canada and in North American bilingual language teaching programs. Its benefits have been extensively reported and have stimulated interest due to the method includes an integrated approach of content and language learning.

2.1. CLIL history – background

Following Coyle, Hood and Marsh (2010), Education in a L2 is as **old** as education; individuals who spoke in different languages and lived together, were educated in an additional language.

Following Pastor (2011), it is described the background of CLIL, to get an overall version of its history. Instruction in an additional language is an old practice of the **ancient Roma**. When Romans conquered the Greek Islands, they decided to educate their children in Greek; children acquired the language as well as the Greek culture (Coyle et al., 2010).

Moreover, in the seventies and eighties, the **Canadians** and **North Americans** integrated language and culture through immersion programs and content-based teaching programs, respectively.

According to Pastor (2011), in the nineties, within the linguistic needs to promote the acquisition of linguistic diversity, there appeared **new methods** in foreign language teaching. It had clear objectives: to help Europeans to master three European languages: the mother tongue and two more. That way, the year 2001 was considered the European Year of Languages; **CLIL** was chosen as the main approach to get the objective of learning three languages. CLIL is widely supported by the European Union to achieve the language learning goals through Multilingualism.

“The debate on CLIL throughout the European Union is very much alive. Fresh initiatives to promote this still novel methodological approach will be undertaken in the years ahead, probably within the next generation of education n and training programs” (Eurydice, 2006).

Moreover, following the ideas of Pastor (2011), the concept of CLIL appeared in **Europe** in the nineties, it is the last successful approach to learn both the non-language subjects and the language itself. This idea is known with different terms around the world, for example:

- EMILE, in France.
- CLIL.ig in Germany.
- AICLE, in Spain.

According to Coyle et al. (2010), CLIL methodological approach is **content-led**, it calls for a more integrated approach that requires a change in the educational system: organization of the curricula, the methods, the target language and the timing.

2.2. What is CLIL?

Following Coyle, Hood and Marsh (2010), Content and Language Integrated Learning (CLIL) is a **dual-focused taching-learning approach** that consists on using an additional language in the teaching-learning process of content and language; language and content are fused in an innovative way.

According to Eurydice (2006), CLIL is expanding across continents; inspired by CERI (2007), CLIL complements insights now emerging from interdisciplinary research.

CLIL provides pathways to learning which complement insights now emerging from **interdisciplinary** research within the neurosciences and education (CERI, 2007).

The term “Content and Language Integrated Learning” (CLIL) was adopted in 1994 (Marsh, Maljers and Hartiala, 2001) to design good practice in the process of teaching and learning in an **additional language**.

According to Eurydice (2006), in the CLIL approach, the attention is given both to the language and the content: teaching content-subjects is not taught in a second language, but the non-linguistic subject is taught through a foreign language. That way, in CLIL educational approach, various language-supportive methodologies are used.

Following Mehisto (2012), quality CLIL is **not**:

- A medium to conceal the L1.
- A medium chosen just for high achievers.
- An elitist medium chosen to change the language of instruction.

2.3. Methodological principles of CLIL

According to Coyle et al. (2010), methodologically speaking, CLIL aims to teach with modern and **innovative pedagogical practices**, according to the current post-methodology era; it aims to reduce the typical model of education that is based on the transmission of knowledge. The main methodological principles of CLIL are: task-based learning, collaborative learning, or meaning and form-focused processing.

CLIL is characterized by its “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle et al. 2010). It is known as the **4 C’s framework**:

- Content: the content itself, so, the subject matter.
- Communication: the use of the language and interaction.
- Cognition: learning processes and thinking procedures. It is related to the new content to be developed through scaffolding
- Culture: intercultural understanding.

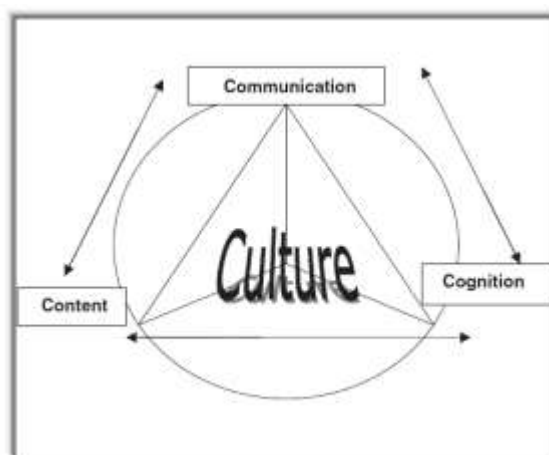


Fig. 1. The 4C's Framework for CLIL (Coyle 2007)

Following Coyle (2002), teachers need to differentiate and explicitly state the relation between **content** objectives and **language** objectives; it is represented in The Language Triptych to make those connection and consider the importance of integrating the demanding content with language learning:

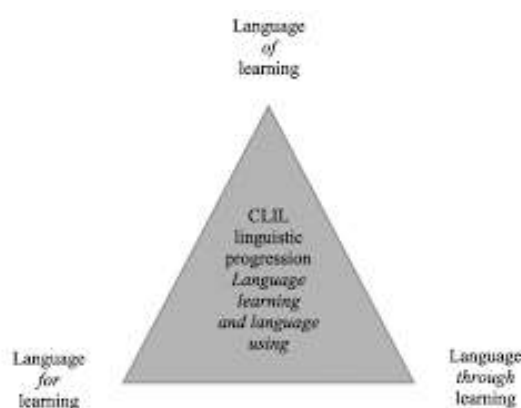


Fig. 2. The Language Triptych, Coyle (2002)

According to Coyle (2002), it supports the use of the CLIL vehicular language by means of explaining three perspectives: language of learning, language for learning and language through learning.

- **Language of learning.**

It includes the language needed to learn basic concepts and skills related to the subject topic.

- **Language for learning.**

It includes the language needed to manage in a foreign language environment and control it.

- **Language through learning.**

It includes the active involvement of language and thinking, which is essential to the effective learning.

2.4. CLIL driving forces

Following Coyle, Hood and Marsh (2010), there are two main kinds of reasons to support the CLIL approach: reactive and proactive reasons.

- **Reactive reasons:** those reasons responding to situations.

CLIL helps to implement language policy with language pragmatism in different countries; CLIL provides a pragmatic response to promote equal access to students of all ages and CLIL also contributes to overcome the linguistic shortcomings.

Moreover, the problem related to the medium of instruction is solved with methodological and curricular adjustment; for example, new methodologies like the language-supportive aims the teaching of subjects across the curriculum. That way, all teachers, both from non-linguistic and linguistic areas, have the responsibility for language development.

- **Proactive reasons:** those reasons creating situations.

CLIL is a proactive means to create situations, open horizons and maximize the success because English is an international vehicular language, also in non-Anglophone areas.

2.5. Importance of CLIL to contemporary education

Following Coyle, Hood and Marsh (2010), CLIL offers a great variety of advantages that facilitate the contemporary education; for example, the access to specific vocabulary and terminology; CLIL promotes the **linguistic competence** and improve the capacity of developing the linguistic skills: reading, writing, listening, speaking and interaction.

Summarized from Coyle, Hood and Marsh (2010), some advantages may be also observed on the acquisition of **pronunciation and accuracy**; CLIL students are more exposed to the L2 because they use the English as the vehicular language and they use the foreign language naturally, which contributes to have a more intelligible foreign accent than non-CLIL students.

CLIL also improves the preparation of students for future studies and working life. Moreover, CLIL advances learner's **cognitive development**, it stimulates their own cognitive flexibility. Inspired by Marsh (2009), the ability to **think** in a different language has a positive impact on content learning. "Regenerating content-learning to fit it to the requirements of the modern age has been linked to the learning brain" (CERI, 2007).

Moreover, the correct implementation of CLIL promotes a **constructivist** educational practice that also contributes positively to the student's conceptualization (how we think); they also have a great capacity to understand concepts, so they advance towards a more sophisticated learning level.

According to Marsh (2000), the learning through an additional language also improves overall **motivation** towards the contents and the subject. It is because CLIL offers a natural situation to use and develop the language; it creates other form of learning where students acquire the language and the contents naturally.

"It is this naturalness which appears to be one of the main platforms for CLIL's success in relation to both language and other subject learning" (Marsh, 2000).

All the concepts related to linguistic and communicative competence, the methods used, and the motivation of learners towards learning are benefits that enhance the **learning process** in the contemporary education.

2.6. Advantages of CLIL

Following Pastor (2011), the CLIL implementation into the curriculum promotes lots of advantages in the the teaching-learning process. The main ones to the current society are:

- The improvement of students' **linguistic and communicative competence** of L2, they are bilingual learners.
- The ability to **think** in different languages, which improves students' critical awareness and thinking.
- The school gains hours allocated for **language** teaching.
- The creation of situations and **educational challenges** (Coyle et al., 2010). Nowadays, there are international classrooms due to the globalization and immigration, it is necessary the development of the communicative competence amongst the students.

- The **attention to the diversity** of contexts and students: the flexibility of the CLIL approach helps to attend to the diversity due to the approach can be developed with different methodologies, depending on schools and students' necessities.
- The focus on “**how**” to teach contents promotes the social-constructivism and the student-lead learning. Following Coyle, et al. (2010), CLIL approach promotes the social-constructivism, by which social interaction is promoted; learners learn both from the teacher and from their peers.

That way, students develop themselves as social beings, they develop cooperative skills and respect others' ideas, interests and opinions.

- The enhancement of **cognitive engagement** of students through the development of the creative thinking withing learning. students need to learn to use their knowledge to solve daily challenges.
- The balance between demands that require language (linguistic demands) and those ones that require the use of contents (cognitive demands).
- The importance of the main principles of CLIL, stated by Coyle (2010): **content, communication, cognition and culture**.

According to Mehisto (2012), the CLIL essentials are the following ones:

- Controlling the **affective side** by means of creating a positive learning environment that helps students to feel secure.

For example:

- Establishing rules.
 - Helping students to feel unique.
 - Creating situations based on scaffolding.
- Facilitating the learning by means of making it **explicit and visible**: students see and discuss content, language and learning skills outcomes. It involves high expectations, respecting students' learning level and rhythms.
- The **interdependence** of language and cognition.
- Fostering **critical thinking** by means of working on the different cognitive processes; remembering, understanding, applying, analysing, evaluating and creating (Anderson, Krathwohl et al., 2000).

- Encouraging learner's **autonomy**:
 - Giving students responsibilities and different choices to make decisions.
 - Teaching learning skills to facilitate the autonomous learning.
 - Negotiating decisions about the learning process with students. For example: students decide what to do in the project.
- Promoting a **meaningful** learning process:
 - Fostering relational links.
 - Connecting with students' interests.
 - Fostering critical thinking and self-reflection.
- **Scaffolding** language input and output, such as repeating nouns instead of using pronouns.
- **Translanguaging**: such as making limited use of language.
- Connecting the learning process with CLIL language speakers and their **culture**, e.g. students' exchanges.
- **Reflecting** on the own teaching to get an effective and successful process.
- Making academic language **visible**, e.g. connectors.
- Promoting the **students' prominence**:
 - The student is the main protagonist.
 - More "exploratory skills".

2.7. Evaluation in CLIL contexts

Following Cano (2013), the evaluation is a sort of completion of the teaching and learning process, it checks the **effectiveness** of the whole process; it is essential to effective formal education.

- What?

According to Cano (2013), both proficiency level and strategic behaviour have to be assessed, including **content and language ability and performance**, so, the main concepts of non-linguistic subjects and the authentic use of language. According to

Coyle (2005), the 4 C's are considered: Content, Cognition, Communication, and Culture.

Moreover, in the case of teachers, their preparation in the non-linguistic subject and the foreign language need to be assessed, as well as their performance in class.

- **Why?**

According to Lane (1997), the main reasons to evaluate include **curricular and instructional reform**, **affective** reasons (such as motivation and social behaviour) and the **self-concept** of learners.

- **When?**

The main moments for evaluation and assessment are:

- Before the teaching and learning process: **diagnostic** evaluation.
- At the beginning of the teaching and learning process: **initial** evaluation.
- During the teaching and learning process: **formative** evaluation.
- At the end of the process: **summative** evaluation.

- **How?**

According to Bachman (1990), the assessment instruments have to be **valid**, **reliable**, **practical** and **useful**; the techniques and instruments evaluate both content and language in CLIL contexts.

For example: oral presentations in class, project work, learning diaries, checklists or rubrics.

2.8. CLIL and cooperative learning

Following Pastor (2011), the main fault of CLIL approach is that it is mainly **teacher led**. In the CLIL context, children are not provided with enough chances to have conversations in the foreign language; CLIL students are usually listeners (Puffer, 2007).

At this point, research has shown that **cooperative learning** could improve the level of interaction and conversation in CLIL classrooms. Taking into account Vygotsky's sociocultural theory, the teacher's role is reduced and the student's role is increased to benefit the development of basic skills and the general learning process. By means of working in groups, students have more opportunities to use the L2 and develop social skills.

Another theory to support the relation between CLIL and cooperation is the **Constructivism**. Following Casal (2008), children need the language to understand and be understood; they use the L2 to communicate and establish social relationships.

The Cooperative Learning methodology is a part of the CLIL approach; in the next sections, some elements have been specifically developed.

2.9. Cooperative learning

Following Pastor (2011), the cooperative learning is a methodological approach based on small team work, taking into account the individual and team accountability. It involves children **working together** to get a shared goal.

Inspired by Sharan and Slavin (1980), small groups of kids work **cooperatively** and **collaboratively**, bearing in mind academic goals such as the realization of projects or a webquest. Following the ideas of Stendler, Damrin and Haines (1951), the cooperative abilities are essential in a democratic society.

According to Johnson and Johnson (2003), students need to be grouped in **heterogeneous** and **mixed-ability teams** of four, five or six members each. Students benefit from each other because they have different gender, motivations, and competence and performance level.

That way, following the ideas of Gillies (2007), the individual and collaborative work are essential to get common goals: “the individual success is as important as group success, and the first is not achieved without the second” (Gillies, 2007).

According to Jolliffe (2007), two elements related to learning are essential to be certainly cooperative:

1. **Positive Interdependence:** each pupil in a small group is essential to the learning of the group; each member needs the others to achieve the goals; children have the feeling of “one for all and all for one”.
2. **Individual accountability:** each kid is accountable for completing the work; each pupil develops a personal responsibility to learn.

Following the ideas of Jolliffe (2007), cooperative learning and group work are not the same. Group work is nothing new; traditionally, schools have often organized children to sit in small groups, although interaction is normally very limited. The main reason is the individual competition. To become cooperative, groups must work together to

accomplish shared goals. It requires clear teaching programme of small group and interpersonal skills together with teaching techniques that foster interdependence.

According to Jolliffe (2007), to promote the successful cooperative learning, it is essential to create a **learning climate** that respects learner's personal needs as well as their social needs; it is essential to carry out a positive cooperative learning process.

Following Jolliffe (2007), **classroom climate** is defined as "a set of generalized attitudes, affective responses and perceptions related to classroom processes among students". They need to be distinguished from sociometric measures and prosocial behaviours, such as friendship choices and cooperativeness and competitiveness.

The *Primary National Strategy's professional development materials, Excellence and Enjoyment: Learning and Teaching in the Primary Years*, recognizes different skills to promote effective cooperative learning, including:

- **Cognitive** aspects: inquiry, capacity to solve problems, creative thinking to develop the creativity and entrepreneurship, information process, reasoning and evaluation.
- **Affective** aspects: self-awareness, recognizing and managing emotions, motivation, empathy, social skills and communicative abilities.

2.10. Reasons to implement the cooperative learning

According to Kagan and Kagan (2009), the cooperative learning is essential to overcome the four crises on education:

- **Crisis 1:** The Achievement Crisis – achievement performance is failing.
- **Crisis 2:** The Achievement Gap Crisis – academic outcomes are unjust for different sociocultural and socioeconomic classes.
- **Crisis 3:** The Race Relations Crisis – the social harmony is damaged by the discrimination and racial tensions.
- **Crisis 4:** The Social Skills Crisis – kids are in need of social skills and basic cooperative abilities.

Following Kagan and Kagan (2009), the way by which the Cooperative Learning solves the previous crisis are the following ones:

- Crisis 1: different studies demonstrate cooperative learning aids **achievement** at all ages and in all school areas.

- Crisis 2: cooperative learning fosters **academic gains** of all students, paying special attention to low-achieving students.

The cooperative learning lowers the achievement gap and improves the educative quality and equity.

- Crisis 3: cooperative learning improves **interaction and collaboration** between mixed-ability students; students develop attitudes of empathy and cross-race friendship.
- Crisis 4: cooperative learning helps students to develop basic **personal and social skills** that help them to live in society.

2.11. Advantages of cooperative learning

Following Jolliffe's ideas (2007), cooperative learning shows lots of **advantages** that contribute positively to the current education:

- **Achievement**

Students are able to carry out more higher-level reasoning that imply higher process plan. Students develop capacities to solve problems, and have greater capacity to produce and transfer their own learning from one situation to another.

- **Interpersonal relationships**

Cooperative learning helps students to develop social relationships; they improve and maintain friendship. They feel themselves as a member of a group, they find mutual support; they have a great sensation of belonging to the group and the community.

- **Psychological health and social competence:**

Students also improve their self-confidence and self-esteem; they acquire greater interdependence and resilience.

They feel relaxed in the group, which improves the capacity to develop the social competence and cope with adversity.

Following Pastor (2011), children acquire skills to work together and, at the same time, they improve the capacity of interaction. They also are more autonomous and they have greater capacity to learn by themselves (self-learning).

2.12. Seven keys for success in cooperative learning

Following Kagan and Kagan (2009), there are seven keys to successfully implement cooperative learning:

- **Key 1: structures**

Inspired by Kagan and Kagan (2009), a structure is the means by which the teacher promotes and organizes the interaction in the classroom. It includes the relationship between the content, the teacher and the students.

Structures in cooperative learning are content-free because they include repeatable instruction sequences; they promote the sense of achievement and engagement, as well as the personal, thinking, and social skills.

- **Key 2: teams**

Cooperative learning teams are normally formed by four members; the components need to feel comfortable and respected in the group, as well as respect and support their mates; The group needs to have a positive and strong identity.

The main kinds of cooperative learning teams are:

- **Heterogeneous** Teams: they are mixed teams; it is the mirror of the classroom.
It includes students with different levels and capacities, boys and girls, kids with different social and cultural characteristics and students with diverse linguistic and communicative diversity.
It is one of the main types to promote the acceptance of the diversity; the teacher could promote the positive peer-tutoring.
- **Homogeneous** Teams: students are grouped according to shared characteristic, such as their ability level or shared interests.
- **Random** Teams: they are formed frivolously; teams are governed by chance. This group produces excitement and classbuilding, students with different likes and motivations can learn together and bridge gaps. This lack of planning can be a disadvantage.
- **Student-selected** Teams: students decide and select their own teams; students normally choose to work with their friends, this familiarity and closeness can promote a positive classroom environment.

- **Key 3: management**

Efficient management of a cooperative classroom involves different teacher skills, such as: managing noise and materials, giving instructions and solving group problems.

- **Key 4: class-building**

To implement successfully the cooperative learning, it is essential to promote the class-building, which is the process to transform the room into a **community of active learners**; it creates “our class” feeling where students enjoy learning together.

The teacher needs to promote whole-class inclusion activities and organize the classroom according to the real context and students’ characteristics, the main goal is to empower students.

- **Key 5: teambuilding**

Teambuilding consists on creating teams where students have wishful thinking and thrill to learn in group. It is created a **supportive and positive class environment**; it enables students to get to know and trust classmates.

Through the teambuilding, students create a team identity, support each other, and accept and value the differences.

- **Key 6: Social Skills**

Students need to develop **social skills for success** in the workplace and in life. When students work cooperatively, they develop social skills like: active listening, respecting turn-takings, cooperative and collaborative abilities, acceptance of the diversity, helping others and asking for help, valuing others’ work, acceptance of others’ ideas, distributing roles, skills to solve problems and seek consensus, and leadership skills.

That way, it is essential that students move to complex cooperative projects, most of the skills are naturally acquired when students work work together.

- **Key 7: Basic Principles (PIES)**

The acronym PIES include four principles to define the cooperative learning.

- **Positive Interdependence.**

It involves to have a positive correspondence of objectives and outcomes: the success of one student is linked to the success of the other. Students are mutually dependent on one another.

- **Individual Accountability**

All students are important in the cooperative learning process, each student possesses individually accountability for the learning. Students can not hide behind other mates.

- **Equal Participation**

The learning is guaranteed when students are actively participating.

- **Simultaneous Interaction**

Students participate equally and frequently, respecting turn-takings, they participate one after the other in sequence.

2.13. Cooperative learning: projects

Following Thomas (2000), Project-based Learning (PBL) is a model organizing the teaching-learning process around **projects** that allow students to work autonomously.

Inspired by Thomas (2000), projects are **challenging tasks** based on defiant and rebellious questions or problems; some examples could be activities related to decision-making, design and inquiry activities, as well as realistic products or presentations.

According to Moursund (1999), projects include **authentic and real content** as well as authentic evaluation and teacher's facilitation.

Following Boss and Krauss (2014), projects allow teachers and students to be **open** to new ideas and adapt lessons to today's technology-rich learning environment:

- Today's students need challenges to be motivated.
- Projects value the importance of the effort.
- Kids learn in the real world.

According to Thomas (2000), there are **five criteria** to explain the freshness of Project-Based Learning:

- PBL projects centre the curriculum; they are **central**.

The project is the principal method in the teaching process, so, students learn the main concepts of the subjects by means of the project.

- The **tasks** and **problems** of the PBL aims to help students to discover by themselves the main concepts and principles.

Those tasks and problems include a **driving question** to connect the activities to do and the knowledge and skills that one might hope to foster and develop.

According to Blumenfeld et al (1991), the questions that students seek, alongside the activities and products, must be “orchestrated in the service of an important intellectual purpose”.

- Projects are characterized by the **constructivism**: an investigation based on scaffolding.

The investigation involves the students’ inquiry, they have clear goals and objectives to do it; students also transform and build knowledge and solve the problem.

- Projects are **student-driven**.

Projects foster students’ autonomy, leadership capacity, responsibility and unsupervised work time; students acquire capacities to make decisions and choice. That way, the projects are not teacher-led not even planned, although they need the correct organization and preparation.

- Projects are **realistic**.

Projects are authentic, they include real topics and tasks; students also play real roles to foster the sense of **authenticity**.

According to Gordon (1998), PBL incorporates real-life challenges, students investigate in a real context, producing real products such as pamphlets or videos. The collaborators who work with students are real and the criteria to judge projects are also realistic.

2.14. Phenomenon-based learning

According to Fields and Kennedy (2000), the Phenomenon-based Learning (PhBL) has been proven to help students to develop themselves as **autonomous people** who learn on their own. That way, students are ready to act and solve the problems that they will face in the future.

It was set up in Finland, in the year 2016 to create **real-life learning experiences** where students went deep into contextual situations. That way, Finnish kids could develop the basic communicative competence to promote the interaction, collaborative work, critical and creative thinking and basic skills to solve problems autonomously.

Following Fields and Kennedy (2000), the basis of the PhBL are the **constructivism** and **socio-constructivism**: kids learn and acquire new knowledge parting on their previous' knowledge and abilities. Students investigate phenomenon-related topic of their own interest to elicit their curiosity and motivation..

Inspired by Fields and Kennedy (2000), PhBL includes questions of “how”, “why” and “what” to guide the process and help students to acquire the new information. The main steps to implement the PhBL area:

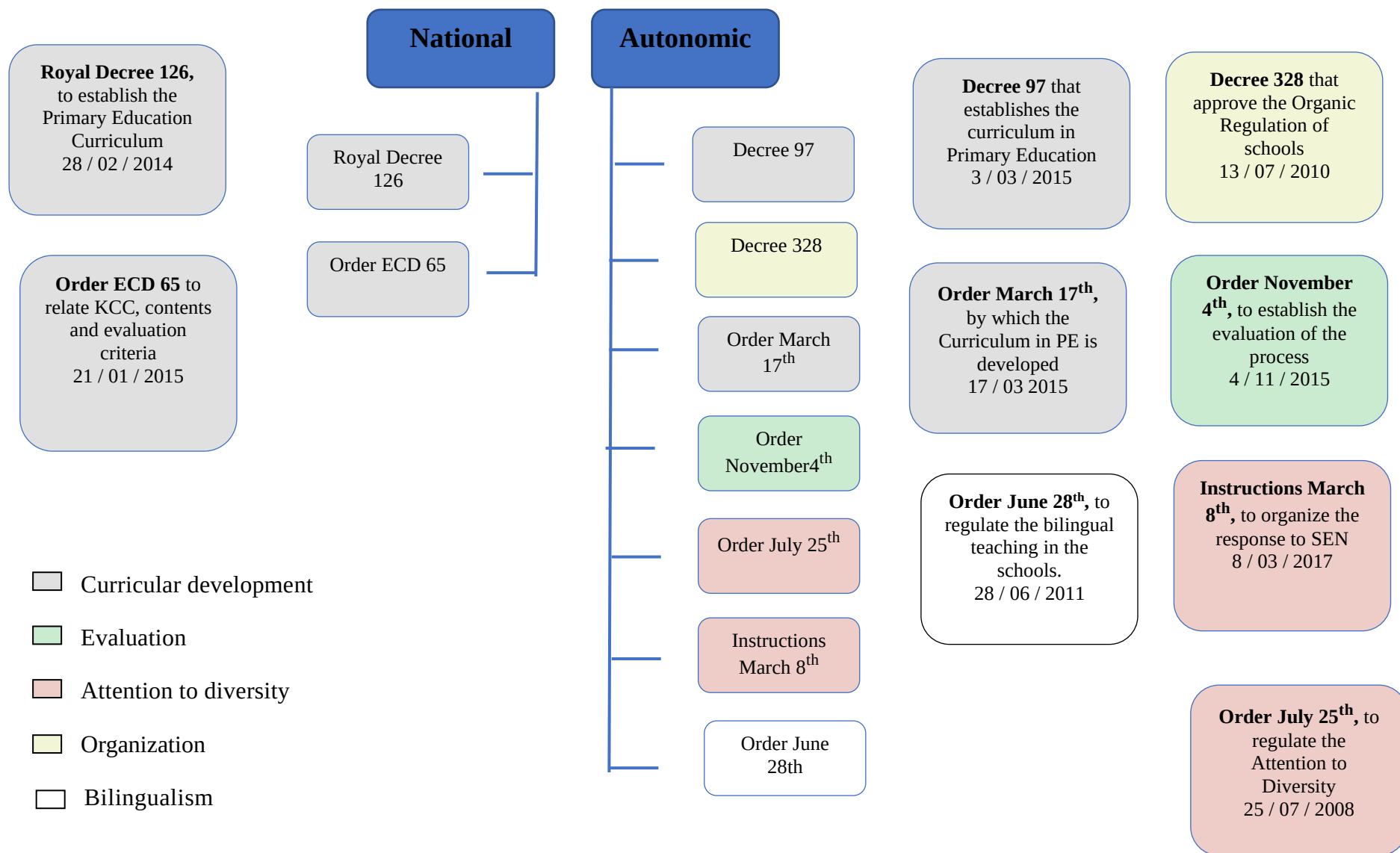
1. Encourage students to identify “phenomena” related to real life events.
2. Ask students to develop inquiry-based questions that begin with “how”, “why” or “what if”.
3. Identify the knowledge and skills students need to answer the questions.
4. Teach the basic concepts and encourage students to solve the problems they have identified.
5. Provide a learning environment with an open structure of time for students.
- 6- Facilitate and guide students through their research and problem-solving processes.

3. LEGAL FRAMEWORK

[First curricular concretion]

The didactic proposal is based on:

- **Spanish Constitution** (Art. 27.2), by which “everybody is entitled to education”.
- Common European Framework of References for Languages (**CEFRL**)
- Organic Law on Education **LOMCE** 8/2013 to improve the Educational Quality and its specific **national and autonomic documents**.



4. CONTEXT

[Second curricular concretion]

The teaching plan is implemented in an **inclusive Andalusian Primary school**, located in Morón de la Frontera, Sevilla. It is a developed village, with many leisure facilities and resources to ensure a quality education.

It is a **medium Pre and Primary school**, situated in the centre of the town; it is a big school, which generate great dynamics and positive attitudes towards the diversity. It is a bilingual school that use a CLIL approach in:

- 1st year of Primary Education.
- 2nd year of Primary Education.
- 3rd year of Primary Education.

The CLIL subjects that are taught in English are: Social Sciences, Natural Sciences and Physical Education.

It is an inclusive school that promotes a virtual endless learning through the use of:

- **ICTs:** Information and Communication Technologies.
- **LKTs:** Learning and Knowledge Technologies.
- **EPTs:** Empowerment and Participation Technologies.

4.1. School educational aims

All the members of the Educational Community work con **cooperation** and **collaboration** to get the School Educational aims:

- To develop individual skills like the self-confidence.
- To develop social skills and basic skills like the critical thinking.
- To use the language as an instrument of communication.
- To use new technologies to develop lifelong learning skills.
- To develop work and study habits.
- To develop the students' autonomy and responsibility.
- To develop maths and basic cultural notions.
- To value the cultural diversity and Andalusian reality.

4.2. Plans and programs

The School Educational Project include different **plans and programs** to achieve the objectives and develop the key competences, following the guidelines of the Junta de Andalucía. The main ones are:

- School Linguistic Project.
- Bilingual Project.
- Reading and Library Project.
- W-twinning Program.
- Horizon 2020 Project.
- Communica Program.
- Co-education program.
- School as a space of Peace.
- Aldea Program.
- Healthy habits program.
- Living and Feeling the Heritage Program.
- INNICIA program.
- Prodig Program.
- Aula Dcine Program.

4.3. Families

Families have a **middle socio-economic and socio-cultural level**, adapted to the characteristics of their environment. Following the current law on Education LOMCE:

- Families receive information about all decisions.
- Families are permanently connected to the school.
- Families participate with the Educational Community in students' educative process.
- Families have an active participation in the school.

4.4. The class

The present didactic proposal is for the **year three** (second cycle of Primary Education): a mixed-ability group of 24 students, age between 8 and 9 years old.

It is a **diverse class**; they have different interests, motivations and learning styles. In general terms, they are a communicative group, who have good relationships between them and work well cooperatively.

There is one student with a curricular level of the first cycle of Primary Education; the contents are adapted to his level.

4.4.1. *Psycho-evolutive characteristics*

Following Huitt, W. and Hummel, J. (2003), who are inspired on Piaget's theories, students are in the **pre-operational stage**, they have bigger capacity to put themselves in others' place and act following fictitious roles. They have difficulty to access to abstract thoughts and reflections; the egocentricity is one of the main characteristics in this stage.

Moreover, kids have not the capacity to manipulate information following the logic norms to extract and create valid conclusions. They cannot do correctly complex mental operations; the magic thinking is based on simple and arbitrary associations.

They are a little more autonomous; however, they cannot do deductive and hypothetic reasoning. They have greater capacity to establish social relationships, which facilitates the students' interaction and cooperation.

4.4.2. *Initial evaluation*

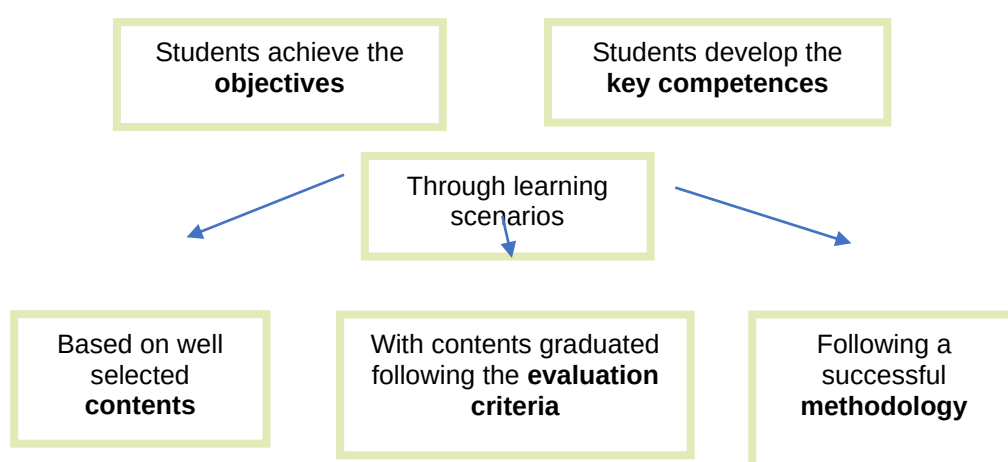
Students' needs, levels and motivations are detected thanks to the **initial evaluation**, it is a measure to attend to the diversity of students. It is done an initial evaluation to detect the starting point, at the beginning of:

- **The academic course:** to know students' level and previous knowledge, students are observed during the first month; they also do a test. The main aspects to be considered are:
 - Basic contents related to Natural and Social Sciences.
 - Basic contents related to English.

- **Each Integrated Didactic Unit:** in the first lesson of the Didactic Unit, the teacher detects students' previous knowledge on the specific didactic unit; it is done through brainstorming activities.
- **Each lesson:** the first part of each lesson (pre-activity) aims to activate students' knowledge and prepare them to the whole lesson.

5. CURRICULAR ORGANIZATION

The curricular organization comprises and order the curricular elements to create appropriate and coherent learning scenarios:



6. OBJECTIVES

Following the Royal Decree 126 (Article 2) and the Order March 17th (Article 2), the **objectives** are the capacities that students should achieve at the end of the stage to become communicatively competent and lifelong learners.

6.1. Final educational aims

[LOMCE (chapter III, Art. 7 + 8), Royal Decree 126 (Art. 6) and Decree 97 (chapter I, Art. 3)]

The proposal provides a comprehensive education to achieve the **Final Educational Aims**, stated in LOMCE (chapter III, Art. 7 + 8), Royal Decree 126 (Art. 6) and Decree 97 (chapter I, Art. 3):

- To acquire the basic skills: oral comprehension and expression, reading, writing, math, and basic cultural notions.

- To develop social skills and coexistence, work and study' habits, including individual and cooperative work.
- To foster art, creativity and affectivity.

6.2. Stage objectives

[RD.126 (Art.7) + D.97 (Chapter I, Art.4)]

Trough Interdisciplinary Didactic Units, the teaching plan contributes to the achievement of the **Primary Education objectives**, they are stated in RD.126 (Art.7) + D.97 (Chapter I, Art.4).

- a) Know and appreciate the values and norms of **co-existence**, and learn to behave accordingly...
- b) Develop individual and team-working **habits**, effort, and responsibility for their work...
- c) Acquire habits to prevent and to **resolve conflicts peacefully**...
- d) Know, understand and **respect** different cultures and the differences between people, equal rights and opportunities of men and women and **non-discrimination** towards the disabled.
- e) Know and use appropriately the **Castilian language**...
- f) Acquire basic communicative competence in at least one **foreign language**...
- g) Develop basic **mathematical competences** and begin to solve problems...
- h) Know the fundamental aspects of **Natural and Social Sciences, Geography, History and Culture**.
- i) Begin to use **information and communication technology**...
- j) Use different **artistic representations** and **expressions** and start to create visual and audiovisual designs.
- k) Value **hygiene** and **health**, accept one's body and that of others, respect differences...
- l) Know and value the **animals** which are closest to human life and learn to look after them.

- m) Develop their affective capacities in all aspects of **personality** and in their relations with others...
- n) Promote **road safety education** and attitudes of respect...

6.3. Andalusian stage objectives

[Decree 97 (chapter I, Art. 4)]

Junta de Andalucía adds six stage objectives to value the Andalusian reality; they are stated in Decree 97 (chapter I, Art. 4).

- a) Develop **self-confidence**, **critical** awareness, personal **initiative**, **entrepreneurial** spirit...
- b) Participate in a supportive way in the development of their **social** and **natural environment**.
- c) Develop critical attitudes and habits related to **health** and **responsible consumption**.
- d) Know and value the **natural** and **cultural heritage** and contribute actively to its conservation...
- e) Know and appreciate specific characteristics of **Andalusian linguistic** modality in all its varieties.
- f) Know and respect the **cultural reality** of Andalusia...

6.4. Natural Science Objectives

[Order March 17th (annex I)]

In Andalusia, parting on the stage objective H and K, the following **objectives** are established to the area of Natural Science; they are stated in Decree 97 (chapter I, Art. 4).

- **O.CN.1.** To use the scientific method to plan and carry out projects, mechanisms and simple equipment, through the observation, the proposal of hypothesis and the practical investigation...
- **O.CN.2.** To analyse and select information about the elementary properties of some materials, substances and objects, and facts and phenomenon of the environment...

- **O.CN.3.** To recognize and understand basic aspects of the functioning of the human body, establishing relationships with the possible consequences to the individual and collective health, valuing the benefits that healthy habits provide, such as the physical exercise, personal hygiene and the balance alimentation...
- **O.CN.4.** To interpret and recognize the main components of the ecosystems, mainly those ones of our autonomous community, analysing its organization, characteristics and its relationships of interdependence, searching for explanations, proposing solutions and acquiring behaviours of the daily life...
- **O.CN.5.** To know and value the Andalusian heritage and contribute actively to its conservation and improvement.
- **O.CN.6.** To participate in groups of work through values and attitudes of the scientific thinking, encouraging the entrepreneurship, developing the own sensitivity and responsibility towards the individual and collective experiences.
- **O.CN.7.** To understand the importance of the scientific progress, to value its influence and transcendence in the improvement of the daily life and the progress of the society.
- **O.CN.8.** To use the information and communication technologies to obtain information, as a learning instrument, to share knowledge...

6.5. English Foreign Language Objectives

[Order March 17th (annex I)]

In Andalusia, parting on the stage objective F, the following **English Foreign Language objectives** are established; they are stated in Order March 17th (annex I).

1. To **listen** and understand messages in different verbal interactions, using the transmitted information to carry out specific tasks related to the children's experience.
2. To **express** and interact orally in simple daily situations, using verbal and non-verbal procedures and based on communicative interaction rules in order to answer with enough autonomy in a suitable, respectful and cooperative way.
3. To **write** varied texts with different purposes, about topics already dealt with in the classroom and with the help of some models.

4. To **read** and understand different types of texts, related to their experiences and interests, drawing specific and global information according to a previous aim.
5. To learn how to use with a progressive autonomy all the **means available** to them, including **new technologies**, to obtain some information and to communicate in a foreign language.
6. To use the **previous knowledge and experiences** acquired with other languages to acquire the foreign language in a faster, more efficient and autonomous way.
7. To value the foreign language and all the languages in general as a **means of communication** and understanding among people from different contexts, developing a positive attitude towards the **plurilingual and pluricultural diversity** present in our Andalusian community.
8. To show a **receptive and confident attitude** in the own ability to learn and use the foreign language.
9. Identify **phonetic** aspects such as rhythm, stress and intonation, as well as **linguistic** structures and **lexical** aspects of the foreign language and use them as basic elements of communication.

6.6. Specific objectives

The specific objectives of the IDU are set out taking into account the final aims, the stage objectives and the area objectives of Natural Science and English. They are specified in the charts of the didactic proposal.

7. KEY COMPETENCES

Following the Order ECD 65, Key Competences are the combination of **concepts** (knowledge), **abilities** (knowing how to do and work) and **attitudes** (knowing how to be) for **lifelong learning**; they contribute to the personal fulfilment and social inclusion and integration.

There are seven KCC, which are integrative, dynamic and transversal; they are stated in the Order ECD 65.

a) **Linguistic Communicative Competence**

b) **Mathematic Competence and basic Competences in Science and Technology**

c) **Digital Competence**

- d) Learning to Learn Competence**
- e) Social and Civic Competence**
- f) Sense of Initiative and Entrepreneurship Competence**
- g) Culture Awareness and Expression**

. The way in which the key competences are developed in the classroom is set out in the charts of the didactic proposal.

8. CONTENTS

The contents are the combination of **knowledge, abilities, attitudes** and **values** to facilitate the achievement of the objectives and the development of the key competences.

Contents are chosen bearing in mind:

- Students' psychoevolutive characteristics.
- The integration of concepts, procedures and attitudes.
- The mixture of the four skills, ensuring its interdisciplinary treatment.

8.1. Contents in Natural Science

Following the Order of March 17th, the contents of the subject of Natural Science are organized into four main blocks:

- Block 1: initiation to the scientific activity

It includes the knowledge and use of the strategies and techniques in the scientific activity, such as: the observation, the identification and analysis of problems, the collection, organization and treatment of data, the emission of hypothesis, the design and development of the experimentation, the search of solutions, and the use of sources of information.

- Block 2: human beings and the health

It integrates the knowledge, abilities and skills to know the own body, prevent risk behaviours and develop responsible behaviour and healthy lifestyles.

- **Block 3: living things**

It includes the knowledge of the different forms of life, the assessment of the main ecosystems to acquire behaviours of defense and recuperation of the ecologic balance. It allows to develop values of responsibility towards the environment.

- **Block 4: matter and energy**

It integrates contents related to physical phenomenon, substances and chemical changes.

- **Block 5: technology, objects and machines.**

It includes the literacy in the technologies of the information and communication, and the constructions of equipment.

8.2. Contents through English

The contents related to the subject of Natural Science are worked through the English by means of working the four main blocks; they are stated in the Order of March 17th (annex 1):

- **Block 1:** comprehension of oral texts.
- **Block 2:** production of oral texts and interaction-
- **Block 3:** comprehension of written texts.
- **Block 4:** production of written texts and interaction.

Moreover, the four blocks integrate **interconnected contents** focused on the communicative function to help students to become accurate, autonomous and pluricultural kids:

- Linguistic function: lexis, phonetics and orthography.
- Strategic function: comprehension and production strategies; for example: the use of body-language.
- Sociolinguistic function: culture and values.

8.3. Andalusian contents

Following the Decree 97 (chapter II, article 5), the didactic proposal also includes contents related to Andalusia to contextualize the learning:

- a) The knowledge and the respect to the **values** gathered in the statute of Autonomy for Andalusia
- b) The **natural environment, history, culture** and other **differentiating facts** of our community to be known, valued and respected as our own heritage.

8.4. Cross-curricular contents

Following the LOMCE (chapter III, Article 6 bis), Royal Decree 126 (article 10) and the Decree 97 (chapter III, article 10), the didactic proposal contributes to the cross-curricular contents:

- **Reading comprehension.**
- **Oral and written expression.**
- **ICTs.**
- **Social and Constitutional Education.**
- **Entrepreneurship.**

8.5. Values

Following the Royal Decree (article 10) and the Decree 97 (chapter II, article 5), the didactic proposal contributes to develop students' values to have a responsible life in a democratic society:

- a) The prevention and **peaceful resolution of conflicts.**
- b) The acquisition of **healthy living habits.**
- c) The responsible use of **free time and leisure**, as well as respect for the environment.
- d) Effective **equality** between women and men and non-discrimination for any condition.
- e) The **entrepreneurial** spirit.
- f) The proper use of the **technological tools** of the knowledge society.
- g) The knowledge and the respect to the **values** gathered in the statute of Autonomy for **Andalusia.**
- h) The natural environment, history, culture and other differentiating **facts of our community.**

9. EVALUATION CRITERIA

Following the Royal Decree 126 (annex 1) and the Order March 17th (annex 1: curricular development), the **evaluation criteria** for the cycle (second cycle) are the whole reference norms to create the learning scenario and to know the extent to which the students achieve the objectives and develop the key competences.

The Evaluation criteria are specified in the **learning standards** for the specific stage and term (3rd year PE, 2nd term) to guarantee the progressive difficulty of the learning scenario.

10. METHODOLOGY

The methodology is set up following the ideas of the Order ECD 65 (article 6), the Decree 97 (chapter II, article 8), and the Order March 17th (Article 4 and annex 1).

The methodology is the set of **actions, strategies and procedures** in concordance with the principles of the LOMCE and the sociocultural context.

10.1. Attention to diversity

[Decree 97/2015 (chapter V), Order July 25th/2008 and Instructions March 8th/2017]

The **diversity** is the inherent condition of the human development. Kids are really different, accepting these differences are rich resources for the class because they open their minds and develop more tolerant and respectful attitudes.

That way, students receive an individualized and personalized education, paying special attention to their cognitive, psycho-evolutionary and emotional development.

➤ Diversity of motivations

The didactic proposal includes a varied bank of activities adapted to students' interests and motivations; they fulfil Gardner's Multiple Intelligences Theory:

- **Linguistic intelligence:** for example, an oral exposition.
- **Musical intelligence:** for example, a song to practice vocabulary.
- **Naturalistic intelligence:** for example, differentiate flora and fauna in various autonomous communities.
- **Bodily-kinesthetic intelligence:** for example, using mime to review vocabulary.
- **Intra-personal intelligence:** for example, working individually.

- **Interpersonal intelligence:** for example, doing a project cooperatively in small groups.
- **Logical-reasoning intelligence:** for example, using the reasoning and logical thinking.
- **Spatial intelligence:** for example, choosing furniture for a room.

➤ **Diversity of learning paces, rhythms and abilities**

The activities have different levels of complexity and students work the different cognitive processes that Bloom promotes in the taxonomy: remember, understand, apply, analyse, evaluate and create.

Moreover, activities go from the simplest for students to the more distant, following Piaget's constructivist approach.

The didactic proposal also includes extension and reinforcement activities to personalize learning scenarios:

- **Reinforcement activities:** for example, matching and making little decisions.
- **Extension activities,** related to challenges to awaken the students' interest and curiosity.

Particular case

There is one boy diagnosed with the Asperger syndrome (SEN); it is followed the Orientations of the External Guidance Team. The main measures are:

- Creation of a positive environment.
- Team-work dynamic: he belongs to a group where he feels better and secure.
- Low level of frustration: short and achievable tasks, routines and reasonable behaviours.

There is also one reseating girl; the department prepared a specific plan to reinforce and consolidate the no acquired learning.

10.2. Communicative language teaching

Following the ideas of Richards and Rogers (1986), the **Communicative Language Teaching** is a method for language teaching that appeared in the seventies, the main protagonists were Hymes, Widdowson, Brumfit, Halliday, Austin and Searle.

When the CLT arises, the language teaching scene had had a revolutionary change. The **Transformational Generative Grammar Theory** of Chomsky (1965), change stated the following principles:

- The focus from form to meaning.
- Human beings have innate capacity to learn a language; they have the faculty of creativity to generate new structures.
- Factors of competence and performance appeared.

That way, the CLT arises and the **communicative competence** receives more importance, teaching is skill base, fluency is given more importance than accuracy, and errors are considered as an integral part of learning a language.

According to Richards and Rogers (1986), the main features of communicative language teaching approach are:

- It focuses on form and meaning, and structure and function.
- It follows the learning by doing; activities and tasks are based on learners' total participation.
- Contextualization: language items are learned in a context.
- Fluency has more importance than accuracy.
- Errors are integral parts of learning.
- Integration of skills is emphasised: listening, speaking, reading and writing.
- The grammar is taught inductively.
- It is a learner-centred approach: learners' needs and interests are utmost importance.
- The main aim of language learning is to develop an ability to participate in discourse or in writing.
- Some example of techniques to learn the language are individual work, pair work or group work, or role-play.
- The teacher is the guider and facilitator.

10.3. Learner-centred approach

Following the LOMCE (Preamble, IV), students play an **active role** in the learning scenario; they are the protagonists of lessons. The teacher is the creator of the learning scenario, who guides students and facilitates the students' learning.

10.4. Krashen's hypothesis

The Integrated Didactic Unit is based on Krashen's hypothesis to contribute to generate aspirations to help students to achieve their dreams.

- **Acquisition – learning hypothesis**

Students learn consciously, little by little, through conscious attention to forms and rules (learning); they also acquire knowledge unconsciously due to the necessity to communicate, which is the acquisition.

- **Monitor hypothesis**

Students reflect about their own learning process and self-assess themselves to become more autonomous and critical thinkers.

- **Natural order hypothesis**

Students learn in a natural way through scaffolding

- **Input hypothesis**

Students are exposed to meaningful input, which is:

- Comprehensible: the input contains one step beyond the students' linguistic competence ($I + 1$).
- Meaningful and well worked: the input is related to the students' motivations and interest.

- **Affective filter hypothesis**

Students work in a relaxed and friendly environment, with low affective filter to strengthen their self-confidence. It is promoted, for example, through routines, achievable and short-term goals, and positive error treatment.

10.5. Cooperative learning

The didactic proposal includes the different principles of the cooperative learning; in different learning scenarios, students are organized into **small groups** to work together and help themselves to learn academic contents.

10.5.1. Task-based instruction

Following Bruner (1966), tasks sharpen the learning process to develop the Key Competences, by means of **integrating concepts, procedures and attitudes**. Tasks should include the different cognitive processes, working from the simplest to the more complex:

- **Exercises**, focused on mechanization.
- **Activities**, focused on making decisions and learning how to do.
- **Tasks**, focused on solving situations by means of using their knowledge in social contexts.

The exercises, activities and tasks of the didactic proposal are based on Vygotsky's Constructivism to create situations based on **scaffolding**:

- **Pre-:** to set the starting point and awaken the students' interest.
- **While-:** students build on their knowledge, promoting their critical thinking.
- **Post-:** students are autonomous to produce the output.

They are varied, contextualized, achievable and success-oriented, meaningful and oriented on cross-curricular contents; they part on students' previous knowledge.

10.5.2. Project-based learning

Students learn by doing and socializing through real projects; projects are **collaborative learner-driven inquiries** around authentic questions and products.

Following Kilpatrick (1918), students go through six stages:

- Detecting students' interests and curiosities.
- Making questions and hypothesis about students' interests, and organizing the process.
- Doing tasks that involve researching.
- Selecting and organizing the information to produce output.
- Reviewing their product.

- Presenting the output using the ICTs in a responsible way.

10.6. CALL: ICTs – LKTs

The learning scenario is involved in an endless virtual environment because students do use of:

ICTs: Information and Communication Technologies.

LKTs: Learning and Knowledge Technologies.

EPTs: Empowerment and Participation Technologies.

In the learning scenarios, students use the new technologies responsibly, with learning goals; that way, students become integrated to the digital lifestyle. New technologies promote an individualized education and open the learning in time and space.

11. ASSESSMENT AND EVALUATION

The didactic proposal includes a process of **assessment** – on-going monitoring- and **evaluation** – the diagnosis – to check the objectives achievement, to attend to the diversity of kids and to improve the teaching practice. The evaluation is individualized, criterial and formative to guarantee inclusion and objectivity.

Following the Order of March 17th (curricular development) and the Royal Decree 126 (annex 1), the **evaluation criteria** of the second cycle (EC) are the reference norms to value the acquired learning. The indicators are used to specified the information of the EC.

11.1. Techniques and instruments

The main **techniques** and **instruments** are the following ones:

- Initial evaluation

The initial evaluation is done at the beginning of each didactic unit and each lesson plan.

- At the beginning of the IDU: the warming-up lesson and the brainstorming activities aim to detect the students' previous knowledge.
- At the beginning of each lesson plan: each pre-task aims to awaken students' previous knowledge and their interests.

- **Continuous and formative assessment**

The main technique is the direct observation, the teacher does a close follow-up to detect possible difficulties and take the correct measures. The teacher has a portfolio with reinforcement and extension activities, they are used when students need them.

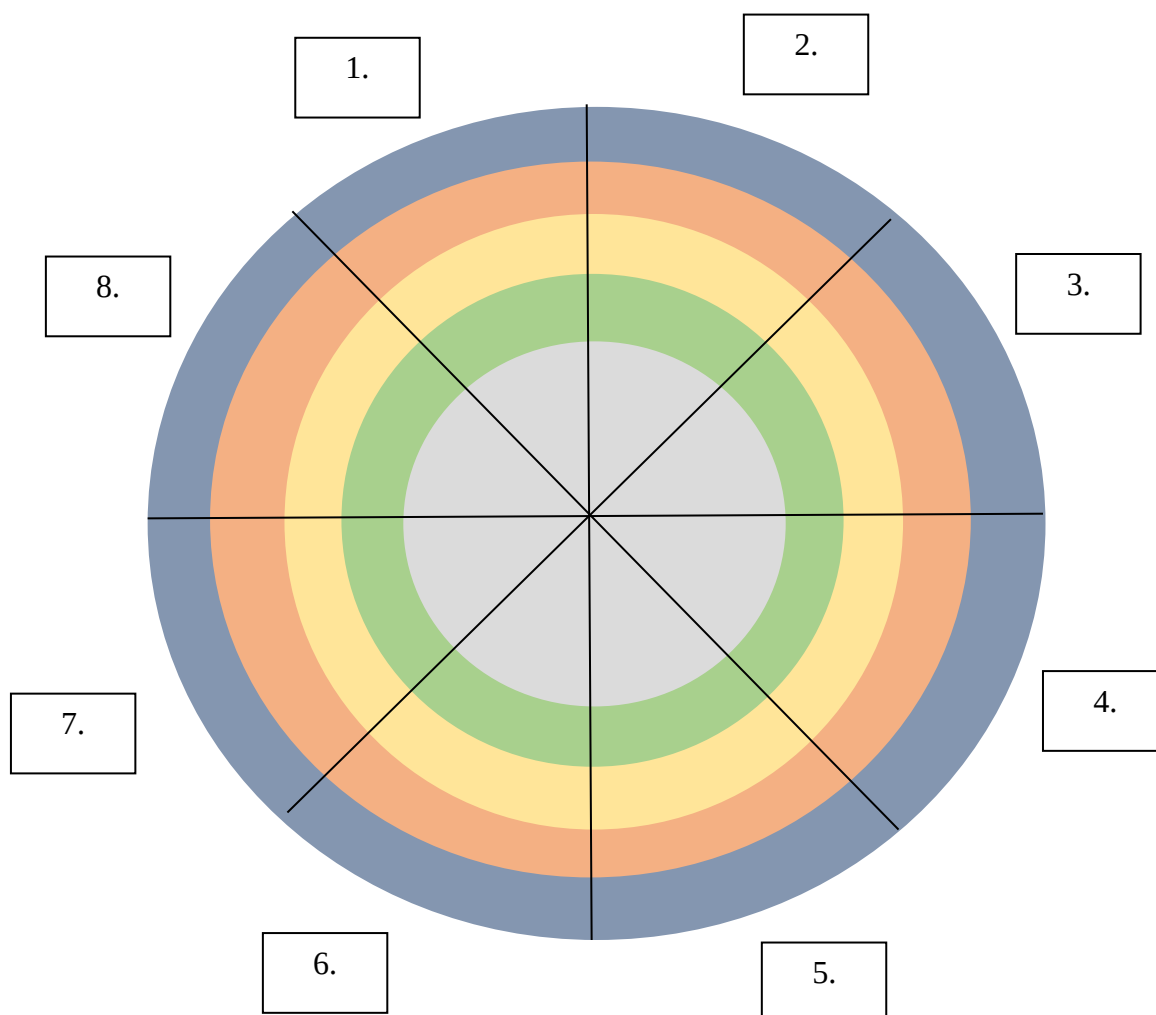
- **Summative evaluation**

The summative evaluation includes the analysis of the previous measures to check the results of the teaching-learning process. The diagnosis is established into a rubric.

		
The student recognizes correctly each meal of a day and values the importance of each one of them.	The student recognizes correctly each meal of a day, but he/she does not value the importance of each one of them.	The student does not recognize each meal of a day, and he/she does not value the importance of each one of them.
The student understands the digestive process and the main aspects related to the nutrition.	The student understands the main aspects related to the nutrition, but he /she does not understand coherently the digestive process.	The student does not understand the digestive process, neither the main aspects related to the nutrition.
The student differentiates the groups of aliments and he/she relates each one of them with the parts of the food pyramid.	The student differentiates the groups of aliments, but he/she does not relate them with the parts of the food pyramid.	The student does not differentiate the groups of aliments, neither he/she relates them with the parts of the food pyramid.
The student knows and values our customs and the Mediterranean diet, and he/she also values other culinarian customs.	The student knows and values out customs and the Mediterranean diet, but he/she does not value other customs.	The student does not value our customs and the Mediterranean diet, neither he/she value other customs
The student works individually and cooperatively, respecting other ideas and opinions and accepting them.	The student works correctly individually, with some problems in the cooperative work, he/she does not respect other opinions.	The student does not work individually, neither cooperatively in groups.
The student knows and uses the words related to nutrition, using them in sentences with the present simple.	The student knows the words related to nutrition, but he/she does not use them in sentences with present simple.	The student does not know the words related to the nutrition, neither he/she uses them in sentences with the present simple.

11.2. Self-evaluation

The self-evaluation is one of the main techniques to promote the autonomy and critical thinking of students. In the last session, session 8, students self-evaluate their own learning process using a **target evaluation**:



- 1: I can value all the meals of the day and the healthy diet.
- 2: I can understand the digestive process.
- 3: I can differentiate the groups of aliments in the food pyramid.
- 4: I can value our customs and others' customs.
- 5: I can understand and value a healthy menu.
- 6: I can use the vocabulary related to food and nutrition.
- 7: I can use the present simple to explain facts related to nutrition.
- 8: I can use verbal and non-verbal techniques to communicate.

12. INTERDISCIPLINARY DIDACTIC UNIT

The present **Integrated Didactic Unit** is about eating and diet; it belongs to the subject of Natural Science. Following the Order of Match 27th, the Natural Sciences help as to know our world, our environment and its contribution to the development. Students get the basis of a scientific training that help them to develop the skill to live in the current scientific and technological society.

12.1. Importance of planning

The teaching planning is the planning of an action sequence in an educative context to get the **proposed objectives**. It is the main tool in the teaching-learning process to:

- Put in order the teachers' ideas.
- Organize sequentially the work and activities.
- Orientate the activities towards the achievement of the objectives through contents.
- Facilitate the use of strategies and training strategies.

For this reason, a Didactic Unit has been created to guarantee a successful teaching-learning process that guarantee an individualized educative process.

12.2. Justification

The topic of eating and diet has influence in the developmental process of children. The importance of a **healthy and balanced diet** is justified from the field of the healthy and the prevention of illnesses.

Teachers should contribute to raise awareness within the children about the necessity of a **correct alimentation** to facilitate satisfactory the process of development and growth. An adequate alimentation is one of the main vias to promote health and physical and emotional well-being.

A correct, varied and complete diet is essential. One of the main balanced diet is the **Mediterranean diet**; it allows that out body works normally and contribute to reduce some short-term and long-term alterations and illnesses.

That way, from the school, it is essential to strengthen a balanced diet through the education to the health as transversal topic.

12.3. Basic aspects

Title	Time to eat healthy!
Subject	Natural Science
Language	Spanish and English
Curricular correspondence	Year 3 of Primary Education
Linguistic level (English) – CEFRL	A.1.1
Thematic focus	Types and groups of aliments: classifying food and aliments. Healthy and rational consumption: valuing the importance of acquiring healthy habits. Importance of sport: valuing the importance of sport in daily life. Solidarity: recognizing that everybody needs an adequate diet
Thematic notes	The different meals of the day Groups of aliments The alimentary pyramid Healthy diet – the Mediterranean diet Origin and conservation of aliments Elaboration of plates: gazpacho Food and customs of other zones
Timing	Eight sessions of 45’ each one

CURRICULAR DEVELOPMENT						
Objectives - law		Contents: Natural Science + English Language	Evaluation Criteria (EC)	Content objectives	Language objectives: communicatively competent	Key competences
Primary Education	Area		Learning Indicators (LI)			

h (Natural Science) k (health and hygiene)	O.CN.8 O.CN.6 O.CN.5 O.CN.3	NATURAL SCIENCE	Block 2	C.E. 2.2. L.I. CN 2.2.1 L.I. CN 2.2.2 L.I. CN 2.2.3 L.I. CN 2.2.4 .	The student recognizes the different meals of the day	The student uses the vocabulary related to nutrition and food	LCC MBCST DC SCC LLC SIEC CAEC
		Meals of the day			The student values the importance of each meal of the day	The student uses the present simple to explain facts related to nutrition and healthy habits	
		Nutrition: digestive system			The student understands the digestive process	The student knows the groups of aliments and values some customs of other zones	
		Groups of aliments			The student knows the food pyramid	The student uses verbal and non-verbal techniques to communicate	
		The alimentary pyramid			The student appreciates the Mediterranean diet	The student pronounces correctly the verbs in present simple	
		Healthy diet – the Mediterranean diet			The student accepts their own body and others’ body, with their possibilities and limitations		
		Food and customs of other zones					
		Acceptance of the own body and others’ body					
		Development of healthy habits to prevent possible diseases					
	Elaboration of plates						
Creation of a healthy menu							
Exposition of a healthy menu							
	O.CN.3	ENGLISH LANGUAGE Vocabulary: nutrition and					

		food Structure: present simple to describe facts Culture: culinarian customs of other zones. Andalusian customs Pronunciation: present simple verbs and auxiliaries			The student elaborates a plate The student knows the customs of other zones The student respects others' customs The student values our own customs The student recognizes the importance of healthy habits to prevent diseases The student values the importance of a healthy diet The student creates a healthy weekly menu The student presents a project		
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12.4. Curricular development

The curricular development relates all the elements of the curriculum to create a coherent Integrated Didactic Unit. To understand the previous chart, all the curricular elements are detailed.

12.4.1. Objectives

The objectives of Primary Education and the specific objectives of Natural Sciences and English Language are used as the basis to formulate the specific objectives of the IDU.

12.4.1.1. Primary Education objectives

The main Primary Education Objectives related to this IDU are:

- **H:** related to Natural Science.
- **K:** related to health and hygiene.

However, students also achieve other objectives through the different activities:

- **A:** related to the norms of co-existence. In the IDU, students work in groups, accept rules and respect others.
- **B:** related to habits and attitudes. In the IDU, students do activities that imply developing critical thinking and creativity.
- **C:** related to solve conflicts peacefully. In the IDU, students solve their problems when working in groups.
- **D:** related to respect different culture. In the IDU, students value different culinary cultures around the world.
- **E:** related to the Castilian Language. In the IDU, students develop the communicative competence in both languages, Spanish and English.
- **F:** related to the communicative competence in at least one FL. In the IDU, students work in English (L2).
- **I:** related to the Information and Communication Technologies. In the IDU, students use the ICTs responsibly, supported by the LKTs.
- **M:** related to develop their personality. In the IDU, students work individually and in groups, they face different situations... they contribute to develop their own personality.

12.4.1.2. Area objectives: Natural Science area

The main Natural Science objectives that students achieve with the IDU are:

- **O.CN.3.** It is related to the human body, the individual and collective health, the benefits of healthy habits and the balance alimentation. In the IDU, students work on these topics through activities focused on the groups of aliments and healthy diet.
- **O.CN.5.** It is related to the Andalusian heritage. In the IDU, students work on the Mediterranean diet and contribute actively to maintain our customs.
- **O.CN.6.** It is related to values and attitudes. In the IDU, students work individually and in groups to acquire attitudes such as responsibility and entrepreneurship.
- **O.CN.8.** It is related to the Information and Communication Technologies. In the IDU, students use them as a learning instrument.

12.4.1.3. Area objectives: English area

Through the IDU, interdisciplinary, students achieve the English Language Objectives:

- 1: it is focused on listening.
- 2: it is focused on speaking and interaction.
- 3: it is focused on writing.
- 4: it is focused on reading.
- 5: it is focused on new technologies.
- 6: it is focused on using the previous experiences with other languages.
- 7: it is focused on pluricultural diversity.
- 8: it is focused on receptive attitudes on the foreign language.
- 9. it is focused on linguistic aspects.

12.4.2. Contents

The **contents** mainly belong to the:

Block 2: *the human being and the health.* It integrates knowledge, abilities and skills to, from the knowledge of the own body, prevent risk behaviours and take initiatives to develop and strengthen responsible behaviours and healthy lifestyles.

Moreover, the IDU also integrates contents of **Block 1** in an integrated way:

Block 1: initiation to the scientific activity. The students start in the knowledge and use of some usual strategies and techniques in the scientific activity, such as: the observation, identification and analysis of problems, the collection ,organization and treatment of data, the emission of hypothesis, the design and development of experiments, the searching of solutions, and the use of sources of information. Students also acquire autonomy to plan and carry out actions and tasks, they develop initiatives in the different projects. As well, students develop strategies to work individually and in groups, showing abilities to the peaceful resolution of conflicts. Students should know and respect the use and security rules of the different instruments and materials.

12.4.3. Evaluation criteria and learning indicators

The **Evaluation Criteria** (EC) belonging to the IDU is:

C.E. 2.2. To know the functioning of the organs and systems that take part in the vital functions of the human body, pointing out its localization and form, acquiring healthy life habits that allow them the correct functioning of the body and development of the mind, preventing illnesses and accidents.

Moreover, the **learning indicators** (LI) corresponding to the EC are the following ones:

CN.2.2.1. The student knows the functioning of the organs and systems that take part in the vital functions of the human body, pointing out its localization and form.

CN.2.2.2. The student gives examples related to the hygiene, balanced food, physical exercise and rest as forms to maintain the health, well-being and the correct functioning of the human body and mind.

CN.2.2.3. The student has attitudes to prevent illnesses and accidents, related to healthy habits.

CN.2.2.4. The student knows and respects the individual differences, accepting their possibilities and limitations, and identifying the own and other people's emotions and feelings.

12.5. Sessions

SESSION 1 – October 13 th				
Objectives – Learning Outcomes	CONTENT OBJECTIVES		LANGUAGE OBJECTIVES	
	The student recognizes the different meals of the day The student values the importance of each meal of the day		The student uses the vocabulary related to nutrition and food.	
Contents	Meals of a day Vocabulary: nutrition and food			
EC / LI	E.C. 2.2. – L.I. CN.2.2.2.			
KCC	LCC: debate MBCST: critical thinking DC: responsible use of the interactive whiteboard SCC: accepting others’ ideas SIEC: awakening the students’ interest LLC: using previous knowledge			
Resources	Interactive whiteboard – power point, YouTube - flashcards – vocabulary box - portfolio			
4 Cs	Content Meals of a day	Cognition – cognitive processes Remember	Communication Debate	Culture Andalusian customs

LESSON PLAN 1:

- **Brainstorming:** the teacher shows some images in the interactive whiteboard (annex 1) to awaken their previous knowledge about the five meals of a day. (10 minutes)

The students say their opinions about the breakfast, snacks, lunch, afternoon snack and dinner. The unknown words are copied in the interactive whiteboard: vegetables, proteins, healthy...

Through the brainstorming activity, the teacher detects their interests and motivations to decide the project.

- Establishment of **groups** (6 groups of 4 people each one) and **roles** of students in each one of the teams. (10 minutes)
- **Vocabulary:**

- o **Do you know this word?** (15 minutes)

The teacher sticks some flashcards of the vocabulary on the blackboard (annex 2). In each one of the flashcards, students say what they think each word means. They debate about each word and copy in their portfolio the meaning of each word.

- o **Mime the words** (15 minutes)

By groups, each student takes one paper flashcard of the “vocabulary box”; they mime it and the rest of the group must guess the word.

- **Song time** (10 minutes)

Finally, students listen to a song about the meals of a day - <https://www.youtube.com/watch?v=yG0kt3J1Izk>

Once they have listened to the song, each group thinks and write one more sentence to the song; they are related to the content of the song.

SESSION 2 – October 15 th				
Objectives – Learning Outcomes	CONTENT OBJECTIVES The student understands the digestive process		LANGUAGE OBJECTIVES	
			The student uses the vocabulary related to nutrition and food. The student uses the present simple to explain facts related to nutrition and healthy habits.	
Contents	The nutrition: the digestive system Vocabulary: nutrition and food Structure: present simple to describe facts			
EC / LI	E.C. 2.2. – L.I. CN.2.2.1. / L.I. CN.2.2.2.			
KCC	LCC: interaction MBCST: order DC: responsible use of laptops SCC: working in a team SIEC: cooperative work LLC: autonomous learning			
Resources	Realia, interactive whiteboard – YouTube, laptop – VOKI.			
4 Cs	Content The nutrition: the digestive system	Cognition – cognitive processes Understand	Communication Interaction	Culture Ancient customs

LESSON PLAN 2:

Decision of the project: the whole class and the teacher decide what to do in the project in this didactic unit – a weekly healthy menu. They decide it by means of interacting.

- **Pre-task** (10 minutes)

The teacher shows students one apple and helps students to reflect about it – what does happen when I eat my apple?

Students reflect about the digestive process and awaken their previous knowledge.

- **While-task** (10 minutes)

I. Students watch a video in the interactive whiteboard – it is about the digestive system and the digestion:

<https://www.youtube.com/watch?v=v3E1txcKPe8>

II. The teacher sticks the flashcards of the parts of the digestive system in the blackboard; they write them in order.

- **Post-task** (40 minutes)

In groups, students cut the different parts of the digestive system (mouth, oesophagus...) and stick them in a cardboard; they create the digestive system. They also write one sentence in each part of the system; they can watch the video several times in the laptop.

Finally, with the APP VOKI, each group records the sentences. The teacher uploads it to the blog and students can listen to them at home.

SESSION 3 – October 16 th				
Objectives – Learning Outcomes	CONTENT OBJECTIVES The student knows the groups of aliments The student understands the food pyramid		LANGUAGE OBJECTIVES	
			The student uses the vocabulary related to nutrition and food. The student uses the present simple to explain facts related to nutrition and healthy habits.	
Contents	Groups of aliments The alimentary pyramid Vocabulary: nutrition and food Structure: present simple to describe facts			
EC / LI	E.C. 2.2. – L.I. CN.2.2.2. / L.I. CN.2.2.3.			
KCC	LCC: reading, debate MBCST: critical thinking (drawing) DC: laptops – text, cmaptools SCC: turn-takings SIEC: cooperative work CAEC: our customs LLC: learning techniques (drawing)			
Resources	Realia, laptops – webpage, CMAPTOOLS.			
4 Cs	Content Groups of aliments, the alimentary pyramid, the Mediterranean diet	Cognition – cognitive processes Understand and apply	Communication Reading and debate	Culture Our customs

Lesson plan 3:

- **Pre-task:** (10 minutes)

The teacher shows to the students realia, such as bread, pasta, dairy, sweets, eggs and vegetables.

I. The teacher shows the products to students and they say the name.

II. Each small group takes one product and talks about how many times they eat it in a week.

III. Final debate: each group exposes their comments (e.g. Pablo eats bread everyday) and they discuss them.

- **While-task:** (30 minutes)

By small-groups, kids read a text about food groups - <https://healthy-kids.com.au/food-nutrition/5-food-groups/> - Then, they do a drawing of each one of the group; they do it in the laptops, in the web CMAPTOOLS (annex 3).

- **Post-task:** (20 minutes)

Finally, each group receives a picture of a food pyramid and they read it (annex 4); it is commented in the whole-class. Then, each group draws a food pyramid to show the understanding.

Complementary activity: fruit day. Old students give to young kids different types of fruit. They do a fruit salad.

SESSION 4 – October 20th				
Objectives – Learning Outcomes	CONTENT OBJECTIVES The student appreciates the Mediterranean diet The student accepts their own body and others’ body, with their possibilities and limitations		LANGUAGE OBJECTIVES	
			The student uses the vocabulary related to nutrition and food. The student uses the present simple to explain facts related to nutrition and healthy habits.	
Contents	Healthy diet – the Mediterranean diet Acceptance of the own body and others’ body, with their possibilities and limitations		Vocabulary: nutrition and food Structure: present simple to describe facts	
EC / LI	E.C. 2.2. – L.I. CN.2.2.2. / L.I. CN.2.2.3.			
KCC	LCC: speaking		MBCST: counting the words	CAEC: customs
	SCC: active listening		SIEC: sharing the work	
Resources	Interactive whiteboard – Youtube, slate boards, images, papers and colour pencils			
4 Cs	Content	Cognition – cognitive processes Understand and apply	Communication Speaking	Culture Mediterranean diet
	Healthy diet, the Mediterranean diet, the acceptance			

Lesson plan 4:

- **Pre-task:** (10 minutes)

The whole class watches a video about how to create a healthy plate - https://www.youtube.com/watch?v=Gmh_xMMJ2Pw Individually, the students copy in their slate board all the ingredients (banana, bread...) they watch in the video. Then, they compare the ingredients.

- **While-task:** (40 minutes)

Students, in the small groups, observe an image related to the Mediterranean diet. After watching the video and observing the image, students draw a plate with healthy ingredients belonging to the Mediterranean Diet. Students put a label with the name of each ingredient.

- **Post-task:** (10 minutes)

Students show their plates to the rest of the class.

SESSION 5 – October 22 nd				
Objectives – Learning Outcomes	CONTENT OBJECTIVES The student knows the customs of other zones The student respects others ‘customs		LANGUAGE OBJECTIVES	
			The student uses the vocabulary related to nutrition and food. The student uses the present simple to explain facts related to nutrition and healthy habits.	
Contents	Food and customs of other zones		Structure: present simple to describe facts Culture: culinarian customs of other zones	
EC / LI	E.C. 2.2. – L.I. CN.2.2.2. / L.I. CN.2.2.3.			
KCC	LCC: dialogue		MBCST: counting the words	CAEC: culinarian customs
	SCC: active listening		SIEC: sharing the work	DC: internet, blog
Resources	Images, classroom blog			
4 Cs	Content	Cognition – cognitive processes Understand and apply	Communication Dialogue	Culture Culinarian customs
	Food and customs of other zones			

Lesson plan 5:

- **Pre-task:** (10 minutes)

The teacher introduces the topic: each country has its own culinarian customs. Then, the teacher shows four images (annex 5) related to culinarian customs of other countries. Students observe them and, in pairs, they talk about what they see in the pictures.

- **While-task:** (35 minutes)

In the small-groups, students investigate about each picture and complete two short activities.

1. Write in each picture, the name of the country.

2. Write the ingredients of one receipt of each country.

- **Post-task:** (15 minutes)

Finally, students write their contributions in the classroom blog.

SESSION 6 – October 23 rd				
Objectives – Learning Outcomes	CONTENT OBJECTIVES		LANGUAGE OBJECTIVES	
	The student recognizes the importance of healthy habits to prevent diseases The student values our own customs		The student uses the vocabulary related to nutrition and food. The student uses the present simple to explain facts related to nutrition and healthy habits.	
Contents	Development of healthy habits to prevent possible diseases Elaboration of plates: gazpacho		Structure: present simple to describe facts Culture: Andalusian customs	
EC / LI	E.C. 2.2. – L.I. CN.2.2.2. / L.I. CN.2.2.3.			
KCC	LCC: reading, writing. CAEC: Spanish customs SCC: respecting others DC: internet			
Resources	Cuttings of newspapers and magazines, portfolio, cards and laptops.			
4 Cs	Content	Cognition – cognitive processes	Communication	Culture
	Healthy habits, elaboration of plates	Understand and apply	Reading and writing.	Spanish customs

Lesson plan 6:

- **Pre-task:** (10 minutes)

By the small mixed-ability groups, students receive cuttings of newspapers and magazines about diseases (some examples in annex 6). Students observe images and write the name of each disease in their group portfolio.

- **While-task:** (15 minutes)

Students read the information of the pictures and they fulfil three questions:

- Name the diseases of the pictures.
- Write one sentence for each disease.

- **Post-task:** (35 minutes)

The teacher introduces to students the new content: healthy plates to prevent diseases. Each group receives a card with a name (gazpacho, salmorejo, paella...). Each group looks for the ingredients of the receipt and write them in the group portfolio.

Each kid receives the book “Lila aprende a comer” de Eduard Estiivill Sancho, Montse Doménech. They read it at home.

Lesson plan 7:

- **Pre-task:** (10 minutes)

Each group receives images of healthy menus (examples in annex 7); students observe and analyse the models.

- **While-task:** (40 minutes)

In the small mixed-ability groups, students receive a template to create their own weekly menu (annex 8). They use the words and information of their portfolio; they also search for information in Internet. They complete the template with words (e.g. salad, vegetables) and drawings.

Each student has a role, all the roles are essentials to advance and get good results.

- **Post-task:** (10 minutes)

Students supervise the project and correct mistakes.

SESSION 8 – October 29th				
Objectives – Learning Outcomes	CONTENT OBJECTIVES		LANGUAGE OBJECTIVES	
	The student presents a project – healthy menu		The student uses verbal and non-verbal techniques to communicate The student pronounces correctly the verbs in present simple	
Contents	Exposition of a healthy menu		Pronunciation: present simple verbs and auxiliaries	
EC / LI	E.C. 2.2. – L.I. CN.2.2.2. / L.I. CN.2.2.3.			
KCC	LCC: speaking, active listening		SIEC: sharing the work	SCC: respecting others’ work
Resources	Healthy menu			
4 Cs	Content	Cognition – cognitive processes	Communication	Culture
	Healthy menu	Evaluate, create	Speaking	Healthy customs

Lesson plan 8:

- **Pre-task:** (5 minutes)

The teacher brainstorms the theme – healthy menu; students say main ideas to complete the template.

- **While-task:** (40 minutes)

Each group exposes the healthy menu and shows it to their classmates.

- **Post-task:** (15 minutes)

The teacher draws conclusions of their healthy menu to students and asks some questions.

Students fulfil the target evaluation to evaluate their own learning process.

13. CONCLUSION AND REFLECTION

The present didactic proposal contributes to help students to become communicatively competent and acquire pluricultural values and attitudes; students work on cooperation to become co-operators and autonomous young learners.

The implementation of the CLIL approach contributes to achieve the objectives of the Common European Framework of Languages: “to know two languages, apart from the mother tongue”. Students break barriers and broaden their own horizons to accept the diversity.

The didactic proposal is flexible, open, individualized and personalized to guarantee the attention to diversity and the correct achievement of the objectives and key competences. Moreover, the exercises, activities, tasks and projects are graduated following the evaluation criteria of the current law to guarantee the scaffolding.

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Decree 328/2010 that approves the Organic Regulations of Andalusian schools.

Order of November 4th/2015, to establish the evaluation of the process in Andalusia.

Instructions of March 8th/2017 to organize the response to SEN.

Order of July 25th/2008 to regulate the attention to diversity.

15. APPENDIXES

ANNEX 1

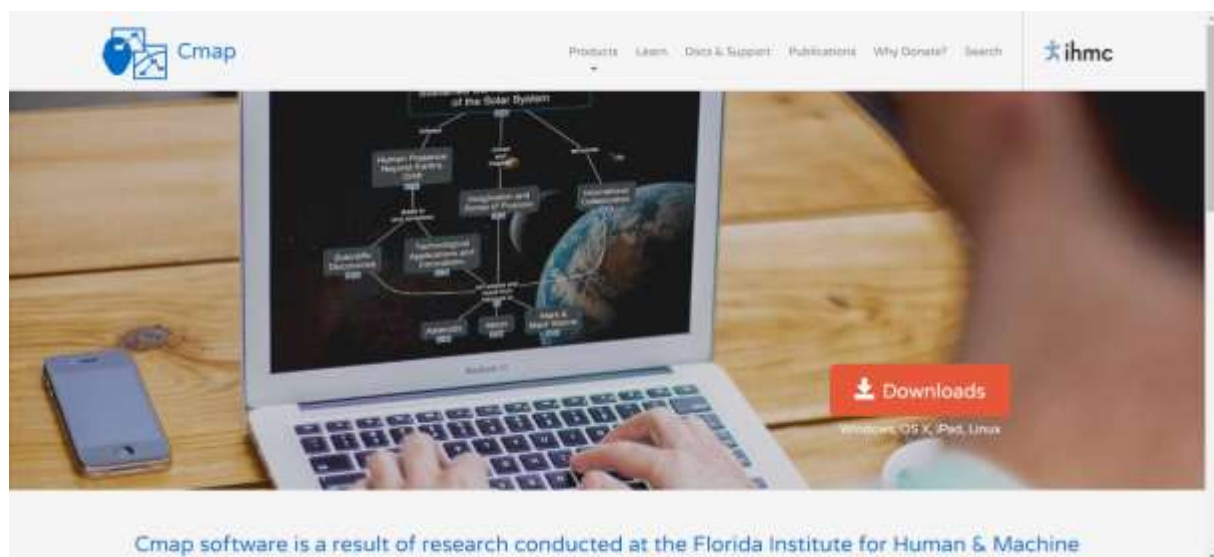


ANNEX 2

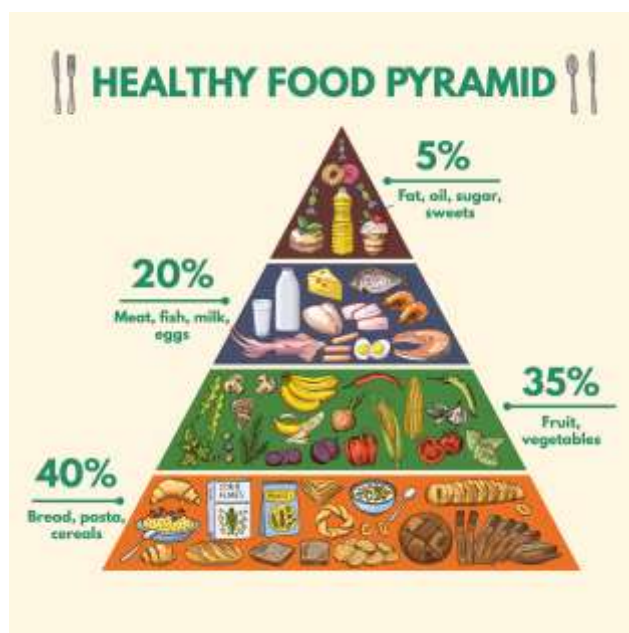
Breakfast	Snack	Lunch
Afternoon snack	Dinner	Bread
Cereals	Vegetables	Fruit
Dairy	Meat	Proteins
Fats	Sweets	Oils
Mouth	Salivary glands	
Oesophagus	Stomach	
Small intestine	Large intestine	

Rectum	Anus
Healthy	Unhealthy

ANNEX 3



ANNEX 4



ANNEX 5





Anemia in Children: Diagnosis

The slide displays ten circular icons representing various symptoms and signs of anemia, such as fatigue, weakness, pale skin, and shortness of breath. A presenter in a blue shirt and tie stands to the right of the slide. A green play button icon is visible in the bottom left corner.

ANNEX 7

My Weekly Menu Planner...						
Date	Breakfast	Snack	Lunch	Snack	Dinner	Snack
Sun	Crepes p220 w/ turkey sausage (S)	1/2 c. Greek w/ 1 tsp All-Fruit Jelly (FP)	Summer's Cup Soup p289 with E bread (E)	Cheese Crisps with salsa (S)	Taco Bake (Pinterest) & Salad (S)	Joseph Crackers with cheese wedge (FP)
Mon	THM Pancakes w/ All-Fruit Jelly p223 (E)	Blue corn chips & pico de gallo (E)	Unwich (Romaine w/ meat & cream cheese) (S)	Cucumber slices in cottage cheese (FP)	Fajita Nachos blue corn w/ cheese wedge = E no chips, full fat = S	Popcorn p84 (E)
Tue	Hard Boiled Egg & Cottage Cheese (S)	Chocolate Greek Yogurt with nuts p252 (S)	Big Mac Salad (Pinterest) (S)	Celery w/ cheese wedge (FP)	Turkey Meatballs w/ Brown Rice (E)	THM Pan Bread w/ cheese wedge p296 (E)
Wed	Oatmeal w/ berries & 1 tsp sugar (E)	Apple slices w/ Greek Yogurt & cinnamon (E)	THM Pan Bread w/ chicken, mustard, celery + pepper sticks p288 (E)	Fajita chicken w/ peppers & onions (FP)	Roast, broccoli, and cheesy rolls p271 (S)	Cheesecake Berry Crunch p373 (S)
Thu	Spinach & Cheese Omelet (S)	Cottage Cheese (FP)	Turkey Meatballs, Dreamfields spaghetti, no sugar spaghetti sauce (E)	Fat Stripping Frappe (FP)	Cheeseburger Pie & cabbage p326 (S)	handful of nuts (S)
Fri	Hard Boiled Egg (S)	Cucumber Slices (FP)	Chicken Breast & Cottage Berry Whip p379 (FP)	Cheese stick (S)	THM Pizza Bites (Pinterest) (S)	Special Chocolate Chip Cookie Bar (off plan, but not too far off)
Sat	Oatmeal w/ 1/2 banana & apple pie spice or cinnamon (E)	Celery w/ cheese wedge (FP)	Chili Relleno Casserole w/ cauliflower p 325 (S)	Tummy Tuck Ice Cream w/ 1 tsp sugar (FP)	Cilantro Lime Chicken & Rice (E)	Apple Slices & 1 tsp almond butter (E)
"She looketh well to the ways of her household..."						
A Gift from www.SheriGraham.com						

29/09/2019- 27/10/2019				
www.theculinarypeace.com				
Day	Breakfast	Lunch	Snacks	Dinner
MON	Banana+ Vegetable Upma	Brown Rice+ Spinach Kootu+ Brussel Sprouts fry	Orange+ Plum+ Nuts	Ragi Mudde+ Spinach Kootu+ Cut Veggies
TUE	Banana+ Oats-Chia Porridge	Paneer Tawa Pulao+ Cucumber Raita	Orange+ Fig+ Nuts	Pumpkin Lentil cutlet+ Yogurt dip
WED	Banana+ Besan Chilla	Pumpkin Lentil Cutlet in Chapati veggie roll	Orange+ Fig+ Nuts	Ennegai (stuffed brinjal) + Chapati+ Salad
THU	Ennegai+ Chapati	Beetroot & chickpeas palya+ Rice+ Rasam	Apple+ Fig+ Nuts	Same as lunch+ Cut Veggies
FRI	Banana+ Overnight Oats	Pumpkin Lobia Eriserry+ Curd Rice	Apple+ Fig+ Nuts	Quinoa Veggie Spinach Salad

ANNEX 8

Weekly Menu Plan

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast							
Snack							
Lunch							
Snack							
Dinner							