

Master's Dissertation/
Trabajo Fin de Máster

SIMULATION AS A TECHNIQUE TO LEARN ANCIENT EGYPT IN THE BILINGUAL CLASSROOM

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ABSTRACT

Starting from all this, in this TFM the use of simulation is considered as an efficient technique to achieve the success of bilingualism in general and of the CLIL approach in particular. Specifically, after a theoretical account has been included, a didactic proposal will be added of the Geography and History subject of the first year of Secondary Education. In this proposal, the immersion of the students in the theme of Ancient Egypt is proposed through the creation of products in English based on the CLIL approach carried out in collaborative groups. Likewise, it contemplates how the rest of the NLAs can contribute to this objective, as well as the Linguistic Areas (hereinafter LA), since bilingualism is not something isolated, but is put into practice in educational centres through a program that integrates teachers from various areas and subjects, thus promoting interdisciplinary work and the development of Gardner's multiple intelligences.

KEYWORDS

Simulation, bilingualism, CLIL, LAs, NLAs, geography and history, learning situations, project-based learning, interdisciplinarity, motivation, meaningful, key role, content, language, manipulation, evaluation instruments.

1. INTRODUCTION

The purpose of this Final Project of the University Master's Degree in Bilingual Teaching and Content Integrated Learning is to make a didactic proposal on the use of educational methodology based on the simulation of real or fictitious situations as a tool for the creation of learning situations within the framework of bilingual education. This Final Master's Project (hereinafter, TFM) is divided into two overarching sections: a theoretical framework and a didactic unit. The first involves a bibliographical review on active methodologies and bilingualism, emphasising simulation, Content and Language Integrated Learning (CLIL) and other active methodologies such as Project-Based Learning (ABP), work in cooperative groups and interdisciplinarity, all under the umbrella of motivational and meaningful learning. The second part, that is, the didactic

unit, will involve the application of the theoretical framework to a concrete reality: the study of ancient Egypt in a bilingual group of the first year of Compulsory Secondary Education (ESO).

Making a brief outline of the state of the art, bilingual education has become a booming trend in recent decades. Every year, there is an increase in the number of educational centres that get on the bandwagon of the use of a foreign language, mainly English, as a vehicle for learning the Non-Linguistic Areas of the curriculum (hereinafter NLA). As the case of Andalusia, where there are already 1,608 educational centres supported with public funds that provide bilingual education in the 2022-2023 academic year, being 25 more than the previous academic year, according to data published by the Ministry of Educational Development and Vocational Training of the Junta de Andalucía. According to this data, the number of students enrolled in bilingual centres in Andalusia has grown in the last four courses by 24% in public centres and up to 51% in private ones, so that almost one out of three students is enrolled in a bilingual centre in the autonomous community.

With all this, it can be said that the Junta is achieving its quantitative objectives in terms of bilingualism, but is it also achieving it at a qualitative level? This is difficult to ascertain, since bilingual education is something complex that cannot and should not be reduced to mere figures, but must find the formula that guarantees its effectiveness. But how to do it? A first answer to this question can lead us to think about increasing teacher training, since according to data from the Andalusian Chamber of Accounts, only one out of five teachers has an advanced level, that is, C1 or C2, to teach through another language. However, a second response to this great challenge goes further and involves the implementation of methodologies that contribute to this end. This happens not only through the application of the CLIL (Integrated Learning of Contents and Foreign Languages) methodological approach, but also through the determined commitment to active methodologies that take it to the classroom and revolutionise it in the sense of promoting increasingly significant learning among students.

That is where the creation of learning situations introduced by the new educational legislation comes to the fore, Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education (LOMLOE) through methodologies such as simulation, sometimes also called role-play. The simulation allows transferring to the

classroom specific scenarios that the students live in first person and that go beyond mere background environments, since the students experiment and manipulate the contents in a certain way, which can become a real learning challenge, especially when a language other than the native one is used, in this case, English.

2. THEORETICAL FRAMEWORK

Before designing a didactic proposal for the creation of a learning situation where simulation and the CLIL approach play a key role, it is necessary to clarify some conceptual and theoretical aspects. Accordingly, a bibliographical review will be conducted, selecting that relevant knowledge for the design of the didactic proposal and connecting the theory with the pedagogy of Ancient Egypt in the didactic unit, mainly from History.

CLIL is a methodological approach to learning a subject, such as History or Science, in a language other than the mother tongue. According to Marsh and Langé (2000: 2), CLIL is a generic or umbrella term used to refer to “two approaches to education that use additional languages to learn and teach both content and language”. That is, that approach in which subjects or part of them are taught through a foreign language with a double objective: the learning of contents and the simultaneous learning of a foreign language (Marsh 1994). However, and in contrast to this classic definition by Marsh, to maximise the benefits of CLIL we must overcome the duality of content and language instruction, since in the transition from imparting knowledge to creating knowledge, students must be able to assimilate and understand new knowledge in their mother tongue and generate meaning in other languages (Coyle, Hood, & Marsh, 2010).

2.1. Learning situations

One of the most notable novelties of the LOMLOE law has been the concept of *learning situations*. According to the legislation, these are "situations and activities that involve the deployment by students of actions associated with key competencies and specific competencies and that contribute to their acquisition and development" (BOE, 2020).

Therefore, learning situations have a double objective, since they aim for students to acquire the key competences and the specific competences of each subject.

So far, everything seems more or less clear and corresponds to what has already been done in many cases in previous teaching practice, but it has caused certain confusion among teachers, because in the end the definition registered in the LOMLOE is not very clear or concise. What is clear is that they give the students a greater role, emphasising their involvement in the process and recognizing them as agents of their own learning. Therefore, the use of active methodologies is unquestionable when we talk about the creation of learning situations.

The Ministry of Education and Vocational Training itself clarifies on its "Educagob"¹ portal that for the creation and implementation of learning situations it is essential to implement methodologies that start from the centres of interest of the students so that they can build knowledge with autonomy and creativity from their own learning and experiences. Likewise, it positions them as “an effective way to integrate the curricular elements of the different areas through tasks and significant and relevant activities to solve problems creatively and cooperatively, reinforcing self-esteem, autonomy, reflection and responsibility”.

A learning situation can be adapted to the way of working of each teacher and in their structure, they practically correspond to what were previously called didactic units. Likewise, the Junta de Andalucía in Annex VII of Joint Instruction 1/20022, of June 23 indicates that learning situations must pose a challenge or problem of a certain complexity that students must solve creatively using basic knowledge (knowledge, skills, attitudes) to carry out different tasks and team activities so that learning is transferable to any personal, social and academic context of the student's life and, therefore, lays the foundations for lifelong learning. In this annex, the Junta proposes a scheme for the design of learning situations, which will be followed for the design of the didactic proposal that integrates the second part of this TFM (see **annexes, p.46**).

¹ <https://educagob.educacionyfp.gob.es/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-primaria/situaciones-aprendizaje.html>

2.2. Simulation as an active methodology in the bilingual teaching scenario

As it was commented previously, the simulation will be the active methodology that will predominate in the didactic proposal. However, taking into account that we are in the framework of bilingual education, it is not going to be considered in isolation, but in combination with the CLIL approach, as well as with other active methodologies that achieve the challenge of motivating first-year students from ESO toward learning about a civilization of thousands of years away in time, the Egyptian, in a different language, English. It does not start from the beginning in this challenge, but it starts from a theoretical foundation that I explain below.

2.2.1. Active methodologies in bilingualism: the CLIL approach

Before starting to analyse the use of active methodologies in the classroom and the CLIL approach, it is worth remembering the relevance of bilingualism in the current educational framework. Among the advantages that we can find, and as specified by Rodríguez - Pujadas (2013), a bilingual person has greater mental flexibility, a superiority in the formation of concepts and a more diversified mental skill set. According to Herdina and Jessner (2002; in Solé Mena 2010) bilingual children are generally more creative. They tend to do better on tasks that are not about finding the right answer to a question, but imagining the various answers. From a more social point of view, bilingualism facilitates the establishment of more diverse relationships and, in general, the understanding and knowledge between people and individuals (Moreno-Fernández, 1998).

In addition, an advantage of learning a foreign language and curricular contents is the adoption of a leading role in self-learning. Likewise, active methodologies are fundamental and essential to achieve quality teaching and meaningful and integrated student learning. Therefore, both bilingualism and CLIL are closely related to the use of active methodologies.

As a result, it should be noted that whether bilingualism or active methodologies are beneficial for students, CLIL, as the active bilingual methodology that it is, is not far behind. According to Jiménez Catalán, Zarobe and Iragui (2006), foreign language

CLIL students who have learned with CLIL methodology show better results achievement in reading comprehension tests, as well as greater lexical richness and communicative competence.

Project Based Learning (PBL), learning through problems, case studies, simulation or gamification, learning through portfolios, flipped classrooms, collaborative learning, etc., all share common characteristics and are based on the same pillars, such as student-centred work, learning beyond teaching, student autonomy, and reflective learning inside and outside the classroom, as summarised by Aguas (2020). This author highlights that intrinsic motivation must be present at all times and, for this, students must love what they are learning or doing.

According to Meyers and Jones (1993: p. 6), “active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject”. It is about turning the student into a dynamic thinker, taking him out of the passivity that he used to prevail in the traditional classroom. For their part, Benito and Cruz (2007: p. 21) propose to point out several objectives maxims that active methodologies must achieve, which can be summarised as:

- The student must assume a more active role.
- Students have the opportunity to establish interaction with their classmates.
- Interaction with the environment must happen (Sáez: 2011, p. 8).

Regarding benefits, Luelmo del Castillo (2017) makes clear that active methodologies favour social skills and promote critical thinking through interaction, which in the long run will prepare individuals to cope with life events. Additionally, reflective learning will also come to the fore by helping students develop metalinguistic strategies to promote autonomous learning.

To plan with CLIL, teachers need to link content objectives and language objectives. For this, a representation that reflects these connections is used: the Language Triptych (Coyle, Hood and Marsh, 2010). The components of the LT representation are included below:

- 1) The language OF learning: language needed to access concepts and skills of a field of knowledge. These language demands of the different disciplines comprehend much more than vocabulary.
- 2) The language FOR learning: language that enables the learner to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts.
- 3) The language THROUGH learning: the language generated in the process of learning. As a new meaning is learned, new language is required and acquired.

2.2.2. Simulation as technique in the creation of learning situations.

Knowing the benefits of bilingual teaching and the most widespread methodology in its practice, the CLIL approach, this TFM intends to go further and seek an active methodology technique that contributes to achieving the effectiveness of bilingualism in the classroom, achieving not only good academic results, but also increasing to increase the level of motivation of students who end up acquiring significant and lasting learning. Among all the different techniques that are usually implemented in CLIL classrooms and active methodologies that can be applied to bilingual education, this work focuses on simulation. In addition to being an attractive motivating methodology technique for students, it offers many possibilities for the subject of History, central to my didactic proposal, which is very interesting, since the simulation allows situations from the past to be transferred to the present classrooms.

The most widespread and generalised meaning is the one that considers that to simulate, within the educational context. Simulation consists of reproducing or representing means to reproduce or represent in a simplified way, highlighting the most important aspects and ignoring irrelevant information, a situation, phenomenon or process of real or hypothetical life event life that is intended to be studied in the classroom. In the simulations, the participants or students are the true protagonists of their learning, who have to make decisions to solve certain problems that arise or to experience a specific reality, with the aim of being able to better understand that situation (Marrón, 1996, p. 48; Quinquer, 2004, p. 17).

In other words, it allows students to learn through experience and experimentation in different scenarios guided by the teacher in their assigned roles, based on real or fictitious situations, guided by the teacher and with different assigned roles. Thanks to the simulation, further, students become active participants in the construction of their knowledge and become protagonists of the educational process, learning behaviours, skills, and habits that they will probably later use later in real life. Therefore, simulations not only allow students to acquire knowledge, investigate, interact and reflect, but also bring them closer to work and professional reality.

Taylor (1993: 33) explains that simulation activities are characterised by "the ability to create teaching-learning situations that promote creativity, dynamism and multidisciplinary", and that with them "it is sought that direct commitment, from the empathy, allows students to acquire a better understanding of spatial phenomena or processes and a greater involvement in becoming aware of their own attitude". This multidisciplinary is truly unquestionable when we talk about bilingual education, since it must not be forgotten that this is not developed in educational centres in isolation, but within bilingualism programs where the different subjects of the school curriculum are inserted. For this reason, within the didactic proposal that occupies the second part of this TFM, I take into account the contribution that other subjects not related to History can make to the teaching of Ancient Egyptian civilization.

Caurín Alonso (1999), who precisely does not speak of role-playing but of "role-playing in education", defines it as a "dramatisation that is structured around a specific situation and uses the assignment of different roles to the students, who must defend an opinion against a problem with arguments". In this sense, Andreu and Mollar (2005) clarify that the moment the students act, the methodology ceases to be simulation to become role-playing. However, this last clarification is not entirely definitive, provided students can hardly carry out a simulation without acting.

Whether or not they are the same, the latest studies by Hierro (1995), Marrón (1996), Biosca (1997), Rising (1999), Fernández (2006), Andreu and Labrador (2008), López (2011) and Angelini and García-Carbonell (2014) point out that simulation and role-playing games are powerful educational techniques and, as such, provide a series of benefits in the educational field.

For Salas Perea and Ardanza Zulueta (1995), simulation has two great uses in the educational process. On the one hand, during teaching-learning, the various types of simulations available can be used to improve diagnostic, therapeutic, and problem-solving skills, as well as psychomotor and interpersonal skills, although their use depends on the accuracy of the simulation. On the other hand, simulation allows students to focus on specific educational objectives, as well as reproduces specific procedures and techniques so that everyone can apply standardised measures. In addition, the use of simulation has advantages for both teachers and students.

The simulation allows students:

- To learn by doing and, above all, acting in situations close to reality.
- To stimulate motivation, creativity, curiosity, critical thinking, and multiple other abilities.
- To self-evaluate.
- To promote autonomy, significant meaningful learning, and learning by discovery.
- To develop empathy and other values.

There is a limitation of teaching resources, since not all teaching centres have the necessary material; it requires a good design and a lot of time on the part of teachers and students; they develop competitiveness and rivalry among students; there are problems of dispersion and frustration, since this methodology is oriented to teamwork; finally, evaluation is complex.

Likewise, in the field of the Foreign Language class, or of any matter that is imported in the bilingual modality, as is the case of the didactic proposal inserted in this TFM, the place of the simulation in the didactic programming is determined by its possibilities and the objectives to which the teacher wants to adapt them. Models developed in theory and practice, such as global simulations and the Jones (1995) model, have always been established in the form of books that provide material and define structure, actor roles, and the full spectrum of language and communication can be carried out. Jones (1995) explained that at the beginning of the 19th century the Prussian army used simulation to be able to evaluate and verify the behaviour and ways of acting of naval officers in certain real war situations. For their part, the global simulations share a series

of animation and storytelling techniques guided by the principles of freedom, creativity, fun and collective work.

Specifically, the didactic proposal proposed in this TFM conceives simulation in the classroom to be achieved through the combination of four methodologies: learning by discovery, learning by doing, role-playing or dramatisation and construction of models.

Regarding learning by discovery through investigations and problem solving, students will achieve the final learning that is expected to be obtained with their work. According to Bruner (1988), there are three types of discovery:

- Inductive discovery: Involves the collection and rearrangement of data to arrive at a new category, concept, or generalisation.
- Deductive discovery: Implies the combination or relationship of general ideas, in order to reach specific statements, as in the construction of a syllogism.
- Transductive discovery: Relates or compares two particular items and notices that they are similar in one or two respects.

Among the advantages of discovery learning are:

- It effectively organises what has been learned for later use.
- It builds motivation and self-confidence.
- It is a primary source of intrinsic motivation.
- It ensures the "preservation of memory" and, therefore, learning.

The Learning by Doing method is a simulation in which students pursue a goal by practising the targeted skills and using the relevant knowledge to achieve their goal. Shank, (1994) highlights two main advantages. On the one hand, students have to examine, reflect and apply theory in a real-life situation, so students are more focused on their tasks and their learning is therefore more meaningful and consolidated. On the other hand, learning by doing reduces the likelihood of forgetting what we have learned over time, as we remember much more clearly what we have done than what we have only seen or heard.

Role-playing consists of dramatising any given situation through dialogue and interpretation, which can sometimes be improvised. In role-playing, a game master, in this case the teacher, imagines a situation and prepares a script. Then the students become players, listening to what the teacher has to say, but also actively participating in the narrative, as each of them plays a role, the role of one of the protagonists of the story. This method is beneficial because it is a playful and motivating activity in which students try not to be themselves while making decisions to solve a task (Ibañez, 2001).

According to Martín, X. (1991), the strengths of role-playing lie in the fact that it contributes to creating a good climate in the class, the students learn to assume their role and to analyse different elements and points of view of the same situation. The role-playing methodology is closely related to the use of dramatisation and theatre in the educational context. Dramatisation is shown to be a powerful instrument for the development of social skills and education in values, due to its strong interpersonal and relational character, it also helps children to better understand the world and experience ideas in a different way (Bolton, 1984).

Finally, simulation in the classroom can also be achieved by building models that reproduce real, present, or past structures, trying to be as reliable as possible. Through the models, and according to Cabado, (1981), cooperative work is favoured, the acquired knowledge is applied, the elements of the environment are known, understanding is fostered and the artistic and natural heritage is understood.

2.2.3. Other relevant active methodologies in bilingualism

Simulation is by no means the only technique used in bilingual education, project- or task-based learning, collaborative or cooperative group work and the application of intelligence theory are other procedures.

Project-based Learning (PBL) “is a learning model with which students actively work, plan, implement, and evaluate projects that have real-world application beyond the classroom” (Blank, 1997; Harwell, 1997; Martí, 2010). Likewise, it constitutes a broader learning category than problem-based learning, since while the project aims to

address a specific problem, it can also deal with other areas that are not problems (Martí, Heydrich, Rojas, Hernandez, 2010).

Group work is another key element when it comes to implementing active methodologies in the classroom. These groups can work collaboratively or cooperatively. In collaborative groups, each member contributes something independently that is later added to the group, while in cooperatives they go one step further and work together from the beginning. However, in both cases “students develop their own learning strategies, point out their objectives and goals, while at the same time taking responsibility for what and how to learn. The role of the teacher is to support the student’s decisions” (Gros, 1997, p. 99).

Likewise, a didactic proposal for a specific subject cannot be understood without taking into account the contribution that other subjects can make to it within the framework of the bilingualism program. This is the integrated curriculum, which implies working on interdisciplinarity between the different subjects and, with it, proposing different tasks with objectives that are also of a different nature. It can be put into practice through Howard Gardner's theory of Multiple Intelligences, which claims that each person is different, requires different learning styles, and has a series of appropriate capacities for solving different problems. These capacities (Toro and Arguis, 2015) are:

- Linguistic intelligence, which not only refers to the ability for oral communication.
- Logical-mathematical intelligence, which is linked to the capacity for logical reasoning and solving mathematical problems.
- Spatial intelligence, which is the ability that allows us to observe the world and objects from different perspectives.
- Kinetic-body intelligence, which is the ability to use tools, is considered kinaesthetic bodily intelligence.
- Musical intelligence, which is a universal art.
- Intrapersonal intelligence, which empowers us to understand and control the internal environment of oneself.
- Interpersonal intelligence, which empowers us to be able to notice things about other people beyond what our senses can capture.

- Naturalistic intelligence, which allows us to detect, differentiate and categorise aspects related to the environment.

2.3. The application of CLIL to the creation of simulation-based learning situations

It is clear that there are some key concepts in CLIL. One of them is undoubtedly the dual approach to behaviour (dual focus), in which education focuses both on what is taught and on the use of the language in which it is practised. As Marsh (2006) points out, "CLIL is often considered in most cases as teaching a subject in a language that is not the first language of the majority of students" (p. 3), but one should not fall into the mistake of believing that by carrying out the training in another language the CLIL approach is being applied, because for it to be so it must be done from a perspective of total integration.

All this is essential when we talk about applying CLIL to the design of my didactic proposal, since it is not only about the students learning English, but also about immersing themselves in the study of Ancient Egyptian civilization. The abilities that must be acquired for learning (learning skills) must be developed so that students can learn in the most efficient way. According to Meyer (2010), in order for students to build their own learning, they must first be taught to learn efficiently, therefore it is essential to establish some prior foundations to be able to apply the approach correctly. Based on this, Mehisto, Marsh and Frigols (2008) propose the well-known triangle of objectives, which defines how the CLIL methodology promotes the development of learning skills to, through a foreign language, be able to introduce the new content.

In order to develop those skills, the teacher should act as a programmer (i.e., as an architect who designs the learning of students). And according to current regulations, this task must be carried out through the creation of learning situations, whose main objective is for students to acquire the key and specific competences, as well as the didactic objectives of the different subjects of the curriculum.

Now, once the goal for the achievement of objectives and competencies is understood, it is worth reflecting on what should be the path to reach them. When we talk about

learning situations, we must also talk about methodological strategies that motivate students, since working to achieve these learning skills is an arduous task, especially when we think of young students or even, as in my proposal, of adolescents whose personality is in development while the uneasy transition to adult life is taking place. Therefore, the "Living in Ancient Egypt" proposal design includes motivating and interesting tasks for students, posed in the form of challenges, since they will be responsible for turning their classroom into a reflection, approximated and simplified, of what in that day was Ancient Egypt, also using a language other than his own, English, and establishing interconnections with other subjects in the curriculum. In this way, it pursues, in addition to the achievement of competencies and objectives, the creation of a teaching-learning experience that generates significant learning.

In order to achieve motivation students should be at the centre of learning with an active methodology, or a combination of several ones, in which simulation plays a fundamental role. students are introduced to a learning situation, "Living in Ancient Egypt", subdivided into various problems or scenarios in the form of tasks that the students must solve by making team decisions. The result is the transference of the reality of Ancient Egypt to the classroom and experiencing it first-hand, thus using direct experimentation as the best way to understand a stage of the past. This journey carried out by the students cannot be carried out without components such as creativity, dynamism, and multidisciplinary, since content related to other subjects will be included in the tasks, such as Biology and Geology, Mathematics, Physical Education, Music and Plastic and Visual Education.

Finally, simulation is beneficial for learning Ancient Egypt because students:

- Not only learn content about Ancient Egyptian civilization and its history, but demonstrate what they have learned by having to simulate situations such as the Egyptian way of life, the mummification process, or the social hierarchy in front of their classmates and also making use of English as a language.
- Have to work independently to carry out this simulation, which will be useful in the future because, although they learn to use their autonomy to represent Ancient Egypt, they will also be able to do it in the future in other situations of their academic, professional and personal life.

- Will simultaneously obtain objective and realistic data on the Egyptian civilization. Likewise, by using these data to build their own representation of it, a more active learning is being achieved, by discovery, significant and lasting over time than if we opted for the mere memorization and repetition of dates, names of pharaohs, etc.
- By being more aware of the simulation they are carrying out and the path they have had to travel to carry it out, since they experience both things in the first person and are more capable of self-assessment based on reflecting on their teaching-learning process.
- Put themselves in the shoes of other people, who also lived in a very distant time and in a very different way from them; they also learn to develop empathy and other values, as well as skills such as critical thinking, or proper attitudes, such as curiosity.

In addition, the simulation will be carried out in English, being highly beneficial for learning a language, since students have to communicate using it to represent a reality that, although it belongs to the past, it now is their own.

On the other hand, it is worth noting how beneficial and motivating simulation or role-playing can be for the History teacher, since traditionally it is a subject in which rote learning and unidirectional lessons prevail. Proposing learning situations based on simulation, the teacher sees a past reality materialised in his classroom, while he feels how his students enjoy their performances, living it in first person and avoiding school routine.rubrics

Notwithstandingly, difficulties may also appear. For instance, teaching resources are expensive. Another limitation of this methodology lies in the time limitation, since the tightness of the school calendar often makes it difficult to get out of the school routine and propose more ambitious projects. However, teachers can be encouraged to carry them out in a cooperative way and for this, the bilingual programs constitute an excellent framework. Only teachers who work in this program will know how to instil in their students the benefits of teamwork.

Lastly, if the teacher efficiently performs his role as a guide to the learning of his students, the problems of dispersion and frustration can be overcome. Likewise, if the

teacher designs adequate evaluation tools, such as rubrics, not only will the students be clear about what they must achieve at the end of the unit, but also the task of evaluating something as complex as a simulation, especially if it is compared to other more traditional assessment tools such as exams, can become much simpler and more operational.

3. DIDACTIC PROPOSAL: "LIVING IN ANCIENT EGYPT"

3.1. Introduction

My didactic proposal consists of a learning situation titled "Living in Ancient Egypt" in which the active simulation methodology will play a leading role, as outlined in the previous theoretical framework.

As it is a bilingual didactic proposal, the CLIL approach has been applied in the design to give shape to some tasks in the form of challenges that students have to solve in cooperative groups, which corresponds to the methodology typical of project-based learning (PBL). These tasks gradually build up to a final product that is different for each team. Once each group has created their final product and presented it to the class, the remaining students, with the help of the team that did the presentation, have to solve a simpler task that serves to consolidate what they have learned.

Since the final products are of different types and this learning situation is embedded in the bilingual project of an educational centre, the interdisciplinarity or the relationship with other subjects in the curriculum is very present. Indeed, the outline of this proposal sets out the basic knowledge of the other subjects that will be worked on in the development of this learning situation, both within and outside the history curriculum. All this is related to Gardner's theory of multiple intelligences.

In order to bring Ancient Egypt to the classroom within a bilingual context, I have chosen the CLIL methodology because it proposes a more effective way of learning for students, since it focuses on the development of the necessary skills to integrate functional and communicative English in the day-to-day.

3.2. Legislative framework: The LOMLOE and its implementing regulations

This didactic proposal is developed according to what is established by the current regulations for 1st ESO in the 2022/2023 academic year, that is:

At the state level:

- Organic Law 3/2020, of December 29 (LOMLOE), by which Organic Law 2/2006, of May 3, on Education (LOE) is modified.
- Royal Decree 217/2022, of March 29, which establishes the organisation and minimum teaching of Compulsory Secondary Education.

At the regional level:

- Law 17/2007, of December 10, on Education in Andalusia.
- Instruction 1/2022, of June 23, establishes aspects of organisation and operation for centres that provide compulsory secondary education for the 2022/2023 academic year.

The previous instruction itself indicates that for those aspects that are not regulated in that instruction, the provisions of the Order of January 15, 2021, will apply.

According to the aforementioned regulations, of which the LOMLOE is the cornerstone, the teaching and learning process must be based on goals, pedagogical principles, and objectives that students must achieve upon graduation from ESO (**see annexes, p.47**).

The new legislation places the exit profile of students at the end of the elementary school period at the centre of curriculum design, since it is the instrument in which the principles and objectives of the Spanish educational system are established in relation to this period. To this end, in the context of the challenges of the 21st century, the profile identifies and defines the key competencies that students should have developed at the end of this phase of their educational path. These competences, based on the Recommendation of the Council of the European Union of May 22, 2018 on key competences for lifelong learning, are:

1. Competence in linguistic communication (CLC).
2. Digital competence (DC).
3. Entrepreneurial competence (EC).
4. Multilingual competence (MC).
5. Personal, social, and learning to learn competence (PSLLC).
6. Cultural Awareness and Expression Competency (CAEC).
7. Mathematical competence (MSTEC).
8. Citizenship competence (CC).

The key competencies are developed through a set of operational descriptors that specify the capabilities associated with each key competency. Since this didactic proposal was conceived for the first year of ESO, the operational descriptors for the end of the second ESO are taken as reference, since they are the ones that the students must achieve in the shortest time (**see annexes, p.49**).

Within this concept of teaching competencies, the current legislation also establishes a set of specific competencies for each subject. Each of them develops and is linked to several operative descriptors of different key competences of the degree profile (**see specific competences for Geography and History in annexes, p.55**).

Another new concept introduced by the current legislation is that of learning situations which, as already seen in section 2.1. of this TFM (**see, p.3**). The learning situation that is designed in this didactic proposal is entitled "Living in Ancient Egypt" and would take place in the second term of the 1st year of ESO, within the subject of Geography and History, just after the study of Mesopotamia, another great civilization with which Prehistory is considered finished and History started. The content index of the learning situation "Living in Ancient Egypt" is:

1. Egypt, an ancient river civilization: The birth of Egyptian civilization. The historical periods.
2. Egyptian political, social, and economic organisation: Political organisation. A very hierarchical society. Irrigation-based agriculture. Other economic activities.
3. Aspects of daily life and Egyptian religion: Egyptian dress. Dwellings and settlements. The Egyptian gods. The judgement of Osiris. Life after death (the mummification process).

4. The cultural and artistic legacy of Egypt: Hieroglyphic writing. Architecture. Tombs and temples.

The evaluation criteria and their relationship with the basic knowledge of the subject are established by Instruction 1/2022, of June 23 (**see annexes, p.57**).

Finally, the LOMLOE establishes two clearly defined methodological and action lines, and at the same time linked to each other, which constitute the basis on which this curricular framework is developed. On the one hand, the development of a competency learning model and teaching methodology. On the other hand, the implementation of an inclusive teaching system that takes all students into account. The Universal Design for Learning (UDL) is the name given to the methodological tool through which the achievement of both educational purposes is possible through principles, application guidelines and didactic sequence (**see annexes, p.60**).

3.3. Contextualisation

The educational context in which the learning situation "Living in Ancient Egypt" takes place is a public high school located in the capital of Málaga. Given the area in which the high school is located, the socioeconomic level of the families is medium-low and low. In addition, there are 30% of foreigners, most of them from the United Kingdom, Morocco, or Colombia, so there is a great cultural diversity.

The centre is a public high school, and there are 473 students enrolled. The teaching staff is made up of 58 professors. Its educational offer is made up of Compulsory Secondary Education and Baccalaureate levels. There are three lines for each course of the ESO, and two for each course of Baccalaureate. There are also music lessons, a library, a fitness room, and a large playground. In addition, all classes have a computer, a digital whiteboard, and Internet access.

Our class belongs to the first level of ESO and has 24 students. There are two students from England and another one from the Netherlands; they have been living in the context since they were 4 years old, so they do not have any difficulty with the language. In addition, there is a student with visual difficulty.

On the other hand, the learning situation "Living in Ancient Egypt" is part of a Bilingualism Project at the centre level. A Bilingualism project is a program that aims to strengthen the teaching and learning of foreign languages in students in preschool, basic, and secondary education. There is a native language assistant who enters ANL classes.

Specifically, this didactic proposal has as its dominant subject one of the subjects included in the NLA, Geography and History, since its theme is life in Ancient Egypt. Although, within the framework of an integrated curriculum, other 1st ESO subjects are involved, belonging to both the LA and the NLA. Besides, working on the learning situation "Living Ancient Egypt" from different subjects is promoting the application in the classroom of Gardner's theory of multiple intelligences since each subject connects more closely with a certain type of intelligence. For example, in Geography and History, the dominant intelligence is naturalistic intelligence because it deals with phenomena related to climate, geography, or natural phenomena. However, this does not mean that several or all of the multiple intelligences cannot be developed from one subject, since for example, in Mathematics, music can be used by creating a song to learn a formula (**see annexes, p.62**).

Within LA, the relationship with the subject of Foreign Language English is undeniable, since it is a bilingual learning situation, where the students will elaborate a final product following the CLIL approach. For this reason, while in the History class, the students learn about Ancient Egyptian civilization, it would be important that in the Foreign Language class, they work on past tenses, the expression of years, centuries, millennia, vocabulary according to Egyptian tools or economic activities, social classes, etc. If any, as well as the strategies and skills necessary to produce oral and written texts in English through the search and treatment of information. Regarding the subject of Spanish Language and Literature, it is necessary to clarify that even if this learning situation is carried out in English if a student does not know how to express himself orally or in writing in Spanish. Thus, in this learning situation translanguaging is put into practice, that is, the pedagogical process that consists of using more than one language in an educational activity or it can be used to describe the way in which bilingual people use their linguistic resources to create senses and interact with the world around them.

3.4. Development of the proposal from the subject of Geography and History

Developing this didactic proposal means transferring everything collected in the previous section to a specific learning situation, in this case "Living in Ancient Egypt". However, design is not a mere copy of the legislation, but involves applying what is established in educational regulations to the classroom in a creative and motivating way, in this case through methodologies linked to simulation, with the aim of creating really significant and lasting learning over time.

The design of the didactic proposal is broken down below, following the scheme that the Junta de Andalucía establishes in current legislation for learning situations and that has already been commented on in section 2.1. of this TFM (**see annexes, p.3**).

3.4.1. Identification

The learning situation entitled "Living in Ancient Egypt" has been designed for the first year of Compulsory Secondary Education, within the Geography and History subject, but also linked to the LAs and other ANLs that are part of the Bilingualism Project of the school. Regarding the location of the centre of interest from which any learning situation should start, although the Egyptian civilization is thousands of years away from the current world, through the tasks and projects that make up this situation, students learn to put themselves in the shoes of other people, a culture different from them, etc, so what they learn, even if it belongs to the past, will have application in the present.

It takes place in the second term of the course. At this time, the students already know the contents of the Geography block related to the physical environment, Prehistory and have already approached the beginning of History with the study of the other great first civilization: Mesopotamia.

3.4.2. Justification

This didactic proposal does not have the only goal of knowing Ancient Egyptian civilization, but this is also the way to work on some of the general objectives of ESO (see annexes, p.47 - 48):

Objective A. In order to work cooperatively in the elaboration of the final product, they must assume their duties responsibly, respect the colleagues who are part of their team, and dialogue with them democratically.

Objectives B and G. If they do not develop habits of discipline, study, and work, both individually and as a team, students will not be able to effectively carry out the tasks that make up this situation and that make up the final product of each group. In addition, without an entrepreneurial spirit, self-confidence, participation, a critical sense, personal initiative, and the ability to learn, plan, make decisions, and learn responsibilities, it is difficult to work in a team.

Objectives D and C. Affective skills, especially the peaceful resolution of conflicts, are key when working as a team, especially in stages such as adolescence, when a student does not yet have the necessary maturity to work with different people. Likewise, as the workgroups will be made up of students of different sexes when distributing the roles, they will have to put aside gender stereotypes and be guided only by what is the best that each one can contribute to the realisation of the final product.

Objective E. In order to produce their final product, each team must develop basic skills in the use of information sources, in this case, the textbook plus other complementary information that they must search for on the Internet. Therefore, they also develop basic technological skills and learning, from ethics and criticism, to discern valid information from that which is not.

Objective F. As this learning situation is inserted in a bilingualism project in which other subjects of the curriculum participate, the students stop conceiving each discipline as a watertight compartment without relation to the others and learn that scientific knowledge is an integrated knowledge in which different methods are applied.

Objective I. Being a bilingual learning situation, students learn to understand and express themselves in an appropriate manner in a foreign language, in this case English, both orally and written.

Objectives J and L. Only by getting to know a different culture and past history, in this case, those belonging to Ancient Egypt, the students will learn to value and respect what is different, as well as to care for artistic and cultural heritage.

3.4.3. Description of the final product

In this learning situation, there is not a single final product, but each work group will create a different one that will help to simulate in the classroom context what Ancient Egyptian civilization was like. In this way, each team works on a specific content of the subject through a simpler and more specific task, thus adapting to the educational level. However, everyone will learn everything from everyone, because after the presentation of the final product of each team, the students will have to carry out a small synthesis task that tests what they have just learned from their classmates. In addition, at the end of all the presentations, there will be a gymkhana to recap and consolidate learning.

The students will be divided into six teams, so there will be six final products. Each of the products will not only differ from the rest in content, but in some cases, the form will also vary, since the technique used in each case has been chosen considering that it is the most suitable for simulating that aspect of the Egyptian civilization in the classroom. Likewise, in each final product, a type of intelligence enunciated by Gardner is highlighted. Specifically, the six final products are the followings.

3.4.3.1. Role-playing “Egyptian society”

The team members must explain to the rest of the class what Egyptian society was like mainly in the social hierarchy, but also other aspects of daily life, such as clothing, music, or housing (**see annexes, p.70**). To do this, each student will assume a specific role. As there are more than six different roles and the team is made up of six students, some of them, in addition to assuming their roles, will have to tell how the people around them live. Specifically, the roles are:

- Pharaoh.
- Scribe.
- Priest.

- Merchant.
- Craftsman.
- Slave.

Before planning (writing) and performing (orally), the different roles, students must document themselves by first reading their textbook and then the Internet in order to find out more specific details. Therefore, this team will need a laptop in the classroom, as a complement to the use at home.

When performing the roleplays, the students must dress accordingly and bring objects or accessories to create an appropriate environment. They should create costumes and decorations out of cheap products, like cardboard, foam, fabrics they have at home, etc. Each role can also rely on digital media such as images shown on the screen when talking about other social groups or playing music, showing what the houses were like, etc.

After presenting this final product, the other teams must complete a worksheet with written activities that summarise what the group performs (**see annexes, p.73**). To do this, although each one must complete their own file, they will have the help of the team members, as well as one of the students who has done the role-playing.

The type of intelligence that is mainly developed through the realisation of this final product is interpersonal intelligence because it deals with the ability to communicate with others. Also, although in less depth, the body and kinaesthetic intelligence is developed as students use their bodies to carry out certain movements.

3.4.3.2. Model “The farming year of the Nile”

The members of this group should create a simple model that represents the farming year of the River Nile (**see annexes, p.77**). It does not have to be a three-dimensional model, since it can be perfectly made flat with cardboard and other types of paper. This model must represent the three cycles of Egyptian agriculture:

1. The flooding of the Nile.
2. The sowing season.
3. The harvest season.

Likewise, they can make prototypes of different agricultural tools, such as the plough, irrigation canals, the shadoof, the sickle, and the hoe, using everyday materials such as sticks, cardboard, stones, etc.

To make the model and the prototypes, as well as a small written script that will serve to present them orally to the rest, they must start from the information in the textbook and then they can look for some details on the Internet, such as more information about the products that were harvested and the usage. If necessary, efforts will be made for the students of this team to have a laptop in the classroom, as a complement to their use at home.

After presenting this final product, each of the other teams must complete a worksheet with written activities that summarise what the group represents (**see annexes, p.78**). To do this, although each one must complete their own file, they will have the help of the team members, as well as one of the students who has made the model and prototypes.

The type of intelligence that is mainly developed by making this final product is spatial intelligence because they are going to build different models on different scales from reality. Also, although in less depth, logical-mathematical intelligence (when they make the models), interpersonal and linguistic intelligence (they communicate with the rest of the class in oral presentations) are also developed.

3.4.3.3. Dramatisation "The Egyptian gods and the judgement of Osiris"

This final product consists of the representation in the classroom of the judgement of Osiris. The six characters played in the dramatisation will be Osiris, Anubis, the deceased, Maat, and Ammit, and another student who will act as the balance. As the god who presides over the court, Osiris will present the rest of the gods, who are represented by posters showing his image and his main attributes.

To prepare the written script of the drama (**see annexes, p.80**), students must start with the information in the textbook and then they can look for some more details on the Internet. If necessary, efforts will be made for the students of this team to have a laptop in the classroom, as a complement to their use at home.

After presenting this final product, the other teams must complete a worksheet with written activities that summarise what the group performs (**see annexes, p.82**). To do this, although each one must complete their own file, they will have the help of the members of the team, as well as one of the students who has performed Osiris's judgement.

The type of intelligence that is mainly developed through the realisation of this final product is interpersonal intelligence because they are going to interact with each other by performing a role-play with the rest of the class. Also, although in less depth, linguistic intelligence (they are going to prepare the script) and bodily and kinaesthetic (they make movements with their body) are developed.

3.4.3.4. Learning by doing “The mummification process”

In this final product, the students must explain the mummification process to the rest of the class using a Barbie-type doll (**see annexes, p.84**). To represent the step by step in the classroom, they must customise the doll, making the necessary incisions and inserting the organs made with plasticine inside. They can also use everyday materials such as canning jars to make the canopic jars where these organs are deposited, cardboard boxes for the sarcophagus, etc.

In order to customise the doll and prepare the written script of the mummification process step by step, which will later help them to explain it to the rest orally, the students must start from the information in the textbook and then they can look for some more details on the Internet. If necessary, efforts will be made for the students of this team to have a laptop in the classroom, as a complement to their use at home.

After presenting this final product, the other teams must complete a worksheet with written activities that summarise what the group performs (**see annexes, p.85**). To do this, although each one must complete their own file, they will have the help of the team members, as well as one of the students who has carried out the mummification process with the doll.

The type of intelligence that is mainly developed through the realisation of this final product is linguistic intelligence because the mummification process is going to be

explained orally. Also, although in less depth, the naturalistic intelligence is worked on (the mummification process that occurred at the time is carried out).

3.4.3.5. Learning by doing "Hieroglyphic writing"

This final product consists of making a flashcard for each of the letters of the Egyptian alphabet. Likewise, the members of the team must make their own "papyrus" in front of the rest using water, glue, coffee, and a blank sheet of paper, but explaining that in reality, the paper on which the Egyptians wrote came from a plant that can be shown through photographs on the classroom digital screen (**see annexes, p.87**).

Also, in addition to teaching the Egyptian alphabet and making the "papyrus" live, students can make a digital presentation with examples of real documents or monuments from ancient Egypt where hieroglyphic inscriptions appear, such as the Rosetta Stone.

To make the flashcards of the Egyptian alphabet, students must start from the information in the textbook and then they can search for some more details on the Internet with which they must prepare a small written script that serves as the basis for the oral explanation, such as the procedure to manufacture the "papyrus" or photographs of actual hieroglyphic inscriptions. If necessary, efforts will be made for the students of this team to have a laptop in the classroom, as a complement to their use at home.

After presenting this final product, each of the other teams must complete a worksheet with written activities that summarise what the group represents (**see annexes, p.89**). To do this, although each one must complete their own card, they will have the help of the team members, as well as one of the students who has made the flashcards of the Egyptian alphabet and the "papyrus".

The type of intelligence that is mainly developed through the realisation of this final product is intrapersonal intelligence because the students are going to make their own flashcards. Also, although in less depth, interpersonal intelligence (exposure to other classmates), naturalistic, bodily and kinaesthetic (making papyri), and linguistics (when they draw the alphabet) are worked on.

3.4.3.6. Model “Architecture: tombs and temples”

Using everyday or easily available materials such as cardboard, sand, plaster, ice cream sticks, etc. The objective is for this group to make three small models, one for each of the main monuments of ancient Egypt: mastaba, pyramid and hypogeum (**see annexes, p.91**).

In addition to showing the models to the class, they should explain the parts of each monument, its function, the construction materials, and other details. To make the models and a small script that will help them to explain them, the students must start from the information in the textbook and then they can look for some more details on the Internet. If necessary, efforts will be made for the students of this team to have a laptop in the classroom, as a complement to their use at home.

After presenting this final product, each of the other teams must complete a worksheet with written activities that summarise what the group represents (**see annexes, p.92**). To do this, although everyone must complete their own file, they will have the help of the team members, as well as one of the students who has made the models.

The type of intelligence that is mainly developed by making this final product is spatial intelligence because they are going to build different models of the pyramids on smaller scales. Also, although in less depth, logical-mathematical intelligence (when they make the models), interpersonal and linguistic (they communicate with the rest of the class in oral presentations) are worked on.

3.4.4. Curricular concretion

Of the nine specific competencies that the legislation establishes for the subject of Geography and History (**see annexes, p.55**), the four listed below are intended to be worked on through this learning situation; the first being the one that will be developed with greater depth. Likewise, together with each competence, the operational descriptors for the 2nd ESO associated with the theme of Ancient Egypt will be worked on.

- Specific competence number 1. To develop the final product, each team must search, select, treat, and organise information on the aspect of Ancient Egypt that it is their responsibility to simulate using historical sources, present both in the textbook and on the Internet. Likewise, its information must be expressed in various formats, as specified in the specification of the final products.

This work of seeking, understanding, interpreting, assessing, and expressing information is related to the output profile descriptors LCC 2, LCC 3, DC 1, and DC 2. Additionally, as it is information referring to historical processes and past societies, it is also related to the descriptor CC 1.

- Specific competence number 5. Critically analyse the inequality present in Ancient Egyptian civilization as opposed to the democratic and constitutional principles that should govern community life.

This ability connects with the descriptors LCC 5 and CC 2 since it involves not only detecting inequalities in a past society but also when working as a team to produce the final product since students must learn to manage conflicts through dialogue that may arise in the process. It also connects with the CC 1 descriptor, since only by understanding the characteristic historical processes of ancient Egypt will they be able to transmit this knowledge to the rest of their classmates, and with CAEC 1, since only through knowledge can one learn to value artistic and cultural heritage, in this case, Egyptian.

- Specific competence number 6. Understand the historical processes of ancient Egypt that have contributed in some way to shaping the present reality, for example, with the appearance of one of the first forms of writing, hieroglyphics, and the development of economic techniques and forms of more complex political organisation that meant taking the step from prehistory to civilization.

This skill connects with the descriptors CC 1, CC 2, and CAEC 1 for the reasons explained in the previous points. Also, with LCC 5 and PSLLC 3 if we take into

account that this comprehension process is not carried out by each student in isolation, but by working cooperatively.

- Specific competence number 7. Value the cultural heritage of ancient Egypt, such as monuments and other valuables so mistreated many times as they were the object of looting and economic benefit for developed countries.

As previously mentioned, the enhancement of heritage links to the descriptor CAEC 1. This competence also connects with the PSLLC 1 descriptor, since this learning situation has been designed to take into account the active role of the students.

In addition to the specific competencies indicated, multilingual competence will also be developed during this learning situation, since it implies using different languages, oral or signed, in an appropriate and effective way for learning and communication. This clearly connects with the CLIL approach of this didactic proposal, since the students learn the main features of Ancient Egyptian civilization through the realisation of final products in English. The operational descriptors of the exit profile for 2nd ESO linked to multilingual competence that is worked on in this learning situation are:

PC1. Use a language with some efficiency, in addition to the familiar language or languages, to respond to brief, simple, and predictable communicative needs, appropriately both to their development and interests and to daily and frequent situations and contexts in the personal, social, and educational.

PC2. Based on his experiences, he progressively uses appropriate strategies that allow him to communicate between different languages in everyday contexts through the use of transfers that help him expand his individual linguistic repertoire.

On the other hand, the evaluation criteria and related basic knowledge that corresponds to this learning situation (see **annexes, p.57**) are:

- Evaluation criterion 1.2. and basic knowledge GEH.2.B.2. Students will work with historical sources for the realisation of the final product of their team and they will even replicate objects and artefacts of the time.
- Evaluation criterion 3.4. and basic knowledge GEH.2.B.3. In the introductory session of the learning situation, the teacher will frame the

Egyptian civilization in its historical context and establish a basic chronology of it. To help establish these basic features, students must complete a worksheet as a summary (see **annexes, p.73**). With this contextualization, the students will understand that their final products are inserted in a larger historical process and will not remain anecdotal or superficial.

- Evaluation criteria 3.5. and 6.1. and basic knowledge GEH.2.B.5. and GEH.2.B.16. Through the realisation of the final products, the students are analysing a process of historical change as relevant as the birth of one of the first civilizations in History, the Egyptian, as well as culture, heritage, religion, society, the economy and the political organisation that characterises it.
- Evaluation criteria 5.1. and 6.2. and basic knowledge GEH.2.B.7., GEH.2.B.7.1. and GEH.2.B.8, GEH.2.B.8.1. and GEH.2.B.9. When analysing the existing inequalities in Ancient Egyptian society, which was very hierarchical around the figure of the pharaoh, the centre of all power, while others remained in the shadows, such as slaves.

3.4.5. Didactic sequencing: activities and exercises

This learning situation is developed in nine class sessions. In all of them, the students will be grouped into collaborative teams of six members, who must work together not only to achieve the final product but also to carry out the rest of the activities that will take place.

- Session number 1. It will take place in the ordinary classroom and has an introductory or initial character. The teacher, using the conventional whiteboard and the digital whiteboard, will make a brief introduction to Ancient Egypt. The teacher will first ask questions to elicit information and know students' previous knowledge. In this way, the teacher will explain to the students how and when the Egyptian civilization was born, as well as a basic timeline of the main events of each historical period and a basic vocabulary in English related to the subject. The students, already grouped into six teams, will complete a worksheet with the most relevant aspects and will prepare to receive instructions of the final product.

- Session number 2. The introduction continues, but in this case not about the content of the topic, but about the way of working to produce the final product. Also, in the ordinary classroom, the teacher explains in a general way what will be the final product to be elaborated by each team, the calendar to follow, as well as the different roles that must be established: coordinator, secretary, person in charge of the material, documentalist, etc. Then, while each team agrees on the distribution of roles and the basic rules of coexistence that will govern their work, and begins to write their work diary, the teacher will meet with each team to provide more information and answer questions about the final product.
- Sessions number 3, 4, and 5. They are development sessions. In parallel to the work at home, the students will use the class hours in the ordinary classroom to share ideas, share progress and solve problems and delays that may arise. Likewise, the teacher will supervise the work of each team so that it develops in the best possible way.
- Sessions number 6, 7, and 8. In the ordinary classroom, the students will present their final products. In each session, two teams will present their work. Each presentation consists of two parts. The first is about 10-15 minutes long to expose the product to colleagues. The second lasts another 10-15 minutes to guide the rest of the teams in carrying out a file with activities related to what they have exposed. They are, therefore, development sessions, when exposing and receiving the results of each product, but also applying the information given to a specific task.
- Session 9. It is a session of synthesis, recapitulation, and consolidation of the learning acquired. In the open-air spaces of the institute, a historical gymkhana will be held with clues to solve an enigma related to ancient Egypt. The resolution of the enigma must be done cooperatively and will be reflected in a worksheet (**see annexes, p.96**).

The cognitive processes involved in the development of the sessions are:

- Analogical. Constantly look for similarities between things and situations that are apparently different, and look for differences between things and/or situations that are apparently similar. It is launched in session 1 when

students compare, for example, the differences and similarities with the theme of Mesopotamia, the other great civilization in history, which they have just studied before Egypt.

- Logical. It is an orderly way of expressing our ideas. This cognitive process is launched in sessions 1, 2, 3, 4, 5, and 9 when the students have to complete a worksheet with the most relevant aspects, when they share progress and solve problems, and when they solve the enigma cooperatively.
- Deliberative. It is the way of thinking that should be developed in decision-making. It is launched in sessions 3, 4, 5, 6, 7, and 8 when the students have to solve problems and delays, or in the exhibition of the products with the other classmates.
- Systemic. It is the way through which we access complex realities. It starts in session 1 when the students have to go into the timeline to learn about Ancient Egypt.
- Analytical. It allows for establishing similarities and differences between different aspects of reality. It starts in sessions 1, 3, 4, 5, and 9, when students have to compare the way of life that existed in Ancient Egypt and in the world today, and when they share different points of view.
- Practical. It helps to overcome all those situations in which it seems necessary and/or advisable to carry out some action, either to solve a problem, introduce an improvement, or prevent the situation from getting worse. It is launched in sessions 3, 4, and 5 when the students have to share progress and solve problems that may arise. It is also started because the students are going to make the final product.
- Reflexive. It allows us to recognize and value our way of thinking. It starts in sessions 6, 7, 8, and 9 when the students have to present their final products and perform the gymkhana.
- Critical. It is a cognitive process of analysis and judgement that allows searching for the reasons that support written or oral information to evaluate its validity and intentionality. It starts up in sessions 6, 7, 8, and 9, when the students have to guide the rest of the teams in completing a worksheet, and they solve the enigma cooperatively in the gymkhana.

- Creative. It is the combination and execution of cognitive operations of the human intellect. It starts in sessions 3, 4, 5, 6, 7, and 8 when the students have to develop and present their final products.

3.4.6. Methodology and measures of ordinary educational attention at the classroom level

According to the legislation, the methodology must be clearly competent and inclusive. Both principles can be achieved through an active methodology featuring simulation focused on discovery learning and developed through four different techniques: learning by role-playing dramatisation, and model building. The proof is that the educational simulation methodology complies with the three principles of the UDL (**see annexes, p.60**) in the following way:

- The why of learning. It clearly favours the involvement and motivation to learn, as students see themselves immersed in the reality of Ancient Egypt.
- The what of learning. Its inclusion in a Bilingualism project at the educational centre level means that different forms of representation of what has been learned are offered since each subject participating in the project has its own nature and participates in a certain way in the recreation of Ancient Egypt within the school classroom.
- The how of learning. It is the students who build their own learning through various activities and tasks through which they must bring to the classroom, in a simulated way, the way of life and culture of an ancient civilization.

Moreover, for the design of this learning situation, the UDL application guidelines have been taken into account (**see annexes, p.60**):

- Its development is open, inclusive, and flexible since the teacher must adapt to unforeseen events that may arise during the work of the teams, such as possible delays, conflicts, adjustments in the level of demand, adaptations, etc. Likewise, the composition of the workgroups is carried out in a

heterogeneous way, ensuring that each one is made up of students with different capacities, skills, academic results, etc.

- Different methodologies are combined so that the “how of learning” adapts to the “what of learning”. That is, depending on the theme of each final product, the teacher has chosen the methodology that best allows simulating that theme in the classroom.
- The teacher is a guide to learning, since his role is limited to making a theoretical introduction to the subject in session number 1, giving guidelines for making the products in session 2, and supervising the work of the students in the remaining sessions, guiding and advising when necessary.

In the didactic sequencing described in the previous section, the four steps of the UDL are put into practice (see **annexes, p.60**), as follows:

1. Motivate-Activate. In the first session, the students are grouped into teams and are informed that they must work together to achieve a final product. This approach has a motivating character for the students who must begin to assume that they will have to play an active role.
2. Structure. In sessions 1 and 2, students are offered a structure not only of the topic but also of the step-by-step that they must follow to work as a team satisfactorily.
3. Explore. Through the realisation of the final products during sessions 3, 4, and 5, the students explore the features of ancient Egypt, but they also do so through active listening to their classmates' presentations in the first half of sessions 6, 7, and 8.
4. Apply-Evaluate: In the second half of sessions 6, 7, and 8, students must apply what they have learned through the presentations of the final products of their classmates to the resolution of a series of simple activities. They must do the same to solve the gymkhana that closes the learning situation in session 9.

Concerning the measures of attention to diversity, all students are different because they do not learn at the same rate. The Universal Design for Learning (UDL) is promoted: guarantees inclusive education where all pupils can access the curriculum. In this way, we will help our students discover their talent and potential through different ways of

presenting the curriculum. Specifically, in this learning situation, the ordinary measures of attention to diversity are of two types:

- General measures. Using teaching methodologies based on collaborative and cooperative learning and task-based learning led to the creation of a final product for which team members have had to work together in the search, selection, organisation, and creative transformation into knowledge.
- Intervention strategies. By opting for cooperative work, the interaction between students is made possible, so the classroom desks will be arranged in such a way that they can carry out rich interactions. Likewise, when the teacher is supervising the work of the teams, he should give them guidelines for reinforcing or expanding the contents of their final product. That is, the teacher proposes a final product for each team, but allows possible adaptations according to the needs of each group.

Regarding the specific measures of attention to diversity, the visually handicapped student will be given a seat in front of the class, always close to the digital board. Bigger letters on worksheets and bold letters will be used. More oral activities and the use of body language when presenting new vocabulary will be used. And also ICTs will be employed when necessary. On the other hand, the two native English students can offer extra support to those students with greater difficulty in the English language.

Finally, it is needed to consider the unexpected difficulties or constraints that may arise in implementing this learning situation, because the approach is far removed from the traditional teaching to which students are normally accustomed. You may feel lost when faced with a different, more open and active methodology, which also has to be implemented in a language other than your mother tongue. For this reason, continuous supervision by the different specialists of the integrated curriculum, who have to work in a coordinated way and with the support of the language assistant, is essential.

3.4.7. Assessment of what has been learned: procedures, criteria and evaluation instruments

The evaluation procedures must be continuous and individualised and different depending on the moment. In addition, the evaluation must be:

- Initial. In the first session of the learning situation "Living Ancient Egypt", the teacher asks the class questions about the basic aspects of Ancient Egypt to know the students' ideas and knowledge about the topic. Also, the teacher presents them with the contents and objectives to be expected to achieve in order to motivate them.
- Formative. Supervision of the work teams by the teacher is very important to see the progress of our students by means of homework tasks, pair work, notebooks... A teamwork journal is also another instrument.
- Self-evaluation and co-evaluation. At the end of this learning situation, the students must self-evaluate their own work through a dartboard assessment, as well as that of their classmates through a questionnaire (see **annexes, p.98**).
- Summative. When evaluating this learning situation, the teacher will not only take into account the final product of each team but also the learning that they have been doing to reach it. For this, the teacher will use rubrics (see **annexes, p.102**).
- Evaluation of our teaching practice. By doing reflections and analysis of our achievements and reviewing students' contributions to our teaching practice by means of a questionnaire (see **annexes, p.104**). Similarly, the teacher will reflect using a self-assessment sheet of teaching practice (see **annexes, p.105**).

The Junta de Andalucía, in its learning situation model, establishes that in order for the evaluation of the learning situation not to be separated from the curricular framework, it must take into account the evaluation criteria as well as the specific competencies that are to be achieved. In order to apply these criteria and specific competencies to the evaluation of the learning situation "Living in Ancient Egypt", they have been reformulated as follows:

- Evaluation criterion 1.2. Contrast and argue about themes and events in Ancient Egypt, beginning with the critical use and analysis of primary and secondary sources as historical evidence.
- Evaluation criterion 3.4. Use a simple chronological sequence from Ancient Egypt in order to identify the relationship between events and processes in different historical periods and places (simultaneity and duration), using basic appropriate terms and concepts.
- Evaluation criterion 3.5. Analyse in a guided way the relevant historical change processes that the Egyptian civilization went through the use of different sources of information, pointing out the main political, socioeconomic, and cultural elements that motivated those changes.
- Evaluation criterion 6.1. Locate the birth and development of Ancient Egyptian civilization and place it in space and time, integrating the historical, cultural, institutional, and religious elements that have shaped them.
- Evaluation criterion 5.1. Identify and interpret the mechanisms that regulated coexistence and common life in Ancient Egypt, pointing out the main models of the social, political, economic, and religious organisation.
- Evaluation criterion 6.2. Recognize the existing social inequalities and the mechanisms of domination and control in Ancient Egypt, recognizing the discriminatory practices against inferior groups such as slaves.

The specific competencies and operational descriptors that will be taken into account when evaluating this learning situation have already been explained in section 3.4. of this didactic proposal (**see p.21**). Its link with the evaluation criteria is as follows:

- Specific competence number 1 and its operational descriptors of the exit profile CCL2, CCL3, CD1, and CD2 and CC1 link to evaluation criterion 1.2.
- Specific competence number 5 and its descriptors CCL5, CC2, CC1, and CCEC1 link to evaluation criteria 5.1. and 6.2.
- Specific competence number 6 and its descriptors CC1, CC2, CCEC, CCL5 and CPSAA3 link to evaluation criteria 3.4., 3.5. and 6.1.

- Specific competence number 7 and its CCEC and CPSAA1 descriptors are linked to evaluation criteria 3.5. and 6.1.

Each evaluation criterion must have an observation instrument that allows the teacher to evaluate their degree of achievement; likewise, each instrument goes with a rubric (**see annexes, p.102**). The instruments of this learning situation are:

- Individual student portfolio. With the worksheets made both before and after the exhibitions of the final products. They serve to evaluate criteria 3.4., 6.1. and 6.2.
- Team portfolio. It includes the work diary, the drafts of the tasks carried out to obtain the final product, as well as the gymkhana worksheet. They are used to evaluate criteria 1.2., 3.5. and 5.1.
- Final product. They are used to evaluate criteria 1.2., 3.5. and 5.1.

Considering that one of the primary goals of UDL is effective inclusion by minimising the physical, sensory, cognitive, and cultural barriers that may exist, it is important to evaluate the diversity accommodations made in developing this learning situation. First and foremost, the teacher must assess, through observation of the process and the results achieved, whether the student with a visual impairment had the same learning opportunities as the rest of his team, i.e., whether he was provided with the resources and support necessary to perform his work within the cooperative group in which he worked, and whether the group in which he participated was the most appropriate for him to feel support, help, and equality to the others. Secondly, the teacher must assess, including through direct observation of the process and results, whether the preparation of the final products was planned so that all students could participate. That is, whether each final product entails tasks of different types and with different degrees of difficulty for execution. The teacher will have to assess, also through direct observation of the process and the results, if the elaboration of the final products was planned in such a way that all the students could participate. That is if each final product entails tasks of a different nature and also of different degrees of difficulty to carry it out.

The teacher will also have to evaluate the level of competence performance acquired by the students at the end of the learning situation "Living Ancient Egypt". For this, as established by the legislation, the evaluation criteria are the instrument that indicates the

levels of performance expected in the students, since, as has been indicated in this didactic proposal (see, p.16) each evaluation criterion is linked to a or several specific competences of the subject, as well as one or several operational descriptors of the exit profile for 2nd ESO. Finally, taking into account that it is a bilingual learning situation, the assessment of the degree of performance acquired by the whole student body in the multilingual competence should also be taken into consideration by the teacher, as it will provide very valuable information to make proposals and improvement not only with respect to the design of this learning situation but also the whole of the Bilingualism Project of the school.

4. CONCLUSION

The design of the didactic proposal that is the subject of this TFM was carried out starting from the hypothesis that the use of pedagogical methods that help to simulate, in a 1º ESO classroom, the life of ancient Egypt in a bilingual context not only achieve a linguistic immersion of the students of the NLA, but would also trigger the motivation of the students towards the use of another language other than the native one, since sometimes bilingualism can be perceived as an overload of work. Likewise, it could be a tool that helps to reduce the socioeconomic gap between students, since the philosophy of this type of active methodology involves the inclusion of all student profiles in collaborative work groups, where all add up and none subtract.

From my teaching experience, only with this type of methodologies can efficiency, and even excellence, be achieved in bilingual teaching, since studying in two languages is a challenge that requires great effort, both on the part of the boys and girls, like parents, who should support and help them. If the boy or girl does not reach the expected level, she may feel frustrated and lose the motivation to learn. This may mean that there are cases of school failure or dropout. Also, if you have language problems, these can be aggravated by bilingual education.

To verify this hypothesis, it would be interesting to open a line of research in the future. For this, two groups of 1st ESO could be established in a bilingual context. In the first group, the learning situation "Living in Ancient Egypt" would be addressed as it has

been proposed in this TFM. In the second group of students, this situation would be addressed more traditionally: with lectures by the teacher, summaries and activities from the textbook, and a written exam. In the end, the academic results of both groups would be compared based on two aspects: what they have learned about Ancient Egypt and how they have improved their use of the English language to learn. Likewise, other aspects could be assessed, such as whether the inclusion of the students is improved by working in cooperative groups or if after a while the students remember better what they have learned about the Egyptian civilization.

In this way, it could be demonstrated that the use of didactic strategies such as simulation, in which students do not memorise content, but rather live and experience it firsthand, not only improves what is known about a specific subject, in In this case, Ancient Egypt, but also the use of a language other than the native one used to learn that subject. Well, as the American politician, scientist, and inventor Benjamin Franklin said: “Tell me and I forget, show me and I remember, involve me and I learn”.

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6. ANNEXES

SCHEME FOR THE DESIGN OF LEARNING SITUATIONS

Instruction 1/2022, of June 23, establishes aspects of organisation and operation for centres that provide compulsory secondary education for the 2022/2023 academic year.

1. Locating a centre of interest: search for a motivating theme for the students.
2. Justification of the proposal: we must rely on the objectives of the stage and the general and pedagogical principles.
3. Description of the final product, challenge or task to be developed: it must explain what is intended to be done without forgetting important details such as the context in which it must be achieved, a brief reference to the scenario, the necessary means or tools, etc.
4. Curricular specification: it will connect the learning situation with the elements of the curriculum, such as specific competencies, evaluation criteria, basic knowledge, and competency profile descriptors, the latter refers to what students should know how to do in a specific moment in their academic career.
5. Didactic sequencing: it is a question of collecting in a summarized way the tasks and activities to be carried out, defining both the scenarios and the necessary resources to carry them out as well as the way of grouping the students.
6. Measures of attention to diversity and individual differences: both general and specific, seen from the perspective of educational inclusion and the application of the principles of the Universal Design for Learning (UDL) included in the legislation.
7. Evaluation of the results and the process: the evaluation criteria of the different subjects related to the specific competencies that are to be developed must be written down. It is convenient to propose both the instruments (systematic observation, anecdotal record, portfolio, etc.) as well as the rubrics and guidelines for the evaluation of the general or specific measures of attention to diversity and the descriptors of the competence profile. Last but not least, the procedure for the evaluation of the teaching practice must be stated.

PEDAGOGICAL PRINCIPLES AND OBJECTIVES FOR COMPULSORY SECONDARY EDUCATION

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

Pedagogical Principles:

Our students should acquire the humanistic, artistic, scientific-technical, and motor aspects of culture, and consolidate their learning habits in order to prepare themselves to take up future studies and employment. The pedagogical principles state that the centres elaborate their pedagogical proposals for all the students of this level, taking into account their diversity; the educational administrations establish an offer aimed at all the students who wish to benefit from it; special attention is given to the acquisition and development of established competences; reading comprehension, oral and written expression, audio-visual communication, digital literacy, social and entrepreneurship, the promotion of a critical and scientific spirit, emotional education and values, gender equality and creativity are worked on in all subjects; official languages will be used only to support foreign language learning; teachers will be required to teach more than one subject to the same group of students; educational administrations will promote the necessary measures to ensure that students' personal care and educational, psychopedagogical and professional orientation are regulated, as well as specific solutions for the care of students who present special learning difficulties.

Regarding the objectives, the LOMLOE establishes that Compulsory Secondary Education will contribute to developing in students the capacities that allow them to:

- a) Perform their duties responsibly, know and exercise their rights towards others, practice tolerance, cooperation and solidarity among people and groups, cultivate dialog, strengthen human rights as common values of a pluralistic society, and prepare for the exercise of democratic citizenship.
- b) Develop and consolidate habits of discipline, learning and individual and team work as a necessary condition for the effective accomplishment of learning tasks and as a means of personal development.

- c) Appreciate and respect differences between the sexes and equal rights and opportunities between them. They reject stereotypes that imply discrimination between men and women.
- d) Strengthen their affective capacities in all areas of their personality and in their relationships with others, as well as rejecting violence, prejudice of any kind and sexist behaviour, and resolving conflicts peacefully.
- e) Develop basic skills also in the use of information sources, with a critical sense, and acquisition of new knowledge. Development of basic technological skills and further development of an ethical reflection on their functioning and use.
- f) Understand scientific knowledge as integrated knowledge structured in different disciplines, and know and apply the methods to identify problems in the different areas of knowledge and experience.
- g) Develop entrepreneurship and self-confidence, participation, critical sense, initiative and the ability to learn, plan, make decisions and take responsibility.
- h) Understand and correct oral and written expression in the Spanish language and, if available, in the co-official language of the autonomous community, complex texts and messages and beginning to learn, read and study literature.
- i) Communicate and express oneself adequately in one or more foreign languages.
- j) Know, appreciate, and respect the fundamental aspects of their own culture and history and those of other peoples, as well as artistic and cultural heritage.
- k) Know and accept the functioning of their own and other people's bodies, respect differences, reinforce habits of personal hygiene and physical health, and incorporate physical education and the practice of sports to promote personal and social development. Know and appreciate the human dimension of sexuality in all its diversity. Critically evaluate social habits related to health, consumption, care, empathy and respect for living beings, especially animals, and the environment, and contribute to their preservation and improvement.
- l) Appreciate artistic creation and understand the language of different artistic expressions, using different means of expression and representation.

**SET OF OPERATIONAL DESCRIPTORS THAT SPECIFY THE CAPABILITIES
ASSOCIATED WITH EACH KEY COMPETENCY FOR THE END OF 2ND ESO**

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

1. Linguistic Communication competence (LCC):

LCC 1: Expresses him/herself orally, in writing, through signing, or multimodally, gradually beginning to use coherence, correctness, and adaptation in a variety of personal, social, and educational settings, and participates actively and appropriately in communicative interactions, displaying a respectful attitude, both for sharing information and creating knowledge and for building personal relationships.

LCC 2: Understands, interprets, and evaluates with a reflective attitude oral, written, signed, or multimodal texts of relative complexity appropriate to various personal, social, and educational settings, actively participating in a variety of contexts and situations and exchanging opinions to build knowledge.

LCC 3. Finds, selects, and contrasts information from a variety of sources according to clues, and integrates and transforms it into knowledge to communicate creatively, evaluating the more important aspects related to reading goals, recognizing the risks of misinformation and learning to avoid it, and taking a critical and personal stand with intellectual property.

LCC 4. Independently reads a variety of age-appropriate works and selects those closest to their tastes and interests, recognizes relevant examples of literary heritage as a way to symbolise individual and collective experiences, interprets and creates works with literary intent based on given models, recognizes reading as a source of cultural enrichment and personal pleasure.

LCC 5. Places their communication practices in the service of democratic coexistence, dialogic management of conflict, and equality for all people by identifying and applying strategies to expose discriminatory use and reject abuses of power in order to promote the effectiveness and ethics of various communication systems.

2. Multilingual competence (MC):

MC 1. Use a language with some efficiency in addition to familiar language(s) to respond to brief, simple, and predictable communicative needs appropriate to their development and interests as well as to everyday and frequent situations and contexts in personal, social, and school settings.

MC 2. On the basis of his/her experiences, progressively applies appropriate strategies that enable him/her to communicate between different languages in everyday contexts, using transfers that help him/her expand his/her linguistic repertoire.

MC 3. Knows, respects, and is interested in the linguistic and cultural diversity in his or her immediate environment for personal development, and appreciates its importance as a factor in dialogue to improve coexistence and promote social cohesion.

3. Mathematical and scientific, technological and engineering knowledge competence (MSTEC):

MSTEC 1. Application of inductive and deductive methods typical of mathematical action in everyday real-life situations and application of reasoning processes and problem-solving strategies, reflection and verification of the solutions obtained.

MSTEC 2. Applies scientific thinking to understand and explains the observed phenomena that occur in the near reality, favouring the critical reflection, the formulation of hypotheses and the research task, carrying out simple experiments, through a process in which everyone takes responsibility for their learning.

MSTEC 3. Carries out projects, designs, produces and evaluates different prototypes or models, seeking solutions to the problems they face in a creative and innovative way through teamwork, promoting the participation of the whole group, favouring the peaceful resolution of conflicts. and models of coexistence towards a sustainable future.

MSTEC 4. Interprets and communicates the main elements related to the analysis and case studies related to scientific, mathematical and technological experiments, methods and results, in different formats (tables, charts, graphs, formulas, schemes...) and with critical use of culture. digital, using the appropriate mathematical language to acquire, share and transfer new knowledge.

MSTEC 5. Applies science-based measures to promote the health and protection of the environment and living beings by identifying safety standards of models or projects that promote sustainable development and social benefits to promote the improvement of the quality of life through proposals and behaviours that reflect the awareness and management of responsible consumption.

4. Digital competence (DC):

DC 1. Independently conduct Internet research, selecting the most appropriate and relevant information, reflecting on its validity, quality, and reliability, and demonstrating a critical and respectful attitude toward intellectual property.

DC 2. Manages their personal digital learning environment, integrating some digital resources and tools, and begins to search for and select information processing strategies, identifying the most appropriate strategy for building knowledge and creative digital content according to their needs.

DC 3. Participates and collaborates using virtual tools or platforms that enable appropriate interaction and communication through cooperative work, sharing content, information, and data to build an appropriate, reflective, and civic digital identity through the active use of technologies. digitally, responsibly managing their actions online.

DC 4. Knows the risks and take preventive measures with increasing independence when using digital technologies to protect devices, personal data, health, and the environment, and become aware of the importance and need for critical, responsible, and safe use of these technologies.

DC 5. Uses clues, develops some programs, simple computer applications and certain digital solutions that help solve specific problems and overcome possible challenges in a creative way, appreciating the contribution of digital technologies to sustainable development, to practise responsible and ethical use of them.

5. Personal, Social, and Learning-to-learn (PSLLC) competence:

PSLLC 1. Becomes aware of and expresses his own emotions, facing the search for purpose and motivation for learning with success, optimism and empathy, to gradually

begin to deal with and manage the challenges and changes that occur in his daily life, adapting them to his own goals.

PSLLC 2. Knows the main health risks, develop habits to maintain physical, mental and social health (postural habits, physical activity, stress management...) and recognize behaviours that interfere with living together and propose different strategies to face them.

PSLLC 3. Recognizes and respects the emotions, experiences, and behaviours of others and reflects on their relevance to the learning process, assumes tasks and responsibilities in an equitable manner, and uses cooperative group work strategies to achieve common goals.

PSLLC 4. Reflects on and takes critical positions to improve self-assessment in the learning process and recognizes the value of effort and personal commitment that help promote the acquisition of knowledge, the juxtaposition of information, and the search for relevant conclusions.

PSLLC 5. It begins by setting mid-term goals and developing strategies that include self and peer evaluation and feedback to improve the knowledge building process through awareness of mistakes made.

6. Citizen competence (CC):

CC 1. Understands ideas and issues related to active and democratic citizenship, as well as the major historical and social processes that shape their own identity, and becomes aware of the importance of ethical values and norms in guiding individual and social behaviour; participates in group activities in a respectful, dialogic, and constructive manner in any context.

CC 2. Knows and appreciates the fundamental principles and values that constitute the democratic framework for coexistence in the European Union, the Spanish Constitution, human rights and children's rights, and progressively participates in community activities of teamwork and cooperation that promote peaceful, respectful and democratic coexistence of global citizenship, and becomes aware of the commitment to gender equality, respect for diversity, social cohesion and the achievement of sustainable development.

CC 3. Reflects and evaluates the main current ethical problems and develops a critical thinking that allows them to confront and defend personal positions, adopting a dialogical attitude based on respect, cooperation and solidarity, rejecting any kind of violence and discrimination caused by certain stereotypes and prejudices.

CC 4. Understands the systemic relationships of interdependence and co-dependence with the environment through the analysis of the main local and global eco-social problems and promotes a lifestyle that commits to the adoption of habits that contribute to the conservation of biodiversity and the achievement of sustainable development goals.

7. Entrepreneurial competence (EC):

EC 1. It starts with analysing and recognising needs and challenges with a critical attitude, evaluating the possibilities of sustainable development, thinking about the impact they can have on the environment, and proposing original and sustainable ideas and solutions in the social, educational and professional fields.

EC 2. Identifies and analyses one's own strengths and weaknesses, applies strategies for self-knowledge, understands basic economic and financial elements and applies them to specific activities and situations, applies basic skills that enable collaboration and teamwork and help solve problems in daily life to be able to have entrepreneurial experiences that create value.

EC 3. Participates in the process of developing valuable ideas and solutions and in the execution of previously planned tasks and intervenes in decision-making processes that may arise, taking into account the process carried out and the result obtained for the creation of an entrepreneurial and innovative model. they consider the experience as an opportunity for learning.

8. Cultural Awareness and Expression competence (CAEC):

CAEC 1. Knows and appreciates the fundamental aspects of cultural and artistic heritage, is aware of the importance of its preservation, and values cultural and artistic diversity as a source of personal enrichment.

CAEC 2. Recognises, enjoys, and begins to analyse the specifics and intentions of the most outstanding artistic and cultural heritage manifestations and develops strategies to distinguish both the various channels and media and the languages and technical elements that characterise them.

CAEC 3. Expresses ideas, opinions, feelings, and emotions and progressively develops his/her self-esteem and creativity in expressing artistic and cultural productions through his/her own body, demonstrating empathy and a cooperative, open, and respectful attitude in relation to others.

CAEC 4. Learns about and creatively use different plastic, visual, audio-visual, sound or physical tools and techniques, choosing the most appropriate for the purpose, to create artistic and cultural products both individually and collaboratively, and appreciating the opportunities for personal, social and professional development.

**SPECIFIC COMPETENCIES FOR GEOGRAPHY AND HISTORY AND THEIR
RELATION TO THE DESCRIPTORS OF THE INITIAL PROFILE**

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

1. Locate, select, prepare and organise information on relevant topics of the present and past, use historical and geographical sources critically to acquire knowledge, develop content and express it in a variety of formats. is related to the following Output Profile descriptors: LCC 2, LCC 3, MSTEC 4, DC 1, DC 2, CC 1.
2. Investigate, argue, and develop their own products on geographic, historical, and social problems that are currently relevant, from the local to the global, in order to develop critical thinking and respect for differences, which contributes to building their own identity and enriching the common stock. This specific competency is linked to the following exit profile descriptors: LCC 1, LCC 2, DC 2, CC 1, CC 3, EC 3, and CAEC 3.
3. Know the main challenges faced by different societies over time and identify the causes and consequences of the changes brought about, as well as the problems they currently face, through the development of research projects and the use of reliable sources to make proposals that contribute to sustainable development. Relates to the following Output Profile descriptors: MSTEC 3, MSTEC 4, MSTEC 5, PSLLC 3, CC 3, CC 4, EC 1, and CAEC 1.
4. Identify and analyse landscape elements and their interconnectedness in complex natural, rural, and urban systems and their evolution over time, interpret the causes of change, and assess the balance in the various ecosystems to promote their conservation, enhancement, and sustainable use. Relates to the following output profile descriptors: PSLLC 2, CC 1, CC 2, CC 3, CC 4, EC 1.
5. Critically analyse historical and geographical approaches, explain the structure of democratic systems and constitutional principles that govern community life, and adopt the duties and rights of our framework for living together to promote civic participation and social cohesion. links to the following output profile descriptors: LCC 5, CC 1, CC 2, CAEC 1.

6. Understand the geographical, historical and cultural processes that have shaped the multicultural reality in which we live, know and disseminate the history and culture of ethnic minorities in our country, and appreciate the contribution of movements in defence of equality and integration in order to break down stereotypes, avoid any kind of discrimination and violence, and recognize the richness of diversity. Relates to the following output profile descriptors: LCC 5, PSLLC 3, CC 1, CC 2, CC 3, CAEC 1.
7. Identify the foundations that support the different identities of ourselves and others, through knowledge and appreciation of the tangible and intangible heritage that we share, in order to preserve it and respect the sense of belonging and promote processes that contribute to territorial cohesion and solidarity. in the spirit of the values of Europeanism and the Universal Declaration of Human Rights. Relates to the following output profile descriptors: MC 3, PSLLC 1, CC1, CC2, CC3, CAEC 1.
8. Become aware of and critically analyse the role of demographic cycles, life cycles, lifestyles, intergenerational relationships, and interdependence in contemporary society and its evolution over time to promote healthy, sustainable, and enriching alternatives that respect human dignity and commitment to society and the environment. Relates to the following output profile descriptors: MSTEC 5, DC 4, PSLLC 2, PSLLC 5, CC 1, CC 2, CC 3.
9. Know and value the importance of comprehensive citizen security in the culture of international coexistence, of our country and of Andalusia, highlighting the contribution of the State, its institutions, and other social entities, to peace, international cooperation, and sustainable development, to promote the achievement of a safer, more supportive, sustainable and just world. Connects to the following Output Profile descriptors: LCC 2, CC 1, CC 2, CC 3, CC 4, EC 1, CAEC 1.

**EVALUATION CRITERIA AND THEIR RELATIONSHIP WITH THE
BASIC KNOWLEDGE OF THE SUBJECT ARE ESTABLISHED**

Instruction 1/2022, of June 23, establishes aspects of organisation and operation for centres that provide compulsory secondary education for the 2022/2023 academic year.

- Table 1:

Evaluation criteria	Basic knowledge
4.2. Know the degree of sustainability and balance of the different spaces and from different scales and understand their transformation and degradation over time due to human action in the exploitation of resources, their relationship with the evolution of the population, and the strategies developed to its control and dominance and the conflicts it has provoked.	GEH.2.A.8. Competition and conflict for resources and territory. Regional markets, commercial policies and migratory movements. International tensions, clashes and alliances between civilizations.
1.2. Contrast and argue about themes and events from Prehistory, Ancient Times, the Middle Ages and the Modern Age, beginning with the use and critical analysis of primary and secondary sources as historical evidence.	GEH.2.B.2. Historical and archaeological sources as a basis for the construction of historical knowledge. Objects and artefacts as a source for history and immaterial legacy. The meaning of archives, libraries and museums and of the historical and cultural legacy as a collective heritage.
3.4. Use a simple chronological sequence in order to identify the relationship between events and processes in different historical periods and places (simultaneity and duration), using basic appropriate terms and concepts.	GEH.2.B.3. Historical time: construction and interpretation of time lines through linearity, chronology, simultaneity and duration.
3.5. Guided analysis of relevant historical change processes through the use of different sources of information, pointing out the main elements of continuity and permanence in different periods and places. 6.1. Locate the birth and development of different civilizations and locate them in space and time, integrating the historical, cultural, institutional and religious elements that have shaped them, recognizing the	GEH.2.B.5. Geographical conditions and historical interpretations of the emergence of civilizations. The great commercial routes and the strategies for the control of resources: thalassocracies and empires, conquest and colonisation. The Mediterranean as a geopolitical and communication space.

multicultural reality generated over time and identifying their most relevant contributions to universal culture.	
5.1. Identify and interpret the mechanisms that have regulated coexistence and life in common throughout history, from the origin of society to the different civilizations that have followed one another, pointing out the main models of social, political, economic and religion that have been developing.	GEH.2.B.7. Social complexity and birth of authority: Formation of oligarchies, the image of power, and the evolution of the aristocracy. GEH.2.B.7.1. Social complexity and birth of authority: family, clan, tribe, caste, lineage and estate. Social inequality and dispute for power in Prehistory and Antiquity.
5.1. Identify and interpret the mechanisms that have regulated coexistence and life in common throughout history, from the origin of society to the different civilizations that have followed one another, pointing out the main models of social, political, economic and religion that have been developing.	GEH.2.B.8. The invisible people of history. Resistance to oppression.
6.2. Recognize the existing social inequalities in the past and the mechanisms of domination and control that have been applied, recognizing those groups that have been subjected and silenced, and identifying the presence of women and characters belonging to other discriminated groups.	GEH.2.B.8.1. The invisible people of history: women, slaves and foreigners. Marginalisation, segregation, control and submission in the history of humanity
5.1. Identify and interpret the mechanisms that have regulated coexistence and life in common throughout history, from the origin of society to the different civilizations that have followed one another, pointing out the main models of social, political, economic and religion that have been developing.	GEH.2.B.9. The political organisation of the human being and the state formulations in the ancient, medieval and modern world: democracies, republics, empires and kingdoms. Evolution of the theory of power.
6.1. Locate the birth and development of different civilizations and locate them in space and time, integrating the historical, cultural, institutional and religious elements that have shaped them, recognizing the multicultural reality generated over time and identifying their most relevant contributions to universal culture. 6.3. Show non-discriminatory attitudes and value social and multicultural diversity,	GEH.2.B.16. Meaning and function of artistic and cultural expressions in different civilizations. Diversity and cultural richness. Respect and conservation of tangible and intangible heritage.

arguing in favour of inclusion, recognition of ethnic-cultural minorities, collaboration and social cohesion. 7.3. Identify the foundations of the idea of Europe through the different historical experiences of the past, the historical, artistic and cultural legacy as a common heritage of European citizenship. 7.4. Initiate in the valuation, protection, and conservation of the artistic, historical, and cultural heritage as the foundation of the local, regional, national, European, and universal collective identity, considering it as a good for recreational and cultural enjoyment and a resource for the development of people.	
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Table 1: Evaluation criteria and their relationship with the basic knowledge of the subject are established

UDL PRINCIPLES, APPLICATION GUIDELINES AND DIDACTIC SEQUENCING Center for Applied Special Technology (CAST)

The UDL **principles** established in the legislation are three:

- Offer multiple forms of involvement: the reason for learning. Motivation is a fundamental factor in the teaching-learning process, and this has an emotional and affective component.
- Offer multiple forms of representation: the what of learning. Each person has a different way of perceiving and understanding information. That is why students have different preferences in the ways they are going to assimilate the information.
- Offer multiple forms of action and expression: the how of learning. Learning is carried out through activities and tasks from which it is the students themselves who build their own learning.

For this, the **application guidelines** of the UDL start from an open, inclusive, and flexible nature of the teaching-learning process, which allows the teacher to combine the methodologies and resources of the UDL with other methodological elements. Likewise, the teacher goes from being a mere provider or facilitator of resources or methodologies to become a guide that guides students on a learning path, taking into account the characteristics of each person and the resources or procedures that best suit each one.

Finally, the **UDL didactic sequence** can be summarised in four steps:

1. Motivate-Activate: It starts from a daily situation that is stimulating for the students and that will serve as an initial stimulus for learning.
2. Structuring: Through the implementation of guidelines, exercises, and activities, the knowledge of the students will be consolidated.
3. Explore: Based on diversified activities by learning levels, students are offered the opportunity to inquire about their knowledge.

4. Apply-Evaluate: Depending on the level of the students, the acquired knowledge is automated and evaluated to adapt said strategies.

BASIC KNOWLEDGE OF THE LAS AND NLAS WORKED ON “LIVING IN ANCIENT EGYPT”

Instruction 1/2022, of June 23, establishes aspects of organisation and operation for centres that provide compulsory secondary education for the 2022/2023 academic year.

- Table 2:

Basic knowledge of a Foreign Language (English)	Relation to “Living in Ancient Egypt”
LEX.2.A.2. Basic strategies for planning, executing, controlling, and repairing the production, co-production, and comprehension of oral, written, and multimodal texts, as well as applying techniques to extract and interpret the main and secondary ideas of these texts. LEX.2.A.11. Resources for learning and basic information search strategies such as dictionaries, reference books, libraries and digital and computer resources, use of basic analog and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for educational interaction, cooperation and collaboration, such as virtual classrooms, videoconferences and collaborative digital tools for learning, communication and the development of projects with speakers or students of the foreign language.	They are necessary knowledge for the production of oral and written texts that will be part of the tasks of this learning situation.
LEX.2.A.4. Basic communicative functions appropriate to the field and communicative context. LEX.2.A.5. Contextual models and basic discursive genres in the comprehension, production and co-production of oral, written and multimodal, short and simple, literary and non-literary texts: characteristics and recognition of the context (participants and situation), expectations generated by the context; organisation and structuring according to genre, textual function and structure. LEX.2.B.1. Strategies and techniques to respond effectively to a basic and specific communicative need in an understandable way, despite the limitations derived from the level of competence in the foreign language and in the other	When the students present information to the rest of the class, also when they have to interact with each other within the work groups.

languages of the own linguistic repertoire.	
The dominant intelligence is interpersonal intelligence, since it allows students to develop emotional intelligence skills, and they are related to the way in which they communicate and interact with each other. For example, when they are working on the dramatisation activity in the judgement of Osiris.	

Table 2: Basic knowledge of a Foreign Language (English) and relation to “Living in Ancient Egypt”

- Table 3:

Basic knowledge of the Spanish Language and Literature	Relation to “Living in Ancient Egypt”
LCL.2.B.2.2. Textual properties: coherence, cohesion and adequacy. LCL.2.B.2.4. Discursive genres typical of the educational field. LCL.2.B.3.3. Formal oral production. Planning and information search, textualization and revision. Adaptation to the audience and the exposure time. non-verbal elements. Discursive and linguistic features of formal orality.	They are basic knowledge that students must master when carrying out the tasks of this learning situation, since they must know how to produce written texts and also present information in an understandable way to the class as a whole.
LCL.2.B.3.1. Informal oral and written interaction. Take and leave the word. Conversational cooperation and linguistic courtesy. Active listening, assertiveness and dialogue resolution of conflicts.	They are necessary skills to work in a team.
The dominant intelligence is linguistic intelligence because it allows us to work with books and reading materials, in this case Spanish, and gives us the ability to communicate, both verbally and in writing. An example would be the classification and distinction of materials in Egyptian architecture.	

Table 3: Basic knowledge of the Spanish Language and Literature and relation to “Living in Ancient Egypt”

- Table 4:

Basic knowledge of Biology and Geology	Relation to “Living in Ancient Egypt”
BYG.3.B.1. Rock and mineral concepts: characteristics and properties. BYG.3.B.4. Uses of minerals and rocks: their use in the manufacture of materials and everyday objects.	When it comes to knowing the construction materials of the pyramids and other Egyptian monuments, as well as tools of daily life, such as agricultural tools.
BYG.3.B.6. Recognition of the characteristics of planet Earth that allow the development of life. BYG.3.E.3. The functions of the atmosphere and the hydrosphere and their essential role for life on Earth. BYG.3.E.4. The interactions between atmosphere, hydrosphere, geosphere and biosphere, their role in pedogenesis and in relief modelling and their importance for life. soil functions.	When the importance of the Nile River for the birth of the Egyptian civilization is addressed, as well as the annual variations of its flow and the impact of these on agriculture.
BYG.3.D.1. Living beings: differentiation and classification into the main kingdoms. BYG. 3.D.6. Animals as sentient beings: similarities and differences with non-sentient living beings.	It is related to the animal appearance of some Egyptian divinities, as well as the sacred character that certain animals had within this ancient civilization. Also, like the use of vegetables such as papyrus or linen for the creation of everyday objects. On the other hand, although the study of the human body is carried out in the 3rd ESO, through the study of the mummification process an approach to human anatomy is made.
The dominant intelligence is also naturalistic intelligence because it allows us to detect, differentiate and categorise the aspects linked to the environment, such as when we know the different materials from which the buildings are built in Egypt.	

Table 4 Basic knowledge of Biology and Geology and relation to “Living in Ancient Egypt”

- Table 5:

Basic knowledge of Physical Education	Relation to “Living in Ancient Egypt”
EFI.2.C.1. Decision making in motor situations. EFI.2.C.1.1. Conscious use of the body depending on the characteristics of the activity, context and spatial parameters in which it develops in individual motor situations. EFI.2.C.1.2. Group guidelines to optimise the motor resources of the group in order to solve the action/task in cooperative situations. EFI.2.C.5. Motor creativity: resolution of challenges and problem situations in an original way, both individually and in a group. EFI.2.D.1.2. Strategies for individual and collective self-regulation of effort and the ability to overcome challenges in motor situations. EFI.2.D.2.1. Prosocial behaviours in collective motor situations. EFI.2.D.2.2. Respect for the rules: the rules of the game as an element of social integration.	The gymkhana task is posed at the end of the learning situation as a task to consolidate what has been learned throughout it.
The dominant intelligence is bodily and kinaesthetic intelligence, because the bodily and motor skills required to handle tools or to express certain emotions represent an essential aspect in the development of all cultures throughout history, in this case when we develop the gymkhana in the last session.	

Table 5: Basic knowledge of Physical Education and relation to “Living in Ancient Egypt”

- Table 6:

Basic knowledge of Mathematics	Relation to “Living in Ancient Egypt”
MAT.3.A.2.3. Whole numbers, fractions, decimals, and roots in the expression of quantities in everyday life contexts. MAT.3.A.2.4. Different ways of representing whole numbers, fractions, and decimals, including the number line. MAT.3.A.3.2. Operations with whole numbers, fractions or decimals in contextualised situations.	It is related to the use of the chronological axis in History, since this is similar to the number line, with "negative" (before Christ) and "positive" (after Christ) years, as well as with the necessary calculations to know how many years the Egyptian civilization lasted as a whole and each one of the stages in which it is subdivided.
MAT.3.E.1.2. Analysis and interpretation of statistical tables and graphs of qualitative, discrete quantitative and continuous quantitative variables in real contexts. MAT.3.A.5.2. Percentages: understanding and solving problems.	For example, when analysing the characteristics of the unequal Egyptian society, the least numerous groups exercised great control over the most numerous. Also, to know what percentage each social group represented with respect to the total Egyptian population.
MAT.3.B.1.2. Strategies for choosing appropriate units and operations in problems that involve measurement. MAT.3.A.5.3. Proportionality situations in different contexts: analysis and development of methods for solving problems (percentage increases and decreases, price increases and decreases, taxes, scales, currency exchanges, speed and time, etc.).	When making models and/or scale plans of Egyptian monuments.
MAT.3.F.1.3. Strategies to promote cognitive flexibility: openness to changes in strategy and transformation of errors into learning opportunities. MAT.3.F.2.1. Cooperative techniques to	They are basic knowledge when working in a team.

optimise teamwork and share and build mathematical knowledge. MAT.3.F.2.2. Empathic behaviours and conflict management strategies. MAT.3.F.3.1. Inclusive attitudes and acceptance of the diversity present in the classroom and in society.	
The dominant intelligence is logical-mathematical intelligence, because it is linked to the capacity for logical reasoning and the resolution of mathematical problems, and especially when we develop the models and plans of the Egyptian monuments.	

Table 6: Basic knowledge of Mathematics and relation to “Living in Ancient Egypt”

- Table 7:

Basic knowledge of Music	Relation to “Living in Ancient Egypt”
MUS.1.B.2. Basic elements of musical language: sound parameters, intervals and types of measures. Tonality: musical scales, key signature and basic chords. textures. Musical forms throughout historical periods and today. MUS.1.B.4. Individual or group vocal, instrumental or body repertoire of different types of music from their own musical heritage and from other cultures. MUS.1.C.4. Musical and dance traditions of other world cultures.	When dealing with the culture of Ancient Egypt, it is interesting to learn about the music and dance of that civilization.
The dominant intelligence is musical intelligence, because music is a universal art and all cultures have some kind of music, more or less elaborate, and we can differentiate the different musical scales and basic chords of the time.	

Table 7: Basic knowledge of Music and relation to “Living in Ancient Egypt”

SCHEME OF THE LEARNING SITUATION “LIVING IN ANCIENT EGYPT”

Following the model of the Junta de Andalucía (Instruction 1/2022, of June 23, establishes aspects of organisation and operation for centres that provide compulsory secondary education for the 2022/2023 academic year.)

- Table 8:

LEARNING SITUATION DIAGRAM	
1. IDENTIFICATION	
COURSE	TITLE OR TASK: Living in Ancient Egypt
2º ESO	TIMING: Second term
2. JUSTIFICATION	
This didactic proposal does not have the only goal of knowing Ancient Egyptian civilization, but this is also the way to work on some of the general objectives of ESO, such as working cooperatively in the elaboration of the final product; work, both individually and as a team; participate in the resolution of conflicts, or learn to understand and express themselves in an appropriate manner in a foreign language, in this case, English; affective skills, especially the peaceful resolution of conflicts, are key when working as a team; to develop basic skills in the use of information sources; scientific knowledge is an integrated knowledge in which different methods are applied; the students will learn to value and respect what is different, as well as to care for artistic and cultural heritage.	
3. DESCRIPTION OF THE FINAL PRODUCT	
Each work group will create a different one that will help to simulate in the classroom context what Ancient Egyptian civilization was like. In this way, each team works on a specific content of the subject through a simpler and more specific task, thus adapting to the educational level. The students will be divided into six teams, so there will be six final products. Product number 1: Role-playing “Egyptian society”; Product number 2: Model “The farming year of the Nile”; Product number 3: Dramatisation "The Egyptian gods and the judgement of Osiris"; Product number 4: Learning by doing “The mummification process”; Product number 5: Learning by doing “Hieroglyphic writing”; Product number 6: Model “Architecture: tombs and temples”.	
4. CURRICULAR CONCRETION	
SPECIFIC COMPETENCES	
Specific competence number 1. To develop the final product, each team must search,	

select, treat, and organise information on the aspect of Ancient Egypt. Specific competence number 5. Critically analyse the inequality present in Ancient Egyptian civilization as opposed to the democratic and constitutional principles that should govern community life. Specific competence number 6. Understand the historical processes of ancient Egypt. Specific competence number 7. Value the cultural heritage of ancient Egypt.

SUBJECT	EVALUATION CRITERIA	BASIC KNOWLEDGE
Geography and History	1.2	GEH.2.B.2
	3.4	GEH.2.B.3
	3.5	GEH.2.B.5, GEH.2.B.16
	6.1	GEH.2.B.5, GEH.2.B.16
	5.1	GEH.2.B.7., GEH.2.B.7.1, GEH.2.B.8, GEH.2.B.8.1, GEH.2.B.9
	6.2	GEH.2.B.7., GEH.2.B.7.1, GEH.2.B.8, GEH.2.B.8.1, GEH.2.B.9

GUIDELINES FOR THE SPECIFIC COMPETENCE

Of the nine specific competencies that the legislation establishes for Geography and History, the four listed below are intended to be worked on through this learning situation; the first is the one that will be developed with greater depth. Likewise, together with each competence, the operational descriptors for the 2nd ESO associated with the theme of Ancient Egypt will be worked on.

CONNECTION WITH THE COMPETENCE PROFILE AT THE END OF THE SECOND YEAR/EXIT PROFILE

Specific competence number 1 (descriptors LCC 2, LCC 3, DC 1, DC 2); specific competence number 5 (descriptors LCC 5, CC 2, CC 1, CAEC 1); specific competence number 6 (descriptors CC 1, CC 2, CAEC 1, LCC 5 and PSLLC 3); specific competence number 7 (descriptor CAEC 1, PSLLC 1).

5. DIDACTIC SEQUENCING

ACTIVITIES (TYPES AND CONTEXTS)	EXERCISES (COGNITIVE RESOURCES AND PROCESSES)
Session number 1	Introduction. Cognitive processes: Analogical, logical, analytical, and systemic.

Session number 2	The introduction continues, but in this case not about the content of the topic, but about the way of working to produce the final product. Cognitive process: Logical.					
Sessions number 3, 4, and 5	Development sessions. Cognitive processes: Logical, deliberative, analytical, practical, and creative.					
Sessions number 6, 7, and 8	The students will present their final products. Cognitive processes: Reflexive, critical, creative, and deliberative.					
Session 9	Session of synthesis, recapitulation, and consolidation of the learning acquired. Gymkhana. Cognitive processes: Logical, analytical, reflexive, and critical.					
6. ORDINARY EDUCATIONAL ATTENTION MEASURES AT THE CLASSROOM LEVEL						
General measures. Specific measures. UDL adaptations						
UDL PRINCIPLES	UDL GUIDELINES					
Motivate-Activate	Students are grouped into teams and are informed that they must work together to achieve a final product. This approach has a motivating character for the students who must begin to assume that they will have to play an active role.					
Structure	Students are offered a structure not only of the topic but also of the step-by-step that they must follow to work as a team satisfactorily.					
Explore	Students explore the features of ancient Egypt, but they also do so through active listening to their classmates' presentations.					
Apply-Evaluate	Students must apply what they have learned through the presentations of the final products of their classmates to the resolution of a series of simple activities.					
7. EVALUATION OF WHAT IS LEARNED						
LEARNING ASSESSMENT PROCEDURES						
EVALUATION CRITERIA	OBSERVATION INSTRUMENTS	RÚBRICAS				
		Insufficient (IN) From 1 to 4	Pass (SU) Between 5 and 6	Good (BI) Between 6 and 7	Merit (NT) Between 7 and 8	Distinction (SB) Between 9 and 10

1.2	Team portfolio, Final product					
3.4, 3.5	Individual student portfolio, Team portfolio, Final product					
5.1	Team portfolio, Final product					
6.1, 6.2	Individual student portfolio					

EVALUATION ASSESSMENT OF UDL MEASURES FOR DIVERSITY

The visually handicapped student will be given a seat in front of the class, always close to the digital board. Bigger letters on worksheets and bold letters will be used. More oral activities and the use of body language when presenting new vocabulary will be used. And also, ICTs will be employed when necessary. On the other hand, the two native English students can offer extra support to those students with greater difficulty in the English language. Considering that one of the primary goals of UDL is effective inclusion by minimising the physical, sensory, cognitive, and cultural barriers that may exist, it is important to evaluate the diversity accommodations made in developing this learning situation. First and foremost, the teacher must assess, through observation of the process and the results achieved, whether the student with a visual impairment had the same learning opportunities as the rest of his team, i.e., whether he was provided with the resources and support necessary to perform his work within the cooperative group in which he worked, and whether the group in which he participated was the most appropriate for him to feel support, help, and equality to the others. Secondly, the teacher must assess, including through direct observation of the process and results, whether the preparation of the final products was planned so that all students could participate.

COMPETENCE PERFORMANCE LEVEL

The teacher will also have to evaluate the level of competence performance acquired by

the students at the end of the learning situation "Living Ancient Egypt". Each evaluation criterion is linked to a or several specific competences of the subject, as well as one or several operational descriptors of the exit profile for 2nd ESO. Finally, taking into account that it is a bilingual learning situation, the assessment of the degree of performance acquired by the whole student body in the multilingual competence should also be taken into consideration by the teacher, as it will provide very valuable information to make proposals and improvement not only with respect to the design of this learning situation but also the whole of the Bilingualism Project of the school.

TEACHING PRACTICE EVALUATION PROCEDURES	
Indicator	Instrument
Co-evaluation instruments for students (To evaluate classmates, to evaluate the exposures of the rest of the groups)	Questionnaires
Individual student portfolio (worksheets), team portfolio (work diary, the drafts of the tasks, gymkhana worksheet), Final product	Rubrics
Instrument for students to evaluate the teacher	Questionnaires
Instrument for teacher self-assessment	Self-assessment sheet

Table 8: Scheme of the learning situation "Living in Ancient Egypt", following the model of the Junta de Andalucía

FINAL PRODUCT NUMBER 1: ROLE-PLAYING “EGYPTIAN SOCIETY”
Some Ideas for Role Playing

I am the pharaoh and I
am the queen of
Ancient Egypt!



PHARAOH

She tells what her life was like
that of his family, as well as that
of the nobles around her.

- Figure 1:

Figure 1: Pharaoh

- Figure 2:

I am the scribe and I
like to write on
papyrus!



SCRIBE

He tells how his work was for the
pharaoh, as well as that of the rest
of the officials and soldiers that
make up his army. Although it
does not delve into many details
about hieroglyphic writing, it will
be covered by another group.

Figure 2: Scribe

- Figure 3:

I am the priest and I control all the properties and lands of the sanctuary!



PRIEST

He explains what his role was in Egyptian society.

Figure 3: Priest

- Figure 4:

I am the merchant and I import and export products from several neighboring countries.



MERCHANT

He details his day-to-day life, the products he traded, the trade routes, etc. It also differs in that within the same group of him there was a social differentiation between the great merchants and other more modest ones.

Figure 4: Merchant

- Figure 5:

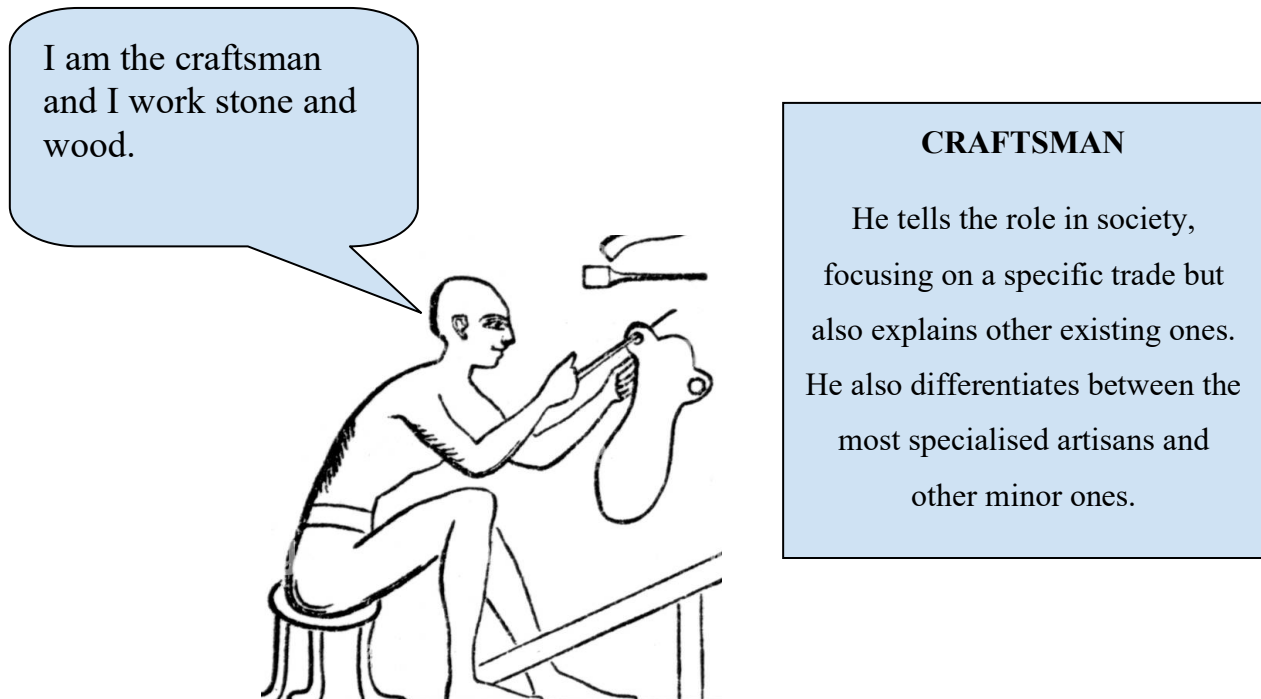


Figure 5: Craftsman

- Figure 6:

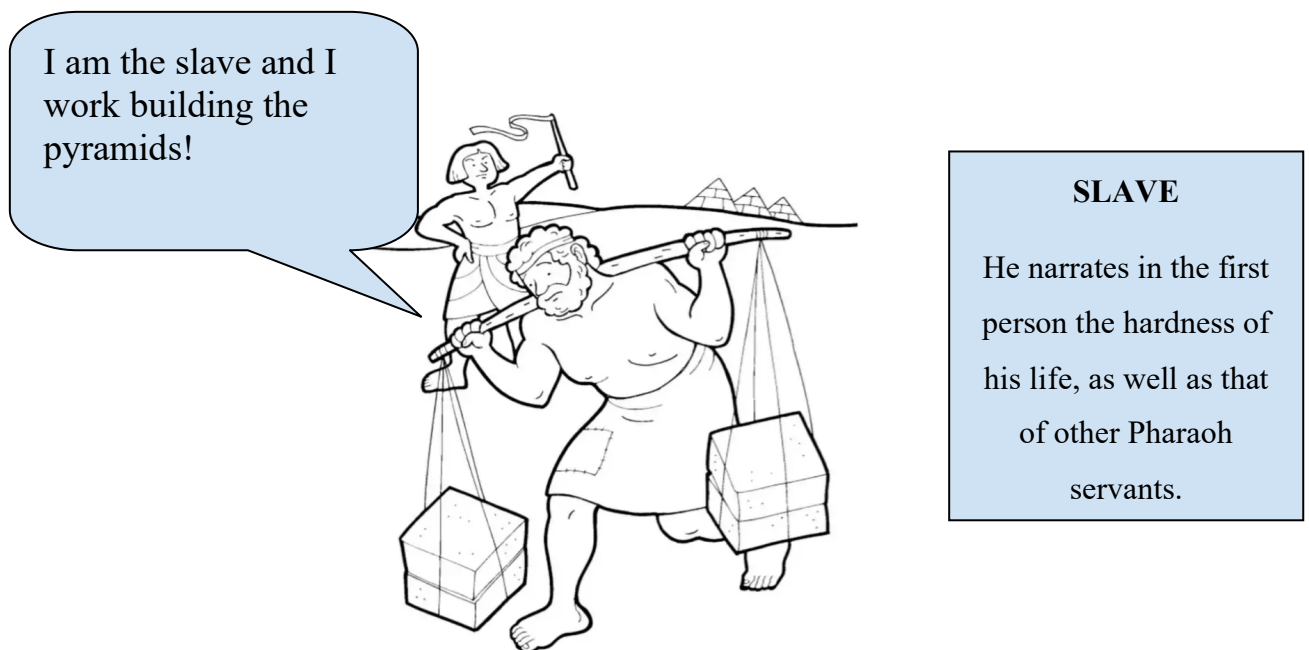


Figure 6: Slave

WORKSHEET NUMBER 1: "EGYPTIAN SOCIETY"

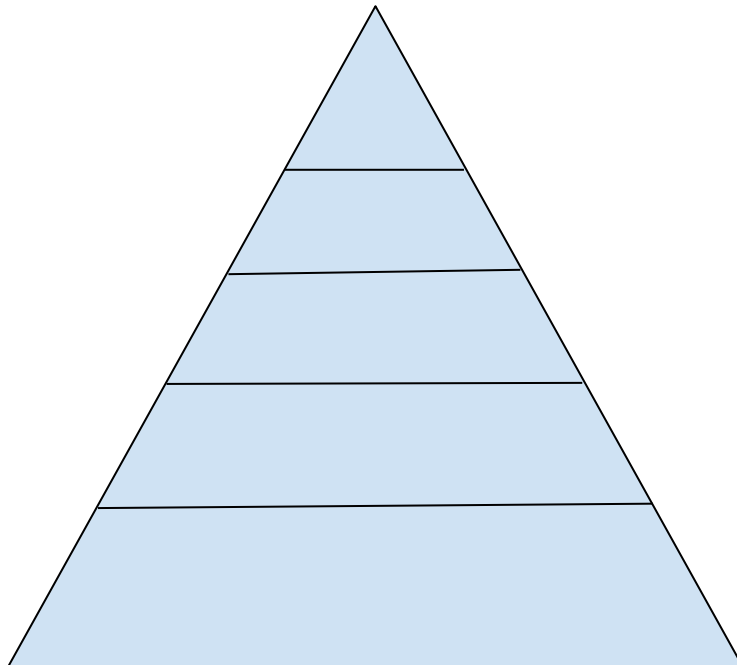
Student version

1. Answer these questions in your notebook:

- a) What title did the king of Egypt take?
- b) What were his powers?
- c) Do you think he had a lot of power or not? Why?

2. Copy the following pyramid in your notebook and label it with the social groups in Ancient Egypt:

Pharaoh, slave, craftsman, merchant, priest, scribe, soldier.



3. Who is who?

SOCIAL GROUPS
Pharaoh
Priest
Soldier
Scribe
Craftsman
Merchant
Peasant

1. He lived in the temple.
2. He was the messenger of the gods and he ruled in their names.
3. He knew how to write and do Maths.
4. He was in the army, which help, protect the city and maintain order.
5. He lived in the city and had a business trading different products.
6. She worked in a workshop, making products such as pottery.
7. She lived in the village and worked the land.
8. After the harvest, she and her family gave a portion of the crop to the pharaoh as a tax.
9. He helped the pharaoh by writing down the laws and transcribing his orders.
10. He leaded religious ceremonies and managed the temple.
11. He lived in the palace.
12. His business was near the port, so they can trade up and down the river.

WORKSHEET NUMBER 1: "EGYPTIAN SOCIETY"

Teacher version

1. Answer these questions in your notebook:

a) What title did the king of Egypt take?

Pharaoh

b) What were his powers?

Political power (as a king).

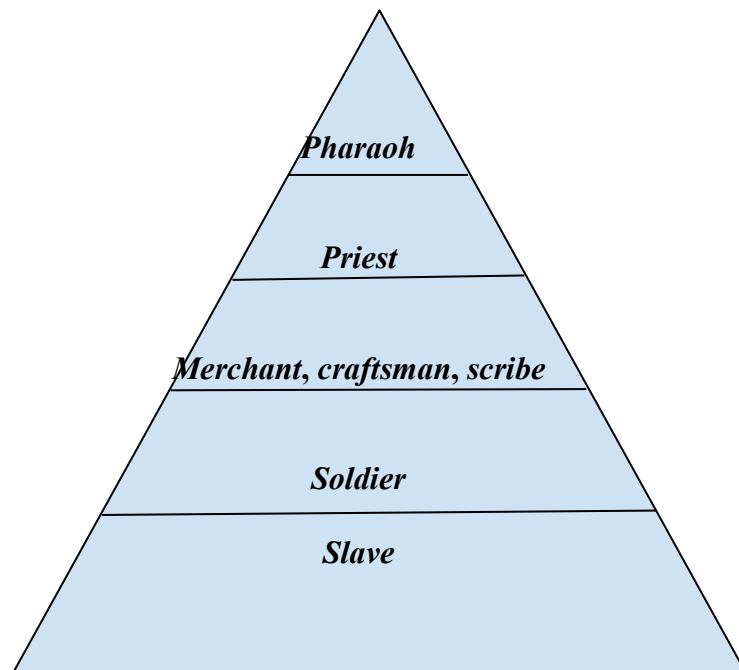
Military power (as a military leader).

Religious power (as a religious leader).

c) Do you think he had a lot of power or not? Why?

Of course: YES. Because he concentrated all the powers.

2. Copy the following pyramid in your notebook and label it with the social groups in Ancient Egypt:

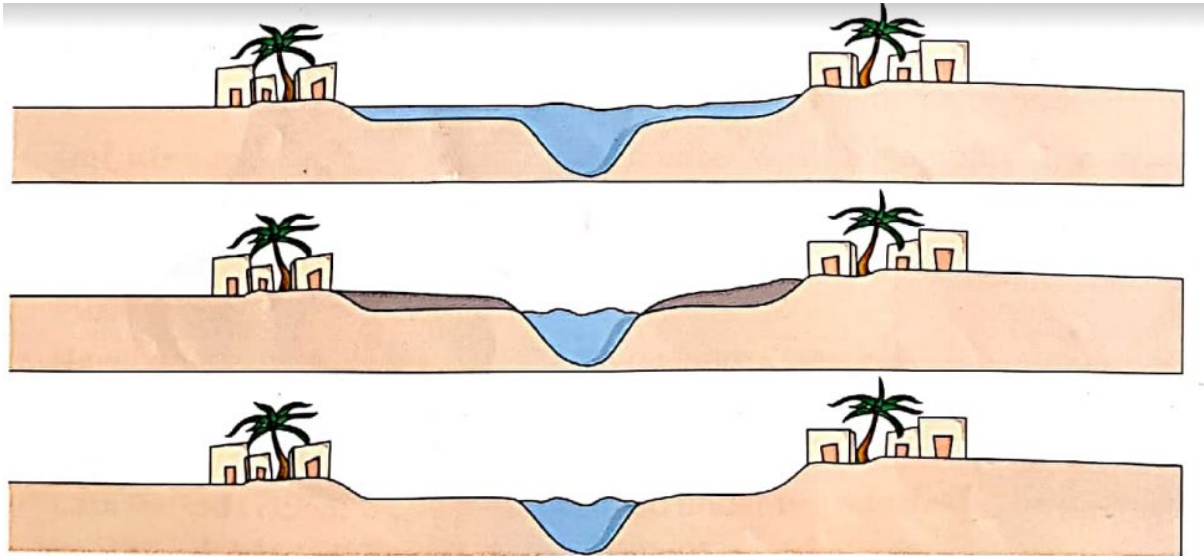


3. Who is who?

SOCIAL GROUPS
Pharaoh
Priest
Soldier
Scribe
Craftsman
Merchant
Peasant

1. He lived in the temple. **Priest**
2. He was the messenger of the gods and he ruled in their names. **Pharaoh**
3. He knew how to write and do Maths. **Scribe**
4. He was in the army, which help, protect the city and maintain order. **Soldier**
5. He lived in the city and had a business trading different products. **Merchant**
6. She worked in a workshop, making products such as pottery. **Craftsman**
7. She lived in the village and worked the land. **Peasant**
8. After the harvest, she and her family gave a portion of the crop to the pharaoh as a tax. **Peasant**
9. He helped the pharaoh by writing down the laws and transcribing his orders. **Scribe**
10. He leaded religious ceremonies and managed the temple. **Priest**
11. He lived in the palace. **Pharaoh**
12. His business was near the port, so they can trade up and down the river. **Merchant**

FINAL PRODUCT NUMBER 2: MODEL “THE FARMING YEAR OF THE NILE”
Sketch of the models to be made by the students

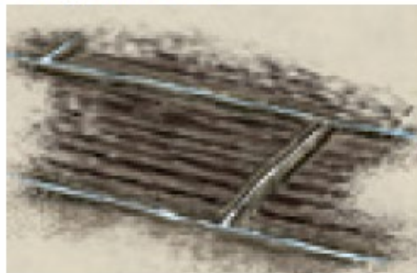


Agrarian technology

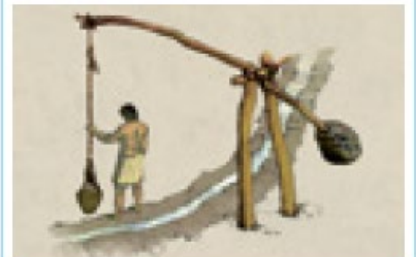
The plough



Irrigation canals



The shadoof



The sickle



The hoe



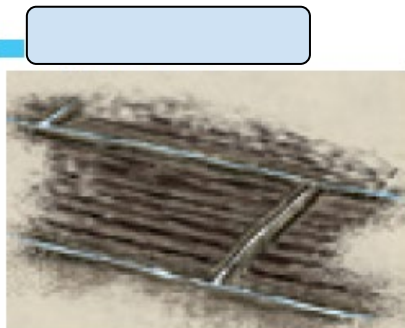
WORKSHEET NUMBER 2: “THE FARMING YEAR OF THE NILE”
Student version

1. Study the images of the flooding of the Nile and answer the questions in your notebook:

- a) What were the seasons of the farming year? Indicate what farm work was done during each one.
- b) Why was Egyptian agriculture irrigated?

Season	Farm work
	The fields were watered using canals and irrigation channels.
	Using a plough pulled by oxen, the peasants turned over the soil and dug in the seeds.
	The cereal crops were harvested and stored.

2. Write the correct name in the pictures:



WORKSHEET NUMBER 2: "THE FARMING YEAR OF THE NILE"

Teacher version

1. Study the images of the flooding of the Nile and answer the questions in your notebook:

a) What were the seasons of the farming year? Indicate what farm work was done during each one.

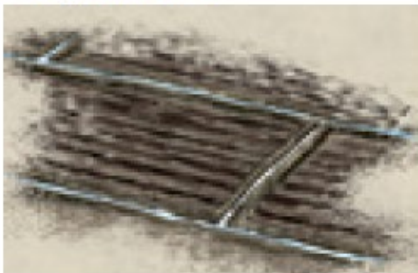
Season	Farm work
<i>Floods (Summer)</i>	The fields were watered using canals and irrigation channels.
<i>Growth or sowing (Winter)</i>	Using a plough pulled by oxen, the peasants turned over the soil and dug in the seeds.
<i>Harvest (Spring)</i>	The cereal crops were harvested and stored.

b) Why was Egyptian agriculture irrigated?

Because they used the water of the river Nile for watering the fields.

2. Write the correct name in the pictures:

Irrigation canals



The shadoof



Agrarian technology

The plough



The hoe



The sickle



FINAL PRODUCT NUMBER 3: "THE EGYPTIAN GODS AND THE JUDGEMENT OF OSIRIS"

Example of a script to be carried out by students

To attain life after death, the deceased had to pass the Judgment of Osiris, a tribunal made up of gods and presided over by Osiris. During the judgement, the god Anubis placed the heart of the deceased on one side of a set of scales and on the other, the feather of the goddess Maat, who symbolised justice and truth. While the gods questioned the deceased about their conduct during their earthly life, the weight of the heart would increase or decrease. If the soul was free of guilt, the heart would be rewarded with eternal life. If their soul was burdened with guilt, the heart of the deceased would be devoured by Ammit, a monstrous creature.

S1: I am Osiris, the god of death, I suppose you want to achieve the afterlife!

S2: Yes, oh great Osiris!

S1: Here next to me is the god Anubis!

Anubis approaches and stands in front of the man...

S3: I am the god Anubis, and I have the scale where I have your heart and the feather of the goddess Maat!

S1: How have you behaved in earthly life? Have you committed many crimes?

S2: I have been a good person in general, oh great god Osiris!

S3: Do not lie to the god Osiris because we know everything about you!

The man, leaning over, speaks with a sad but firm voice.

S2: I have not committed any crime, oh god Anubis, the worst thing I have done was steal some apples.

The weight of the heart was decreasing as the person was talking to the gods.

S1: I see that you speak the truth and we are verifying that it is true.

S3: You will be rewarded with eternal life!

S2: Thank you very much, oh great gods Osiris and Anubis!

In this way, the soul of man went on to meet eternal life...

WORKSHEET NUMBER 3: "THE EGYPTIAN GODS AND THE JUDGEMENT OF OSIRIS"

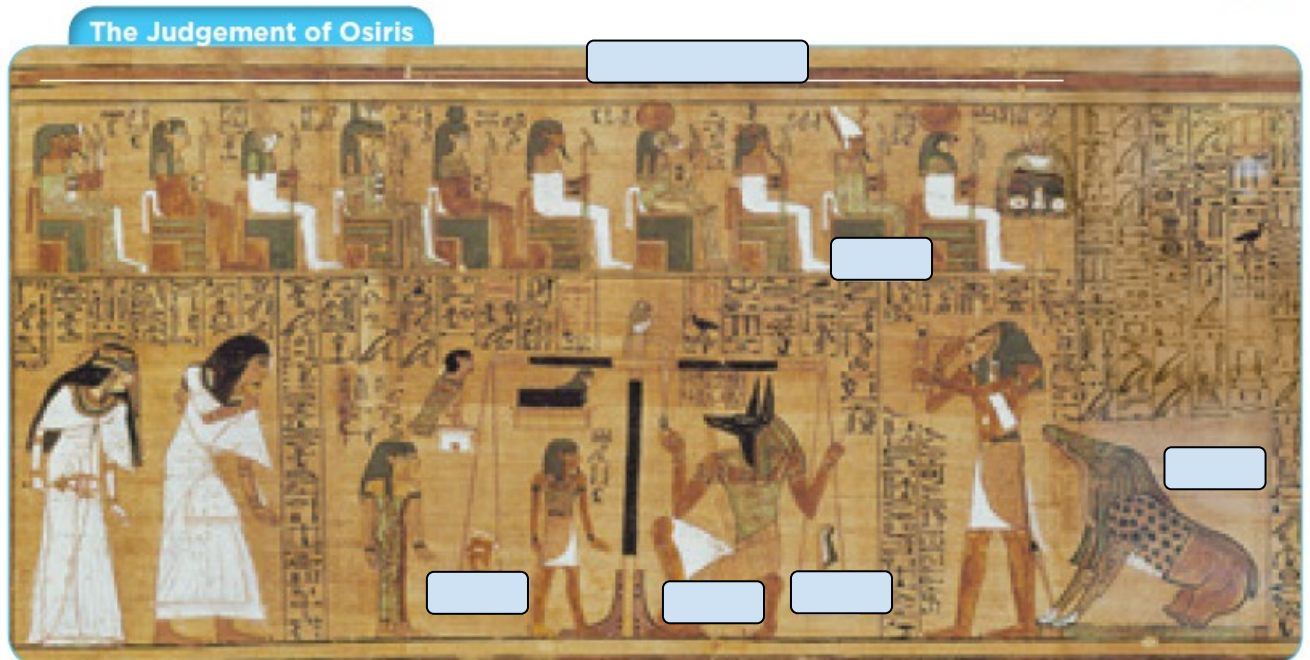
Student version

1. Match each attribute with its respective god:

- a) He is represented with a falcon's head and a solar disc
- b) He is represented with a falcon's head and a double crown
- c) He is represented with a jackal's head
- d) She is represented with a solar disc and cow horns
- e) She is represented with a throne-shaped crown and a cross
- f) She is represented with a crown with two feathers

- 1. Anubis
- 2. Horus
- 3. Ra
- 4. Isis
- 5. Osiris
- 6. Hathor

2. Complete with names:



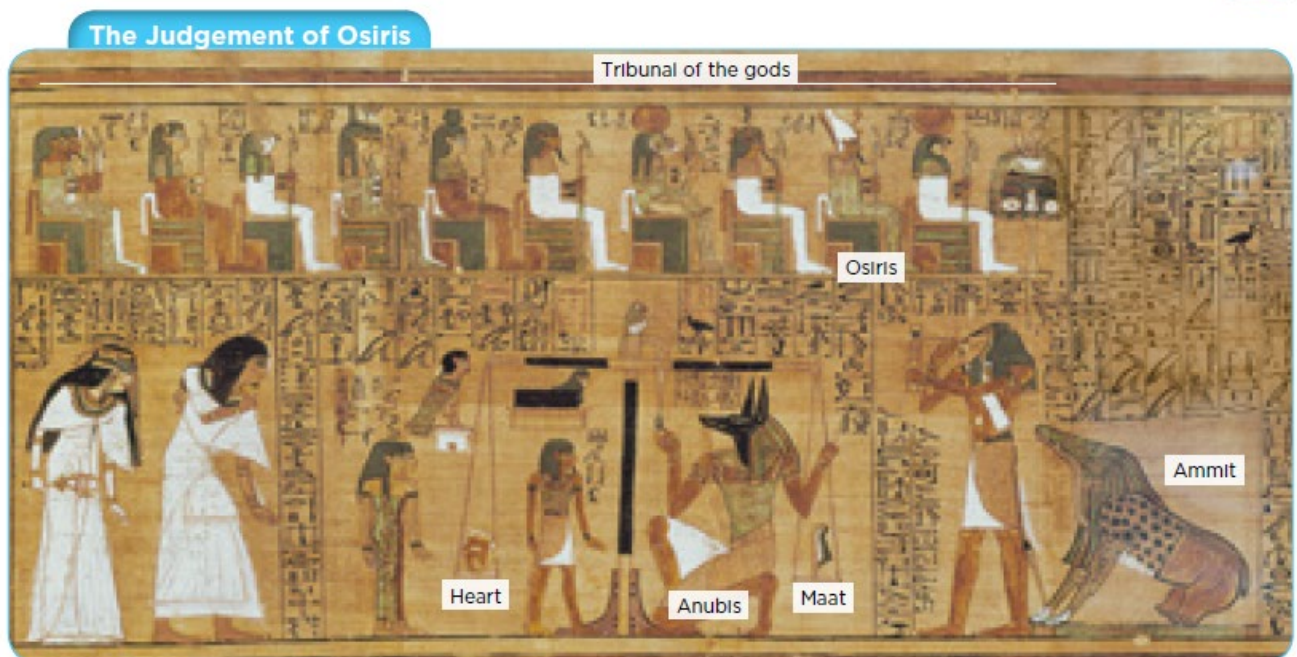
WORKSHEET NUMBER 3: "THE EGYPTIAN GODS AND THE JUDGEMENT OF OSIRIS"

Teacher version

1. Match each attribute with its respective god:

- g) He is represented with a falcon's head and a solar disc **3. Ra**
- h) He is represented with a falcon's head and a double crown **2. Horus**
- i) He is represented with a jackal's head **1. Anubis**
- j) She is represented with a solar disc and cow horns **6. Hathor**
- k) She is represented with a throne-shaped crown and a cross **4. Isis**
- l) She is represented with a crown with two feathers **5. Osiris**

2. Complete with names:



FINAL PROJECT NUMBER 4: LEARNING BY DOING “THE MUMMIFICATION PROCESS”

Idea to customise a doll as a mummy

- Figure 7:



Figure 7: Doll customised as a mummy

WORKSHEET NUMBER 4: “THE MUMMIFICATION PROCESS” Student version

1. Put in order (from 1 to 8) the steps of the mummification process: (1 extra point)

Number	Steps
	Cover the corpse with salt and let it dry for 40 days.
	Deposit the mummy in a coffin decorated with brightly coloured paintings.
	Fill the body with myrrh, cinnamon and perfumes. Sew the incision.
	Keep the organs in containers called "canopic vessels." Their covers represent the four sons of the god Horus.
	Make an incision in the side of the corpse with a piece of flint and remove all the organs except the heart and kidneys.
	Place the coffin in a stone box or sarcophagus.
	Remove the brain of the deceased through the nostrils with a metal hook.
	Wrap the corpse in layers of bandages, charms, and jewellery.

WORKSHEET NUMBER 4: “THE MUMMIFICATION PROCESS” Teacher version

1. Put in order (from 1 to 8) the steps of the mummification process: (1 extra point)

Number	Steps
5	Cover the corpse with salt and let it dry for 40 days.
7	Deposit the mummy in a coffin decorated with brightly coloured paintings.
4	Fill the body with myrrh, cinnamon and perfumes. Sew the incision.
3	Keep the organs in containers called "canopic vessels." Their covers represent the four sons of the god Horus.
2	Make an incision in the side of the corpse with a piece of flint and remove all the organs except the heart and kidneys.
8	Place the coffin in a stone box or sarcophagus.
1	Remove the brain of the deceased through the nostrils with a metal hook.
6	Wrap the corpse in layers of bandages, charms, and jewellery.

FINAL PRODUCT NUMBER 5: LEARNING BY DOING “HIEROGLYPHIC WRITING”

Sketch of the flashcards with the Egyptian alphabet and step by step for the manufacture of "papyrus"

- Figure 8:

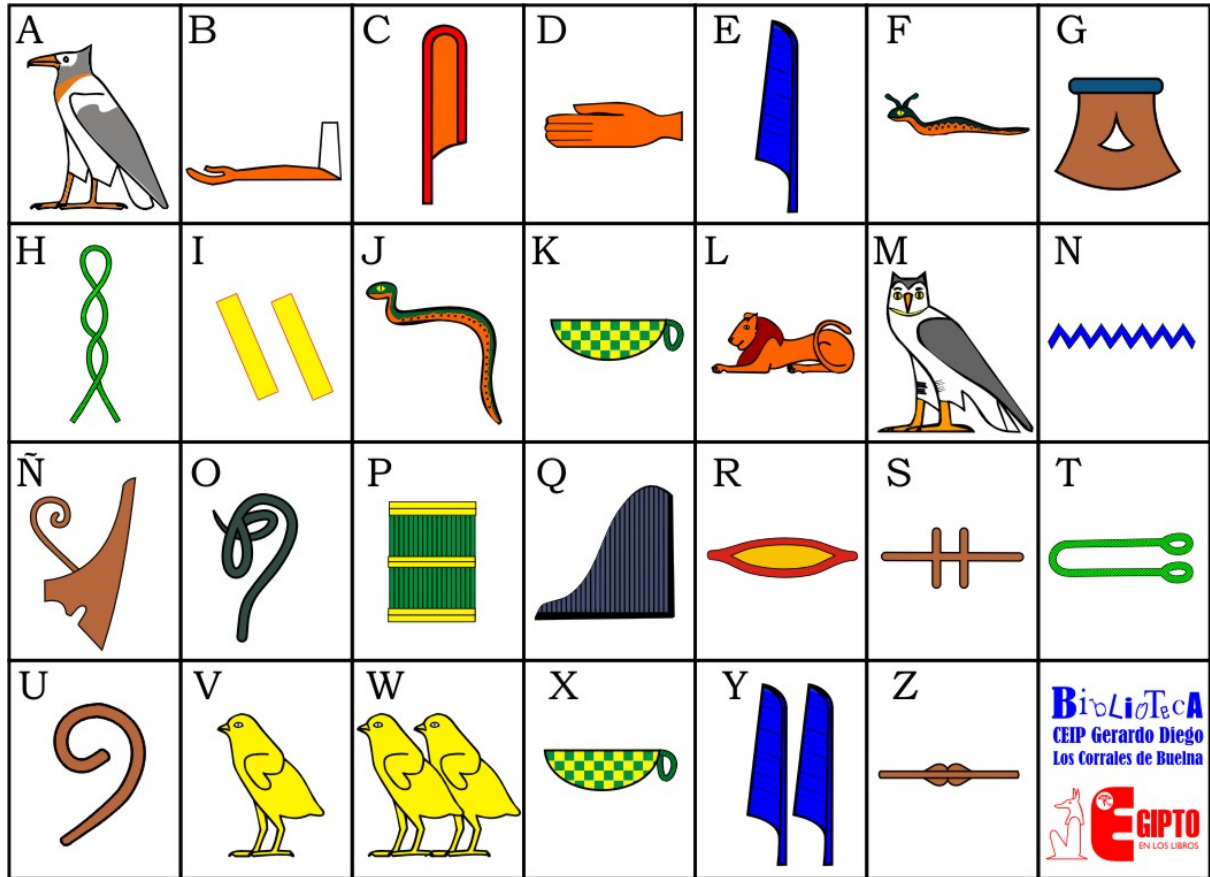
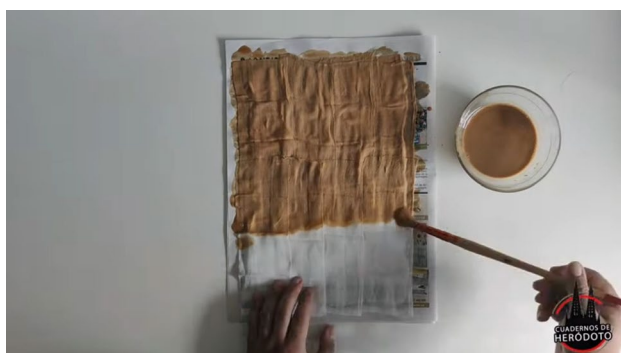
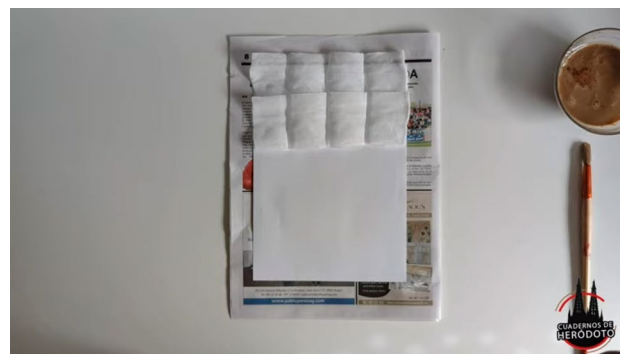


Figure 8: Egyptian alphabet

The step by step to make "papyrus" is as follows:

- Step 1: Put into a container with white glue water, more or less half the amount of water available in the container, and then remove the glue so that it mixes with the water.
- Step 2: A coffee sachet is thrown into the mixture and we stir it until a brown liquid remains.
- Step 3: Place a sheet of paper on top of a piece of newspaper and place the bandages, first making a horizontal layer to cover the entire sheet. Cover all the

gauze with the mixture and let the papyrus dry for a day. In this way, we will have a rigid papyrus where they can make different drawings.



WORKSHEET NUMBER 5: "HIEROGLYPHIC WRITING"

Student version

1. Fill in the gaps:

Writing was used in [] from 3250 BC. To begin with, a [] **script** was used, in which the meaning of words was represented with figures and []. The Egyptians used this writing for [] on the walls of temples and []. They also used it to draw up official documents written on papyrus – a form of [] obtained from the plant of the same name. Hieroglyphic writing was deciphered in the 19th century thanks to the study of the [] **Stone**.

2. Fill in this box:

Writing type	
Support on which it was written	
Instruments and materials	

3. Write your name in hieroglyphics:

WORKSHEET NUMBER 5: "HIEROGLYPHIC WRITING"

Teacher version

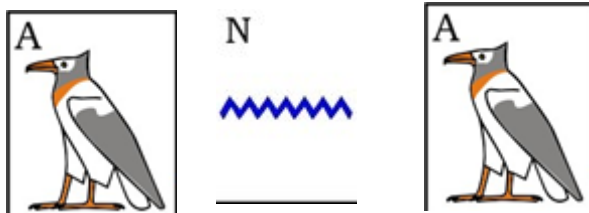
1. Fill in the gaps:

Writing was used in Egypt from 3250 BC. To begin with, a **hieroglyphic script** was used, in which the meaning of words was represented with figures and drawings. The Egyptians used this writing for inscriptions on the walls of temples and tombs. They also used it to draw up official documents written on papyrus – a form of paper obtained from the plant of the same name. Hieroglyphic writing was deciphered in the 19th century thanks to the study of the **Rosetta Stone**.

2. Fill in this box:

Writing type	<i>hieroglyphic</i>
Support on which it was written	<i>papyrus, stone</i>
Instruments and materials	<i>feather (papyrus), chisel (stone)</i>

3. Write your name in hieroglyphics:



FINAL PRODUCT NUMBER 6: MODEL “ARCHITECTURE: TOMBS AND TEMPLES”

Sketches of the models to be made by students

- Figure 9:

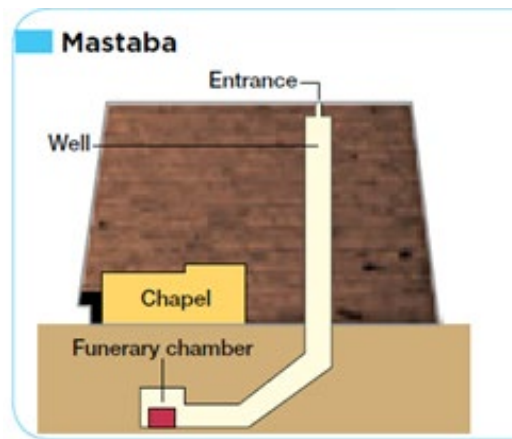


Figure 9: Mastaba

- Figure 10:

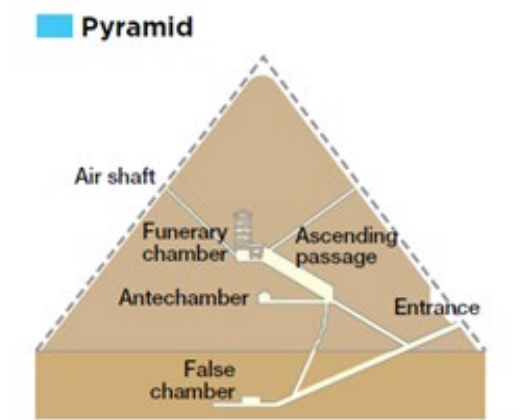


Figure 10: Pyramid

- Figure 11:

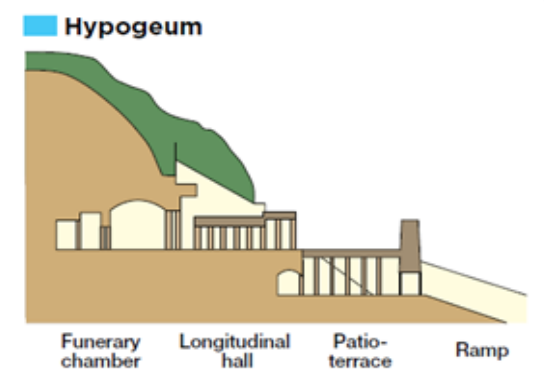
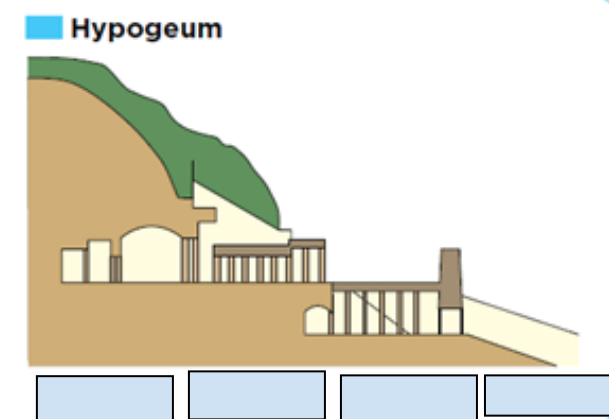
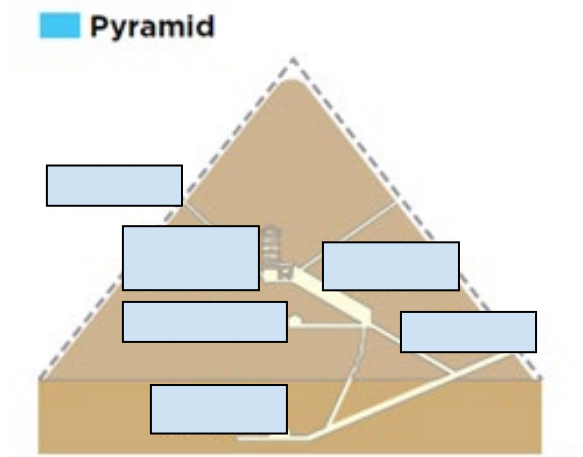
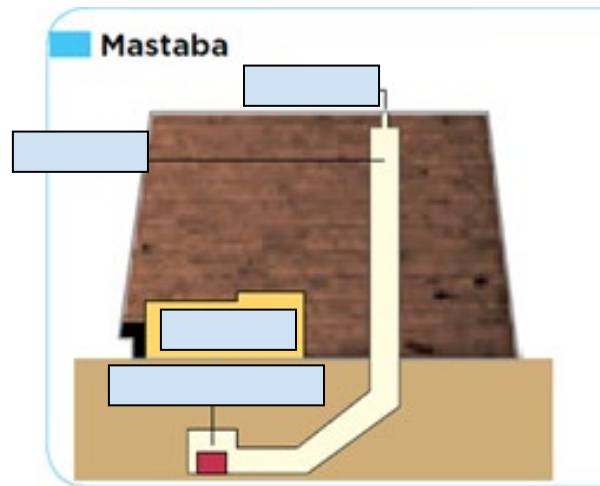


Figure 11: Hypogeum

WORKSHEET NUMBER 6: "ARCHITECTURE: TOMBS AND TEMPLES"
Student version

1. Put the correct name:



2. Read an answer:

Despite the many variations and continuous enrichment recorded over the centuries, it can be affirmed that some characteristics of Egyptian art have remained unchanged. Among them, the fondness for the use of large masses and gigantic proportions, the predominance of the straight line and the wonderful solidity of its constructions.

- Architecture:

The greatest and most monumental buildings of the ancient world are found in Egypt. Among them, its funerary monuments and its temples are worth mentioning.

- Tombs:

At the beginning, the Egyptians buried their deceased in the sand, in simple wooden coffins and since this was not enough to achieve the conservation of the corpses, they were protecting them with increasingly grandiose buildings which stood out.

- The mastaba:

Simple rectangular-shaped constructions, made with smooth stone and without major decorations. In one corner of it was an engraved tombstone, which closed the mouth of a deep well full of stones and sand. At its bottom was the burial chamber, with the coffin, surrounded by various objects.

- The pyramids:

Since the mastabas did not protect the deceased from the greed of bandits, the Egyptians devised increasingly grandiose and safe constructions. This is how they built the pyramids, of which more than a hundred are still preserved.

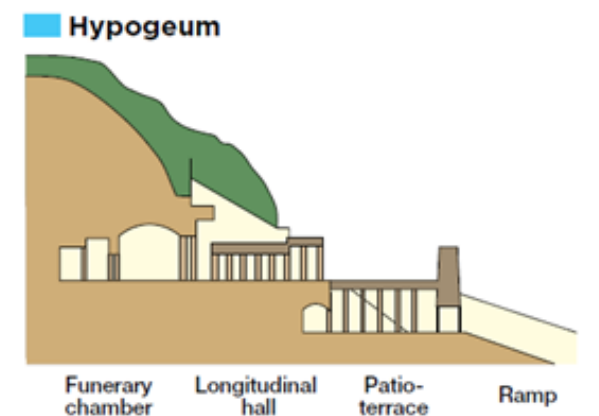
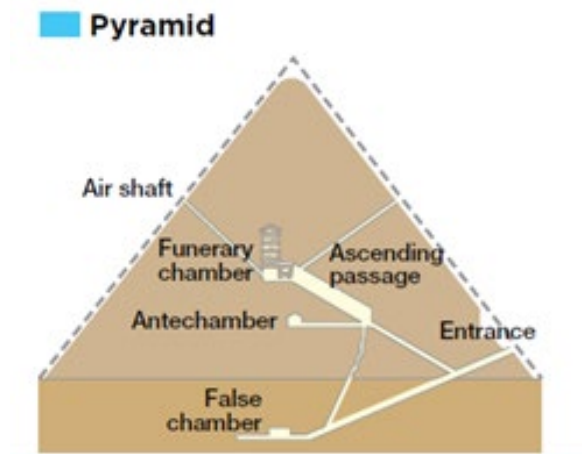
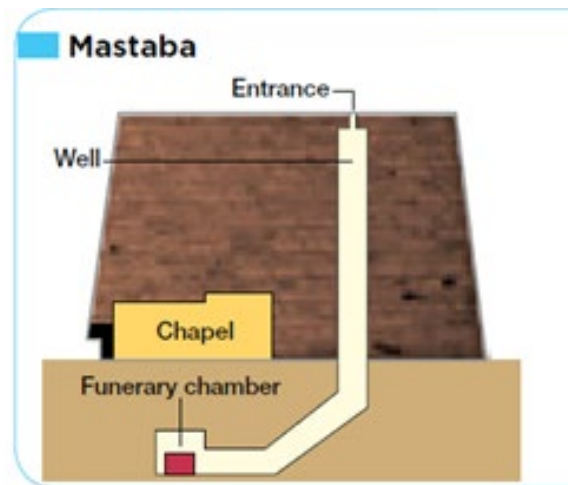
- The hypogeum:

Nor did the pyramids protect the remains of the pharaohs from the assault of robbers. For this reason, from the 6th dynasty the construction of underground tombs (hypogea) began, excavated on the slopes of the mountains and in places of difficult access. They were huge galleries —some more than 100 metres long— opened in the rock and leading to sumptuous burial chambers, supported by columns, and also covered with paintings and bas-reliefs with scenes from the life of the deceased.

- a) What can we find in the corner of the mastabas?
- b) What was the hypogeum?
- c) How long is the hypogeum?
- d) What kind of monuments does the text talk about?

WORKSHEET NUMBER 6: "ARCHITECTURE: TOMBS AND TEMPLES"
Teacher version

1. Put the correct name:



2. Read an answer:

Despite the many variations and continuous enrichment recorded over the centuries, it can be affirmed that some characteristics of Egyptian art have remained unchanged. Among them, the fondness for the use of large masses and gigantic proportions, the predominance of the straight line and the wonderful solidity of its constructions.

- Architecture:

The greatest and most monumental buildings of the ancient world are found in Egypt. Among them, its funerary monuments and its temples are worth mentioning.

- Tombs:

At the beginning, the Egyptians buried their deceased in the sand, in simple wooden coffins and since this was not enough to achieve the conservation of the corpses, they were protecting them with increasingly grandiose buildings which stood out.

- The mastaba:

Simple rectangular-shaped constructions, made with smooth stone and without major decorations. In one corner of it was an engraved tombstone, which closed the mouth of a deep well full of stones and sand. At its bottom was the burial chamber, with the coffin, surrounded by various objects.

- The pyramids:

Since the mastabas did not protect the deceased from the greed of bandits, the Egyptians devised increasingly grandiose and safe constructions. This is how they built the pyramids, of which more than a hundred are still preserved.

- The hypogeum:

Nor did the pyramids protect the remains of the pharaohs from the assault of robbers. For this reason, from the 6th dynasty the construction of underground tombs (hypogea) began, excavated on the slopes of the mountains and in places of difficult access. They were huge galleries —some more than 100 metres long— opened in the rock and leading to sumptuous burial chambers, supported by columns, and also covered with paintings and bas-reliefs with scenes from the life of the deceased.

What can we find in the corner of the mastabas? ***It was an engraved tombstone.***

What was the hypogeum? ***It was a construction of underground tombs.***

How long is the hypogeum? ***It is more than 100 metres long.***

What kind of monuments does the text talk about? ***The text talks about funerary monuments.***

WORKSHEET NUMBER 7: GYM KANA “PHARAOH’S TREASURE”

Student version

In high school, the treasure of a rich pharaoh of Egypt is hidden, to find it, you must follow the following clues. Each clue will take you to a place where a letter of the Egyptian alphabet is hidden. All the letters together will indicate the place where the pharaoh's mummy and his luxurious trousseau rest. Good luck!

Pharaoh's Treasure is in:

The clue number 1 is where the Nile flows

The clue number 2 is where where life springs from the ground

The clue number 3 is where the pharaoh rules

The clue number 4 is where people trade

The clue number 5 is where where we can climb to the top of the pyramid

The clue number 6 is where the soldiers defend the pharaoh’s palace

The clue number 7 is where Ammit eats the bad students

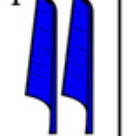
Clue 1	Clue 2	Clue 3	Clue 4	Clue 5	Clue 6	Clue 7

WORKSHEET NUMBER 7: GYMkana “PHARAOH’S TREASURE”

Teacher version

In high school, the treasure of a rich pharaoh of Egypt is hidden, to find it, you must follow the following clues. Each clue will take you to a place where a letter of the Egyptian alphabet is hidden. All the letters together will indicate the place where the pharaoh's mummy and his luxurious trousseau rest. Good luck!

Pharaoh's Treasure is in:

Pista 1	Pista 2	Pista 3	Pista 4	Pista 5	Pista 6	Pista 7
L	I	B	R	A	R	Y
						

The clue number 1 is where the Nile flows (*fountain*)

The clue number 2 is where where life springs from the ground (*scholar orchard*)

The clue number 3 is where the pharaoh rules (*principal’s office*)

The clue number 4 is where people trade (*cafeteria*)

The clue number 5 is where where we can climb to the top of the pyramid (*stairs*)

The clue number 6 is where the soldiers defend the pharaoh’s palace (*concierge*)

The clue number 7 is where Ammit eats the bad students (*coexistence classroom*)

DARTBOARD ASSESSMENT Self-assessment instrument for students

- Figure 12:

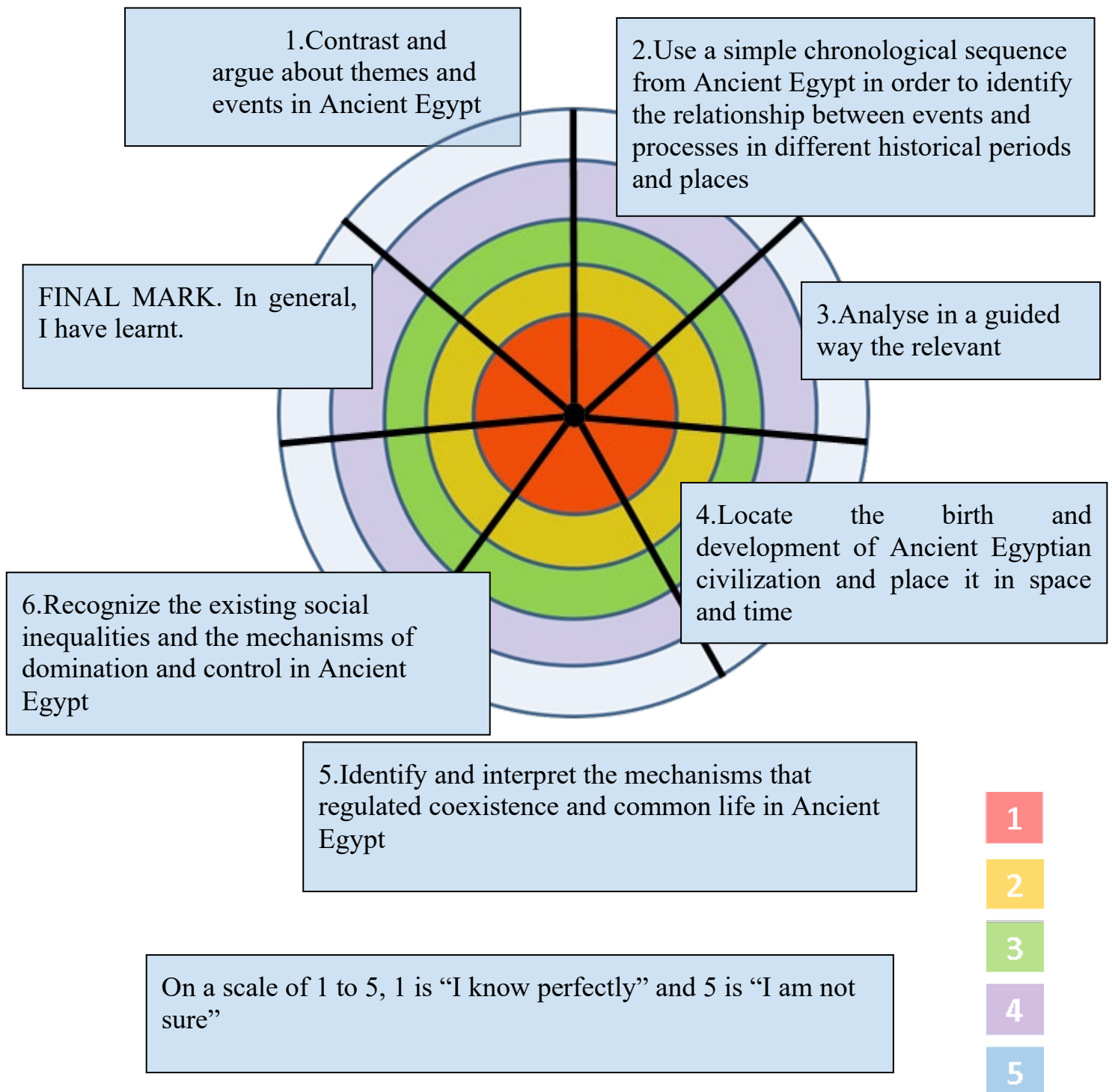


Figure 12: Dartboard Assessment

QUESTIONNAIRES Co-evaluation instruments for students

To evaluate classmates

- Table 9:

	Levels		
Aspects	Always	Sometimes	Never
Participates in making team agreements			
Complies with assigned tasks			
Participates in all activities agreed upon by the team			
Helps colleagues in need			

Table 9: Questionnaire to evaluate classmates

To evaluate the exposures of the rest of the groups

- Table 10:

	A lot	Quite	A bit	Nothing
CONTENT				
The way of presenting the topic to the audience has been attractive				
Examples and data have been used to facilitate understanding				
The time spent has been adequate				
LANGUAGE				
The language has been correct and clear				
The expression has been fluid				
Gestures and body posture have been appropriate				
OTHER ASPECTS				
Has memorised the text				

Has looked at the script				
The class has been invited to ask questions				

Table 10: Questionnaire to evaluate the exposures of the rest of the groups

RUBRICS Instruments to assess students
--

- Table 11:

Individual student portfolio (worksheets)				
	1	2	3	4
Evaluation criterion 3.4.	The student understands little the chronology of Ancient Egypt	The student understands with help the chronology of Ancient Egypt	The student understands without help the chronology of Ancient Egypt	The student optimally understands the chronology of Ancient Egypt
Evaluation criterion 6.1.	The student does not integrate into the culture of Ancient Egypt	The student rarely identifies in Ancient Egyptian culture	The student identifies with the culture of Ancient Egypt	The student is fully immersed himself in the culture of Ancient Egypt
Evaluation criterion 6.2.	The student takes time to recognize the social inequalities of Ancient Egypt	The student recognizes with help the social inequalities of Ancient Egypt	The student recognizes without help the social inequalities of Ancient Egypt	The student perfectly recognizes the social inequalities of Ancient Egypt

Table 11: Rubric for individual student portfolio

- Table 12:

Team portfolio (work diary, the drafts of the tasks, gymkhana worksheet)				
	1	2	3	4
Evaluation criterion 1.2.	The student rarely identifies the events of Ancient Egypt	The student identifies with help the events of Ancient Egypt	The student identifies without help the events of Ancient Egypt	The student clearly identifies the events of Ancient Egypt
Evaluation criterion 3.5.	The student rarely differentiates the relevant historical	The student differentiates the relevant historical change	The student differentiates the relevant historical change	The student differentiates the relevant historical change

	change processes that the Egyptian civilization	processes that the Egyptian civilization with help	processes that the Egyptian civilization without help	processes that the Egyptian civilization
Evaluation criterion 5.1.	The student rarely identifies the social and political patterns of Ancient Egypt	The student identifies with help the social and political patterns of Ancient Egypt	The student identifies without help the social and political patterns of Ancient Egypt	The student clearly identifies the social and political models of Ancient Egypt

Table 12: Rubric for team portfolio

- Table 13:

Final product				
	1	2	3	4
Evaluation criterion 1.2.	The student rarely contrasts the historical evidence of Ancient Egypt	The student contrasts with help the historical evidence of Ancient Egypt	The student contrasts without help the historical evidence of Ancient Egypt	The student clearly contrasts the historical evidence of Ancient Egypt
Evaluation criterion 3.5.	The student rarely identifies the cultural elements of Ancient Egypt	The student clearly identifies the cultural elements of Ancient Egypt with help	The student clearly identifies the cultural elements of Ancient Egypt without help	The student clearly identifies the cultural elements of Ancient Egypt
Evaluation criterion 5.1.	The student rarely identifies the religious organisation of Ancient Egypt	The student identifies with help the religious organisation of Ancient Egypt	The student identifies without help the religious organisation of Ancient Egypt	The student clearly identifies the religious organisation of Ancient Egypt

Table 13: Rubric for the final product

QUESTIONNAIRE ABOUT THE TEACHER PRACTICE

Instrument for students to evaluate the teacher

The students have to put a cross being 1 "not at all", 2 "somewhat", 3 "quite a lot" and 4 "a lot".

- Table 14:

	1	2	3	4
The teacher has shown interest in his students				
The teacher has motivated the whole class				
The teacher has resolved our doubts				
The teacher has guided us in carrying out the activities				
The teacher has fostered a good atmosphere in the class				

Table 14: Questionnaire about the teacher practice

SELF-ASSESSMENT SHEET OF TEACHING PRACTICE Instrument for teacher self-assessment
--

- Table 15:

	1	2	3	4
The learning objectives are clearly defined				
I have planned the sequence selecting objectives and contents that fit into the official curricula				
The sequence has a final task that makes sense and is appropriate to the objectives, content, and evaluation criteria				
I have taken into account the diversity of the students in terms of abilities, different cognitive levels, rhythms and styles of work, skills, learning styles...				
I have facilitated interdependence and individual responsibility within small and large group work				
I have provided a free, motivating and democratic classroom climate				
I have used and proposed conflict resolution strategies to the students				
I have used scaffolding techniques to help and support students (modelling, visualisation, experimentation, demonstrations, gestures...)				
I have established and carried out moments of evaluation, self and formative peer evaluation in which the student has been able to make changes based on the feedback received				
I have reflected on and evaluated my teaching work throughout the development of the sequence, making modifications (in the tasks, in the contents, in the methodology...) when necessary				

Table 15: Self-assessment sheet of teaching practice