

## INSTRUCTIONS TO ELABORATE THE TEACHING UNIT

- 1) Title. It must be a title that identifies it with the content and the topic of the teaching unit. It can be determined by the subject, by the interests of the students, by aspects of social life, etc., and to motivate the student can be formulated as a statement or as a question.
- 2) Contextualization. A brief description of the environment of the school, as well as the social level, economic and cultural development of families, and then focus on the course. Therefore, you should describe your classroom: number of students, level, diversity of students, available resources, etc. You can use the data of a center and classroom that you know, for instance the classroom of your practices.
- 3) Grounds for your work. Both in the overall program of the course (explaining the place to carry out the unit, the temporalization ...) and in the legal frame (LOMCE, Curriculum of Asturias).
- 4) Learning objectives. The concrete learning of the Area of Mathematics that you want the students to get when working this unit.
- 5) Contents. They must be clearly related to the above objectives. They mean: theoretical knowledge (concepts), practical skills (procedures), and values and emotional rules (attitudes). They are usually defined as nouns.
- 6) Key competences. The contribution of the Teaching Unit to the development of the different competences should be mentioned, and in which specific aspects of each one of them appears.
- 7) Methodology. It is about the methodological and specific principles of the area, the role of the teacher and students, the resources to be used, groupings, times, organization.... The proposed methodology will determine the sequence of activities to be developed later. It refers to strategies of action and decision making before, during and after the classroom activity. In short, its purpose is to describe how to create learning situations in the classroom. Among other things,
  - a. From the level of development of the student and his previous knowledge.
  - b. How to promote the construction of meaningful learning.
  - c. Work on the development of multiple intelligences.
  - d. Introduce learning activities by discovery.
  - e. Use technology resources.
  - f. Promote autonomy of students (learning to learn).
- 8) Sessions. A sequence of activities is proposed throughout a set of sessions. The activities should follow 3 phases: introduction, development and consolidation. They should be: attractive, motivational, consistent with the objectives that have been proposed, appropriate to the students' abilities. Indicate the type of student grouping

required for each activity (individual, couples, small groups or the entire group). The activities will be interactive, sufficient for the objectives, realistic with the effort that is demanded and the time, and they should involve materials according to them.

Activities may be proposed for the verification of students' previous knowledge. Types of activities: oral or written expositions of the teacher or student, wordplay techniques, essays, auditions, viewing of films or other material, dictations, annotations, questionnaires, personal creations, games, problem solving, readings, Internet searches.

- 9) Attention to diversity. When designing the Teaching Unit, it is necessary to take into account how to adapt the times, the materials, the resources, the activities and even the objectives, contents and evaluation to the heterogeneity and diversity of the students. The Unit that is designed may require sometimes the concrete action with a certain student who has specific educational needs.
- 10) Related topics. Such as: reading comprehension, oral and written expression, audiovisual communication, use of technologies and education in values. It is possible to carry out specific activities, to propose cooperative games instead of competitive, to propose the Teaching Unit from the perspective of the transversal topic ...
- 11) Learning standards. They are the fundamental references, both for the evaluation of the level of acquisition of the competences, and for the verification of the degree of acquisition of the objectives. They must allow distinguish different degrees of achievement (achievement indicators). They are directly related to the objectives, the contents and the competences.
- 12) Evaluation. It is a question of trying to know if the students achieve the learning objectives formulated. It is necessary to clearly indicate the evaluation criteria and instruments:  

The evaluation criteria, which accurately describe what the teacher wants to value, are the main reference point for evaluating students' learning. They must clearly refer to the knowledge that the students must have, and the practical use of those knowledges. They will be directly related to the objectives and the contents.

Evaluation tools, such as observation, task analysis, individual follow-up, or oral or written tests are the means we use to materialize the above criteria. It is necessary to establish a weighting of all of them, in order to arrive at the final mark.

It is also necessary to self-evaluate our own teaching practice: if we have adapted the material to the level of the students, if we have motivated it properly, if the explanations have been efficient, the appropriate activities, the correct sequencing, ...
- 13) References. Bibliography and webpage used are cited, using a standard, such as the APA standards.