

TRABAJO FIN DE MÁSTER

CURSO ACADÉMICO 2021-2022



4th of ESO Didactic Programme:

A Road Trip across the USA:

Route 66.

Titulación de Postgrado: Máster Universitario en Profesor de Educación Secundaria Obligatoria y Bachillerato.

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1. Abstract

In this paper a Didactic Programme designed to be taught in 4th of ESO (Secondary Compulsory Education) will be developed. The Programme was specially created to be taught at the high school Enrique Tierno Galván, located in the neighbourhood of Orcasur, in the South of Madrid. Additionally, the Didactic Programme was developed following the State and the Community of Madrid regulations, as well as the high school project for the academic year 2021-2022.

With the aim of capturing the students' interest on the English language subject, this Programme follows the same theme across its units: *A trip across the USA: Route 66*. In each Unit, students will get the chance to learn more about one of the famous stops on the Route and the American culture. Furthermore, at the same time, they will work on their speaking, writing, reading and listening English skills.

Resumen

En este trabajo se desarrolla una Programación Didáctica destinada a enseñarse en 4^o de la ESO en el instituto Enrique Tierno Galván, situado al Sur en Madrid, en Orcasur. Esta programación cumple con la normativa estatal y de la Comunidad de Madrid y cumple con el reglamento del instituto para el curso 2021-2022.

Con el fin de captar el interés de los alumnos en la asignatura de inglés, esta Programación sigue la misma temática a través de sus nueve unidades: la Ruta 66. En cada unidad, los alumnos tendrán la oportunidad de descubrir una parada en la famosa Ruta y de aprender más sobre la cultura estadounidense. Estos conocimientos se complementarán con actividades que permitirán a los alumnos desarrollar su expresión oral y escrita en lengua inglesa, así como su comprensión lectora y auditiva.

2. Acknowledgements

First of all, I would like to thank my tutor, Jesús Sevillano Martín, for carrying the map of this journey across the United States, and for guiding me when I was not sure about which route to take.

Second of all, I wanted to thank Rocío Stevenson Muñoz for believing in me before getting to know me, and for letting me apply a shorter version of this Didactic Programme at the I.E.S. Enrique Tierno Galván.

Finally, I would like to thank my family for taking me with them on their road trip across Route 66. Without them, this Programme would have been much harder to develop, and for teaching me to never stop travelling.

"If you want to know the truth of who you are, walk until not a person knows your name.

Travel is the great leveler, the great teacher, bitter as medicine, crueller than mirror-glass. A long stretch of road will teach you more about yourself than a hundred years of quiet introspection."

The Wise Man's Fear, Patrick Rothfuss (2012)

3. Foundation

The main goal of education, no matter its type (formal, non-formal or informal), is preparing students for their future lives, for the struggles and duties that come with adulthood (Ríos, 2020). For this reason, I believe that formal education must mirror life outside the classrooms. In order to achieve that, formal education must align forces with non-formal and informal settings. That way, teachers, together with students, will be able to build knowledge with a sense of purpose and a clear goal: to prepare students to be capable citizens of the world, citizens that are able to manage themselves (Coll & Miras, 2001).

The writer Oliver Sacks says on his book *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* (1985) that "very young children love and demand stories, and can understand complex matters presented as stories". In my opinion, this strategy can also be applied to adults. Teachers must find the way of conveying the content of their subjects by adapting it to the interests of the students and challenge them to grow.

With that in mind, this paper aims at designing a dynamic Didactic Programme that sparks the students' interest while teaching them about the culture and history of the United States of America, and, more specifically, about Route 66: what it represents, its history and the stories and lives attached to this famous road. All this cultural knowledge will be developed and expanded following the specific content requirements established by the educational institution and the Spanish and Madrid's education laws.

I chose the topic of the Route 66 because it is a broad enough to cover particular areas of knowledge, such as literature, history or culture. Furthermore, I wanted to make the students live the English language, to make them feel closer to it and to show them that learning English is not only about grammar rules or vocabulary, but also about the culture and the people who live in English speaking countries.

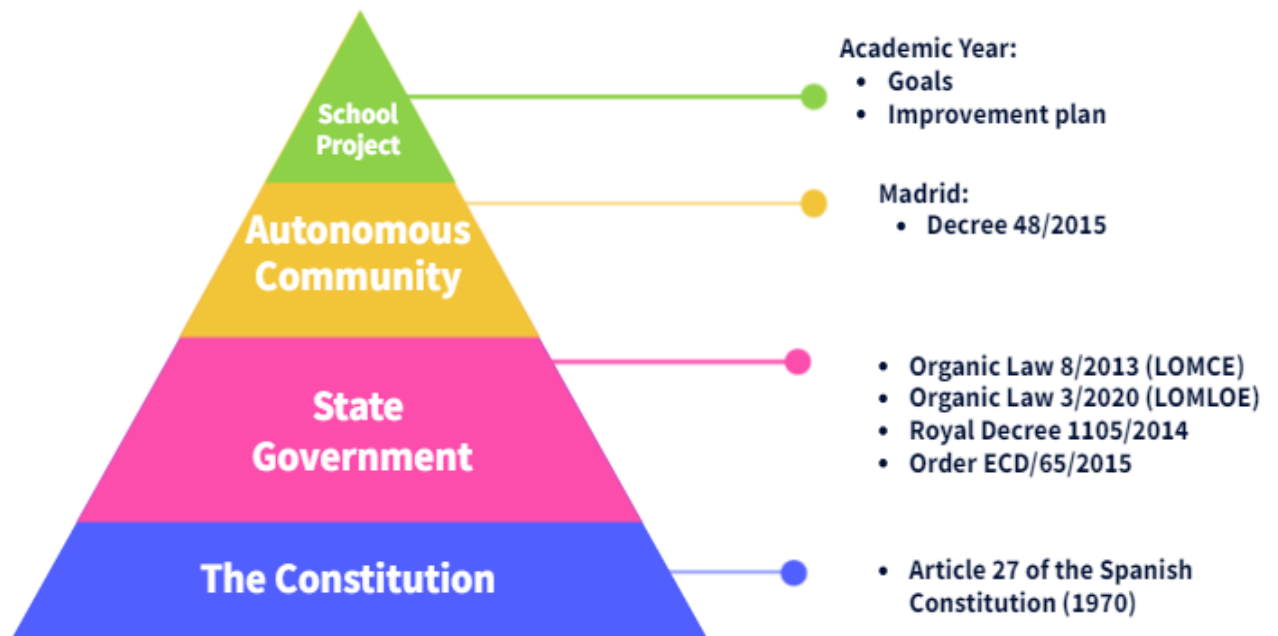
To sum up, throughout this paper, I will try to motivate the students and help them find a purpose to keep studying English. One of the most heard comments in the Spanish classrooms is that learning English does not make sense if you are not planning on travelling to an English speaking country. Hence, I decided to bring Route 66 to the class.

4. Legal Framework

With regards to Education, Spain follows a clear and structured legal framework. Thus, the following regulations are the ones that a Didactic Programme taught in Spain and the Autonomous Community of Madrid needs to comply with:

Article 27 of the Spanish Constitution (1978) recognizes education as a citizens' right for the first time in the Spanish legislation. Since the Education Organic Law of 1990 (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo) education is compulsory between the ages 6 to 16 and, as a consequence, the education during that period is free of costs.

In Spain, the legal competences regarding education are divided between the State government and the Autonomous Communities. State laws are published in the Official State Gazette (*Boletín Oficial del Estado*) and the Education Laws of the Autonomous Community of Madrid, that is the city in which this paper is going to focus, are published in the Official Gazette of the Community of Madrid (*Boletín Oficial de la Comunidad de Madrid*). This Didactic Programme was developed according to the following legislation:



State Government

- ❖ Organic Law 8/2013 (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa) (LOMCE): It is the educational framework currently in place. It regulates the educational system and, thus, the Compulsory Secondary Education.
- ❖ Organic Law 3/2020 (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación) (LOMLOE): This Law is expected to replace the Organic Law 8/2013 completely by 2024. The changes introduced with the LOMLOE aim to update and improve the Organic Law 2/2006 (LOE). At this point in time, only some aspects of the Law have been applied, such as the evaluation criteria and the conditions for promoting to the next level of studies (Portal del sistema educativo español, 2021).
- ❖ Royal Decree 1105/2014 (Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato): This official statement establishes the standard curriculum for Compulsory Secondary Education and Baccalaureate studies.
- ❖ Order ECD/65/2015 (Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria y el bachillerato): The current instruction that explains the connections between the competences, contents and evaluation criteria that must be met in the Elementary and Secondary Education and the Baccalaureate.

Autonomous Community of Madrid Regulations

- ❖ Decree 48/2015 (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria): in this official statement, the Community of Madrid specifies the curriculum that students must complete during their Compulsory Secondary Education studies. The paragraph a) of the Article 8 establishes the core subjects, those that are compulsory for everyone attending high school.

Being English one of them, the contents, evaluation criteria and learning standards are developed in the Annex I of the Decree.

School Project

The Didactic Programme described in this paper was created to be taught at the I.E.S. Enrique Tierno Galván. Thus, it must meet the goals established by the educational centre and the Improvement Plan developed for the academic year 2021-2022 in the General Annual Programme of the high school.

- ❖ Goals: throughout the academic year, these are the main goals that the educational centre wants to achieve:
 1. Reduce drop-out rates and improve the students' academic achievements
Improve the basic tools to measure the students' learning such as rubrics, scales and checklists.
 2. Create a better learning and working environment
 3. Boost team work and improve the coordination across departments.
 4. Build a better high school image
 5. Foster cooperation between families, teachers, students and the non-teaching staff.
 6. Increase the amount of activities done outside of the high school premises to build a better sense of community in the neighbourhood.
 7. Optimize the high school premises and its installations (2021, pp. 40-46).

- ❖ Improvement Plan: The I.E.S. Enrique Tierno Galván is committed to improve its performance, that is why all the goals mentioned above count with their own improvement plan that will be taken into account at the time of developing this Didactic Programme, such as motivating students to study by using tools to improve their self-esteem to support the achievement of Goal Number 1 or to foster the participation of students in the decision making process to support the achievement of on Goal Number 6 (2021).

5. Context Analysis

As it was previously mentioned, this Didactic Programme was created to be taught at the I.E.S. Enrique Tierno Galván, a public high school located in the South of Madrid, in Avenida de Andalucía 6, which is part of the Orcasur neighbourhood and the Usera district. In this particular case, the focus will be on the 4th year of Compulsory Secondary Education (*Educación Secundaria Obligatoria*) in which the students age range is between 15 and 16 years old, except in very specific cases.

Most of the students that attend the I.E.S. Enrique Tierno Galván live in the Usera district, which has one of the highest unemployment rates in Madrid and it is one of the districts with the lowest average annual income in the city (Ayuntamiento de Madrid, 2019; 2022). Additionally, there is a significant amount of people that has not finished their Elementary studies and the rate of foreign population in 2021 amounted to 24.58 %. Most of the immigration that decides to settle in the Usera district comes from South America and Asia (Ayuntamiento de Madrid, 2021). In fact, Usera is known as the Chinese neighbourhood of Madrid.

Nonetheless, Usera is currently under development: the unemployment rate decreased during the period 2013-2019 (Gullió & Alcalá, 2019, pp. 34-37), and projects such as the Development Plan focused in the South and East of Madrid (*Plan de desarrollo del Sur y el Este de Madrid*), a Town Hall initiative to decrease the socio-economic gap between the Districts of the capital, are helping improve the neighbours living conditions (Ayuntamiento de Madrid, 2018). As a consequence, the socio-economic and educational level of the students' families that attend this high school is also ameliorating (EducaMadrid, n.d.-a).

Apart from Compulsory Secondary Education studies, the I.E.S. also offers Baccalaureate studies (Bachillerato) and Basic, Medium and Higher Vocational Training (Ciclos de Grado Medio, Grado Superior y FP Básica) focused in a wide range of topics, such as automation, electricity or IT studies (EducaMadrid, n.d.-b).

The high school has 1,352 students¹ from different nationalities, ethnicities and backgrounds. Furthermore, there are 85 students enrolled in the high school compensatory education programme and 15 students that need a non-significant curricular accommodation (*ACNEE*) (I.E.S. Enrique Tierno Galván, 2021).

Given the context in which the I.E.S. Enrique Tierno Galván is located, this institution focuses on trying to get the students and their families more involve in the high school day to day life and to strengthen its relationship with the outside world. This way, the school expects to improve the student's academic results and to tackle school leaving early issues and academic failure (I.E.S. Enrique Tierno Galván, n.d.). As an example of the high school's attempts to engage the students, a garden has been grown inside the institution premises as part of the Sustainable School Garden Network (*red de huertos escolares sostenibles*) developed by the Town Hall. Thanks to this, the students of 3rd of ESO can study Applied Botany as an optional subject. Furthermore, students are also encouraged to pick vegetables and create their own dishes (EducaMadrid. n.d.-c).

The students of Compulsory Secondary Education begin their lessons at 8:30 and finish at 2:30 if they do not have to stay for remedial classes. They receive English lessons four times per week and each period lasts 55 minutes (I.E.S. Enrique Tierno Galván, n.d.). The number of students per class changes depending on the level of education.

Regarding the people working at the I.E.S., the high school includes 120 teachers, 5 counsellors, and 8 people working as non-teaching staff (secretariat, head teaching office). The English Department is composed of nine people: seven English teachers and two language assistants from United States. (I.E.S. Enrique Tierno Galván, 2021). Aside from teaching English, the Department organizes different activities and trips with the objective of bringing the language closer to the students' daily lives. An example of this practice is the organization of a trip to Ireland with the students of 4th of ESO, in which they get to live for a week with an Irish family. Nonetheless, extra-curricular and out-of-the-school activities will be dealt with in depth later on.

¹ This number is subject to change due to the fact that there are students that may come or leave the school in the middle of the school year.

As it was previously mentioned, this Didactic Programme is designed for students currently studying the 4th year of Compulsory Secondary Education. The class is composed of 29 students: 12 boys and 17 girls. From those students, two of them have ADHD and one of them has dyslexia. The contents and objectives of the Programme will not be changed for these students. However, exercises will be adjusted to their circumstances.

All this data has a deep impact in the way in which the English lessons are taught at the I.E.S. It is imperative to take into account the social and economical status of the students and their families at the time of creating this Didactic Programme, as well as the many issues that the students may face outside of the classroom, such being exposed to drugs; or to join criminal gangs, and the lack of parental control due to the families long working schedule.

6. Objectives

During the Compulsory Secondary Education, the students studying in the Community of Madrid must meet the goals specified by the Decree 48/2015. The Spanish education system distinguishes two types of objectives: General objectives, which refer to the contents and competences that the students must meet at the end of each school year, and specific objectives, which are those contents and competences acquired in a particular subject throughout each school year.

6.1. General objectives

According to Article 3 of the already mentioned Decree, this is the knowledge that the students must have acquired by the end of their Compulsory Secondary Education studies. These general objectives established in the Official Gazette of the Community of Madrid (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria) can be found in [Annex 1](#) to this document.

6.2. Specific objectives of the English subject

All of these goals will take an essential role in the teaching of the Didactic Programme. However, some of them will be practiced even more in depth, such as:

- ✚ Take charge of their obligations while respecting and being tolerant with each other. Students will develop their work cooperatively and help each other succeed. Furthermore, they will consolidate their knowledge on human rights and equal treatment.
- ✚ Improve the students understanding and the way in which they communicate in the English language.
- ✚ Get to know, value and respect the history, culture and artistic heritage of the United States of America (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria).

Furthermore, based on the evaluation criteria and the learning standards established in the Decree 48/2014 in each Unit, students will acquire the following specific objectives:

UNITS	SPECIFIC OBJECTIVES
Unit 1: The journey begins	<ul style="list-style-type: none"> -To hold a formal conversation and be able to undertake administrative tasks in the English Language. -To write a formal letter asking for information. -To understand written and oral speeches regarding an administrative task (asking for information and booking a trip in a travel agency).
Unit 2: The arrival	<ul style="list-style-type: none"> -To express an opinion in writing in a clear and structured manner. -To understand the historic events that led to the Great Depression. -To organize and structure information in a coherent way to present the main ideas to the class.
Unit 3: Chicago	<ul style="list-style-type: none"> -To exchange information with classmates in a clear way. -To make use of digital tools to create a short clip in English. -To give advice and make assumptions in English in a coherent way and using simple sentence structures.
Unit 4: Pontiac & Joplin	<ul style="list-style-type: none"> -To understand and identify the American influence on some establishments of the city of Madrid. -To talk about day-to-day affairs related to transport in a clear and simple way. -To be creative and original in the presentation of a project.
Unit 5: Amarillo & Tucumcari	<ul style="list-style-type: none"> -To describe events and opinions using relative clauses. -To understand and identify the cultural aspects portrayed in a graphic novel. -To talk politely and clearly about a certain topic, showing respect for the opinion of other classmates and accepting other points of view.

<p>Unit 6: Hualapai Indian Reservation and the Canyons.</p>	<ul style="list-style-type: none"> -To research and create a portfolio with information about indigenous cultures, their traditions and their history. -To present the findings of the team daily tasks in a clear, coherent and structured way. -To write about a travel proposal in the future using the right tenses and expressions
<p>Unit 7: A detour to San Francisco.</p>	<ul style="list-style-type: none"> -To create an informal document selecting adequate information. -To research information and talk about historic events and anecdotes. -To know how to look for relevant information online and learn to identify misinformation.
<p>Unit 8: Driving to Los Angeles.</p>	<ul style="list-style-type: none"> -To identify the main ideas expressed in an interview clip. -To be able to understand the main ideas and language structure of short and simple poetry. -To express opinions and ideas about equal rights and opportunities between genders.
<p>Unit 9: Los Angeles</p>	<ul style="list-style-type: none"> -To create a CV following the Europass model. -To understand and be able to write a magazine article using the passive voice. -To take part in the creation of a short movie scene and enact it in class.

7. Key Competences

The Decree 48/2015 defines "competence" as the ability that students must acquire to be able to apply the contents that they will learn at every level of the secondary education in every subject. According to this Decree, there are seven different key competences that students must train in the secondary compulsory education (pp. 12-13).

These competences are developed in depth in Annex I to this document, which quotes Order ECD/65/2015 published by the Official State Gazette. Hereunder, the key competences will be developed while explaining how each of them is going to be trained in this Didactic Programme:

a) Linguistic communication: this competence is one of the most relevant for the English subject. During the academic year, students will use the English language to communicate their ideas, solve problems and connect with their classmates. While doing so, they will work on the vocabulary and grammar structures learned in the different units. The Order EC/65/2015 establishes that linguistic communication must address these five components:

- ✚ A linguistic component, focused on the elements that form the structure of the language (semantics, grammar, phonetics, orthography, etc.). In each Unit of this Didactic Programme, students will study and practice different grammar and vocabulary skills that will help them develop this component. Furthermore, throughout the year, students will work on improving their pronunciation skills in the English language following the International Phonetic Alphabet, which they will study in Unit 1.
- ✚ Being pragmatic in the discourse deliverance, which will be dealt with in every interaction by providing as much context as possible and showing the students the appropriate way to react depending on the circumstance in which the communication is taken place (written or oral communication; formal or informal contexts).
- ✚ A socio-cultural component, which is composed by the student's conception of the world and the different cultures that live in it. As a foreign language, studying English provides the students the chance to expand their cultural knowledge and get to know the world from another perspective. This component

will be present in all units, and students will get to propose solutions to certain hot topics and talk about their views on migration or indigenous rights in Units 5 and 6 respectively.

✚ A strategic component, in which students will have to analyze information, solve communication problems and improve their listening, reading, writing and speaking skills. Students will need to practice these component following different methods of information analysis. Furthermore, they will need to face difficult situations that they will need to solve using the English language. As an example, in Unit 3, students will participate in a searching contest in which they will need to ask for directions until they get to the final point where they will get a final prize. In addition, students will get to have an immersive experience when they travel to Ireland for a week. There, they will live with an Irish family. Thus, they will need to learn to communicate their needs and preferences in English.

✚ A personal component that focuses on the students' attitude, their motivation and their personality. This aspect of the linguistic communication will make a big difference at the time of evaluating the subject. On the one hand, during the academic year, students will have to work in different projects and perform dialogues in front of the class. These activities will require them to learn how to communicate, work together and trust each other. On the other hand, they will have to be creative to do activities such as writing an opinion column for a magazine. All these activities were developed to increase the motivation of the students and to bring the English language closer to their daily lives. Finally, the students' attitude towards learning and performing these activities has an important impact in their performance.

b) Mathematical competence and basic science and technology competences: These competences —although it may seem that they are not at the core of language learning— are intrinsic parts of our daily lives and, as such, they also play a role in the development of this Didactic Programme. Throughout the units, students will study the impact of the weather in the land (Unit 2), they will learn about the fauna and flora of the Great Canyon and the Bryce Canyon, and they will discuss in a Public Debate Forum the use of "Indian" mascots in United States' high schools (Unit 6). Furthermore, they will deepen their knowledge about the automotive sector (Unit 4). Finally, in Unit

1, while asking for information for a trip at a travel agency, they will have to calculate the costs of making the trip.

c) Digital Competence: in the era of technology, digital competences cannot be disregarded. Even though the resources available for the students that attend this high school also need to be considered, this Didactic Programme aims at teaching the students how to use specific tools with educational purposes, and to show the students how to communicate with others through the internet while teaching them how to recognize misinformation and select the right sources of information.

During the academic year, students will work with social media tools such as Tik Tok, they will be able to create projects in different tools such as Genial.ly or Canva, and they will make use of game platforms such as Kahoot and Wordle to review the content learned in the units. In Unit 1, they will learn to communicate formally via e-mail; in Unit 7 they will expand their technological vocabulary, and in Unit 9, the last unit of the Didactic Programme, they will create a CV in English online using the Europass model.

Finally, the teacher will try to give the students as much of the material and content taught in the Didactic Programme as possible in a digital form, and to teach it with the whiteboard in order to contribute to the digitalization plan of the I.E.S. Enrique Tierno Galván. Nonetheless, it is fundamental to take into account that students do not work with tablets in the classrooms, and that —even if I did not have access to the Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies or Selfie report—, the educational institution still needs to make a lot of improvements to reach an adequate level of digitalization.

d) Learning to learn: one of the main objectives of the school period is to teach students how to learn. By giving them different alternatives to complete an activity, they will be able to try various learning techniques and strategies that, later, they will be able to use in their futures. Additionally, it is fundamental that students learn how to organize themselves and adjust to different deadlines and, also, manage frustration. Acquiring these abilities is essential to build competent adults that can self-regulate and handle their emotions in a healthy way. In this Didactic Programme, students will practice a variety of learning strategies and activities both individually and in teams. For example, when working with a reading exercise, students will have the option to summarize the information by creating a mind map or graphic organizer with the main

ideas or writing a short summary about it. The objective of this variety of options is to motivate them to try new learning strategies while attending their differences. Even if they are learning the same contents, providing them with different options can help making the activity more dynamic.

e) Social and civic competences: students must be prepared to join a democratic society as citizens with full and equal rights. Throughout the units, students will deal with different stories with which they will get to learn various strategies that will open their minds through complex discussions, such as human rights or migration. The I.E.S. Enrique Tierno Galván is located in an area with a significant cultural, social and economic diversity. Thus, discussing topics such as immigration, tolerance, justice,



8

(Khor, 2019, pp. 7-8)

equality and diversity is crucial to foster a positive climate both in and outside the high school premises. As an example, in Unit 2 students will learn about the impact of the Great Depression in the United States society and the consequences that it had worldwide. Furthermore, in Unit 5 students will read some excerpts of the graphic novel: *The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito*, written by Shing Yin Khor, an American citizen born in Malaysia

who decides to drive Route 66 with her dog. In her journey, she will remember her childhood and think carefully about the concepts of identity, nationality and her experience living in the United States (2019).

f) Sense of initiative and entrepreneurship: this competence will be achieved through the completion of different exercises in each unit. Students will complete four team projects, in which the members of each team will have to solve problems and make decisions cooperatively. Furthermore, at the end of each project they will self-evaluate their performance and do a peer-assessment. They will also create their own newspaper magazine and practice their creativity while writing their own comic strip. Students need to learn how to take initiative and to work in teams cooperatively, as these competences are highly appreciated nowadays in the labour market and, in general, they are basic requirements to develop as a human being.

g) Cultural awareness and expression: learning a foreign language is a good method to get to know other cultures: their history, traditions, cultural heritage and beliefs. The nature of this Didactic Programme, called a *Road Trip across the USA: Route 66*, will allow students to dive into the different cultures that cohabit in the United States, such as the American Indian population. Throughout the units, students will discuss about gastronomy —they will learn about the famous Chicago pizza in Unit 3—, cultural heritage —they will study the Beat generation movement in literature and its impact in Unit 8— and beliefs —in Unit 6, they will hear and discuss the legend of the formation of the Hoodoos located in the Bryce Canyon.

Moreover, in Unit 6 they will learn about the importance of biodiversity and the fight against climate change for some American Indian Tribes (Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria y el bachillerato, pp. 6991-7002).

Finally, in the projects, students will be allowed to be creative in their presentations and to use the digital means (Genial.ly; Canva, etc.) they find the most appropriate to present their findings to the rest of the classroom, and they will be encouraged to express their ideas, emotions and experiences through different art forms, like in Unit 9, when they will enact a short movie clip with the help of the language assistant.

To sum up, the table below provides a summary of the key competences that are the most present in each unit of this Didactic Programme. This does not mean that the rest of the competences will not be trained in every unit; the table will only mention the ones that will take a leading role in the completion of each unit.

UNITS	KEY COMPETENCES
Unit 1: The journey begins	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Learning to learn ▪ Mathematic competence and basic science and technology competences
Unit 2: The arrival	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Mathematic competence and basic science and technology competences ▪ Learning to learn ▪ Social and civic competences ▪ Sense of initiative and entrepreneurship
Unit 3: Chicago	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Digital competence ▪ Learning to learn ▪ Cultural awareness and expression
Unit 4: Pontiac & Joplin	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Mathematic competence and basic science and technology competences ▪ Digital competence ▪ Learning to learn ▪ Sense of initiative and entrepreneurship ▪ Cultural awareness and expression
Unit 5: Amarillo & Tucumcari	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Learning to learn ▪ Social and civic competences ▪ Sense of initiative and entrepreneurship ▪ Cultural awareness and expression
Unit 6: Hualapai Indian Reservation and the Canyons.	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Digital competence ▪ Learning to learn ▪ Social and civic competences ▪ Sense of initiative and entrepreneurship ▪ Cultural awareness and expression
Unit 7: A detour to San Francisco.	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Digital competence ▪ Learning to learn ▪ Cultural awareness and expression
Unit 8: Driving to Los Angeles.	<ul style="list-style-type: none"> ▪ Linguistic communication ▪ Learning to learn ▪ Social and civic competences ▪ Cultural awareness and expression

Unit 9: Los Angeles

- Linguistic communication
- Digital competence
- Learning to learn
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

8. Contents

8.1. General contents

As it is established by Annex I of the Decree 48/2015 published in the BOCM, the study of a first foreign language in 4th of ESO involves teaching the following general contents, which are contained in [Annex 2](#) of this document divided in different areas: comprehension and production of oral texts and comprehension and production of written texts (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria).

8.2. Specific contents

Also detailed in Annex I to the Decree 48/2015, there are specific linguistic contents that the students need to acquire in the English language during the year and that are found in [Annex 3](#) of this paper.

Taking all these contents into account, the next section of this paper will develop the Didactic Programme for the whole year and it will create a clear picture of how the classes will be distributed throughout the academic year.

8.3. Unit Sequencing & Planning

8.3.1. Unit sequencing

8.3.1.1 Conceptual contents

A road trip across the USA: Route 66						
UNITS	CULTURE & READING	VOCABULARY	GRAMMAR	WRITING	LISTENING	SPEAKING
UNIT 1: The journey begins	The Route 66. A general overview.	Travel	The present tense review. Present perfect: <i>for, since, already, yet...</i> interrogative pronouns.	Write a formal e-mail asking for information about a trip.	The International Phonetic Alphabet.	Asking for information at a travel agency.
UNIT 2: The arrival	Reading. Chapter 1: <i>The Grapes of Wrath</i> . The Great Depression and the Dust Bowl.	The weather	Past simple and past continuous.	Opinion Essay- Chapter 1: <i>The Grapes of Wrath</i>	Movie clip <i>The Grapes of Wrath</i>	Compare the weather conditions. Madrid vs. Chicago
UNIT 3: Chicago	Emblematic places The Theatre, the Bean and the pizza.	Contest: What if we asked for directions? Chicago. Opinions and preferences (<i>I love, I hate, it's too...</i>)	Give advice and consider possible scenarios. Conditionals (I and II)	Give an advice to a friend: studies and work in the theatre business.	How to cook Chicago's famous Pizza.	Tik Tok Video: Cooking Pizza.

UNIT 4: Pontiac & Joplin	Pontiac & Joplin. Pontiac Auto Museum.	Transports	Past perfect simple and continuous. Comparison: <i>I Used to...</i>	Project: Instagram contest: take pictures during your visit to the Race's drive-in cinema and describe the surroundings.	Tucumcari: The Blue Swallow Motel. A short visit video	Compare what you thought you knew before with what you have learned during this unit about transports. (<i>I used to...</i>)
UNIT 5: Amarillo & Tucumcari	Excerpt of the graphic novel: <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i> by Shing Yin Khor.	Literature	Description and identification of things, places and people. Relative pronouns. Relative clauses. <i>Some/any</i> compositions.	Description essay. Create your own comic strip about something you are passionate about. Write a report about building a stronger sense of community.	Song: Bruce Springsteen <i>Cadillac Ranch</i>. The meaning of The American Dream.	Describe a song, painting or picture that changed the way you thought about the world.
Unit 6: Hualapai Indian Reservation and the Canyons	The History of Hualapai Indian Reservation.	Culture, environment & traditions	Future simple: <i>will/be going to</i>. Future perfect continuous & future perfect simple	Project: research about an American Indian tribe: culture, history and traditions.	The Bryce Canyon and the myth of the Hoodoos formation.	Talk about a future trip that you will be doing together to an Indian Reservation.

Unit 7: A detour to San Francisco	<p>The Fortune cookie: a San Francisco invention.</p> <p>St. Patrick's parade & Irish migration.</p>	<p>Life in the city, technology</p>	<p>Modal verbs.</p>	<p>Create a travel guide with the must-see places in Route 66.</p>		<p>Read and talk about an Alcatraz anecdote.</p>
Unit 8: On the road	<p>The Beat movement.</p> <p>History and poetry</p>	<p>Relationships & friendships</p>	<p>Reported speech</p>	<p>Listen to Diane Di Prima talking about the Beat Movement and reformulate an excerpt using reported speech.</p>		<p>Choose a poem or short story written by an author of the Beat movement and read it in class. You can also write your own!</p>
Unit 9: Los Angeles	<p>Top 10. Things to do in L.A.</p>	<p>The film industry</p>	<p>Passive voice</p>	<p>Project: Write a magazine column expressing your opinion about a new movie or book.</p> <p>Write your CV.</p>	<p>Song video clip. John Mayer: <i>Route 66</i> soundtrack of the <i>Cars</i> Disney film.</p>	<p>Choose a movie scene and enact it!</p>

8.3.1.2. Procedures and attitudes

Now that the conceptual contents are established, I will present the attitudes and procedures that the students will practice in the units:

Units	Procedures	Attitudes
Unit 1: The journey begins	<ul style="list-style-type: none"> -Mimic tongue positions and drills to improve pronunciation (International Phonetic Alphabet) -Writing e-mails -Role-play -Use examples as a basis to create new written and oral content. 	<ul style="list-style-type: none"> -Practice self-confidence -Socially active -Work in teams -Self-expression improvement
Unit 2: The arrival	<ul style="list-style-type: none"> -Use the Dictogloss technique to understand and write the main ideas of the movie clip: <i>The Grapes of Wrath</i> (Anderson, M., Larsen-Freeman, D., 2011. p. 185) and the 1st Chapter of the book. -Relate the content of the book with what is taught in the Geography & History subject (interdisciplinary learning) -Make use of a vocabulary graphic organizer to learn and study the weather vocabulary. -Present the main ideas of the project using visual support (Power Point, Canvas, Genial.ly, etc.) 	<ul style="list-style-type: none"> -Develop empathy -Environmental awareness -Develop social conscience -Work in teams
Unit 3: Chicago	<ul style="list-style-type: none"> -Communicate clearly to ask directions -Analyze information -Speak competitively -Preparing a recipe following simple instructions -Make use of digital resources -Express opinions and give advices 	<ul style="list-style-type: none"> -Work in teams -Develop sense of orientation -Practice self-confidence -Think critically
Unit 4: Pontiac & Joplin	<ul style="list-style-type: none"> -Collecting data -Synthesize information -Reformulate information -Photography -Present the main ideas of the project 	<ul style="list-style-type: none"> -Socially active -Demonstrated leadership skills -Develop creativity and artistic skills -Appreciation for the cultural heritage of Pontiac & Joplin

	using visual support (Power Point, Canvas, Genial.ly, etc.)	
Unit 5: Amarillo & Tucumcari	<ul style="list-style-type: none"> -Read a graphic novel -Analyze dialogues and pictures -Describe events, feelings and opinions using relative clauses using the right punctuation. -Create their own comic strip -Write a report in a forum suggesting ways to build a stronger sense of community in their neighbourhood. 	<ul style="list-style-type: none"> -Cultural awareness -Empathy development -Curiosity and creativity -Show openness and respect for other cultures
Unit 6: Hualapai Indian Reservation and the Canyons.	<ul style="list-style-type: none"> -Data collection -Portfolio of the history of Hualapai Indian Reservations -Planning and summarizing information -Public Forum Debate -Present the main ideas of the project using visual support (Power Point, Canvas, Genial.ly, etc.) 	<ul style="list-style-type: none"> -Socially active -Think critically -Value and promote human rights -Show tolerance for other cultures. -Environmental awareness
Unit 7: A detour to San Francisco.	<ul style="list-style-type: none"> -Research information -Building sentences -Rephrasing -Read a text aloud with the correct pronunciation -Creating content using information previously studied. 	<ul style="list-style-type: none"> -Develop curiosity -Demonstrate organization skills -Support other students in the learning process. -Improve digital skills
Unit 8: Driving to Los Angeles.	<ul style="list-style-type: none"> -Transcription -Summarize information -Rephrase and think critically -Talking about emotions: poems -Relationship and friendship vocabulary graphic organizers -Debates 	<ul style="list-style-type: none"> -Practice creativity -Interest about literature -Develop literary sensibility -Value and promote human rights
Unit 9: Los Angeles	<ul style="list-style-type: none"> -Data collection and selection. -Summarizing and structuring data -Writing magazine articles. -Acting -Present the main ideas of the project using visual support (Power Point, 	<ul style="list-style-type: none"> -Practice self-confidence -Good organization skills -Work in teams -Develop creativity and artistic skills.

	Canvas, Genial.ly, etc.)	
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8.3.2 Planning

According to the calendar published by the Community of Madrid for the academic period 2021-2022, students studying Compulsory Secondary Education begin their classes on September 8 and, if they have not failed any subject, they finish the school year on June 24 (EducaMadrid, n.d.-d).

Moreover, following the I.E.S. Enrique Tierno Galván Annual Didactic Programme, the school year 2021-2022 is divided in three terms:

- ❖ 1st term: September 8 - December 20
- ❖ 2nd term: December 21 - March 14
- ❖ 3rd term: March 15 - June 21 (2021).

Additionally, as it was previously mentioned, the students of 4th of ESO take four lessons per week of English (Monday, Tuesday, Wednesday and Friday) for a period of 55 minutes. Once per week, one of the language assistants also joins the class. In those classes he or she chooses three students to go to another classroom and talk about the subject being discussed in the regular class for 15 minutes. Usually, all the students get their turn to speak and practice English. Moreover, she usually prepares activities for special holidays and festivities in the English speaking countries, such as Saint Patrick's Day or Thanksgiving.

Taking into account all this information, together with the country's and city's holidays, the Units composing the Didactic Programme will be taught according to the following schedule:

COUNTRY & CITY HOLIDAYS
1 st term: Holidays: October 11-12; November 9; December 1, December 7
Christmas Holidays: December 23 - January 10
2 nd term: Holidays: February 25-28. School trip to Ireland: March 14-20
3 rd term: Holidays: April 8-18, May 2

UNIT	NUMBER OF LESSONS PER UNIT
Unit 1	7 sessions
Unit 2	7 sessions
Unit 3	8 sessions
Unit 4	7 sessions
Unit 5	8 sessions
Unit 6	7 sessions
Unit 7	7 sessions
Unit 8	8 sessions
Unit 9	7 sessions

This paper will focus and develop in depth didactic units 5 & 6. Pronunciation, which does not have a space in the Unit Sequencing, will be dealt with throughout the whole academic year depending on the difficulties shown by the students when they practice the International Phonetic Alphabet in Unit 1: Listening.

9. Methodology & resources

9.1. Methodology

9.1.1. Introduction

According to the Community of Madrid, the methodology applied to all syllabuses and teaching should be formed by the different methods, strategies and approaches in which the content is delivered to the students (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria, p.12). Moreover, Order ECD/65/2015 which, as it was already mentioned, describes the connections between competences, contents, and evaluation criteria, specifies that the Spanish Education System must work with active methodologies that will help the student throughout their lives (p. 6991).

Currently, it would be impossible to teach the English language in Spain using only one or two specific methodologies. The requirements established by the legislation need an element of dynamism that can only be achieved by making use of diverse strategies. By doing so, teachers will increase their chances of finding the right techniques that work for their students—which could diverge completely from the ones that worked on previous year for students at the same level of studies (Anderson & Larsen-Freeman, 2011, pp. 9-12).

These facts do not mean that the study of language teaching methods must be disregarded or put aside —knowing the different language teaching methods provides teachers with a wide variety of approaches to learning that they can make use of whenever they need (Bell, 2007, p.143).

Thus, taking into account that this Programme will be developed for specific students that live in a particular context, the more teaching methods are used, the better chances of getting the students to learn and engage with the language.

Additionally, English has gained an essential role in our world and it is the main language used in technology and international relations. Therefore, English teachers need to make students aware of the significance that this language could have in their future careers (Renau, 2016, p. 82).

In order to make students feel motivated about the study of English, the Didactic Programme developed in this paper will not only centre its attention on the construction of the language, but also on the cultural, historical, and geographical aspects of the countries where English is the official language and, particularly, the United States.

In order to apply the different methodologies used in the Programme to the classroom, we also need to take into account the various types of learning strategies that students will be able to experience (p.229):

Constructivist model: Teaching is not a lineal and static process, but a dynamic activity in which the teacher, the student and the context keeps changing. That is why, when planning a Didactic Programme, we need to leave enough room to be able to adapt it to the circumstances (Coll, & Solé, 1993).

This Didactic Programme follows a constructivist approach to learning, which means that the protagonist of the learning process will be the way in which the students create the knowledge, and how do they learn and meet the different challenges in an active way: researching, planning and organizing while they make use of different tools and strategies (Gutierrez, 2003, p.39). Constructivism will be used by students with the aim of learning meaningfully so they completely understand the contents of the Didactic Programme (Coll, & Solé, 1993) through a series of projects in which they will have to organize their work, research information about a series of topics and present them to the class.

9.1.2 Learning types and approaches

Cooperative learning: this strategy involves students working in groups in order to improve collaboration in the classroom. They are encouraged to work together and help each other to complete a certain task (Anderson & Larsen-Freeman, 2011. pp. 234-237). This type of learning will be highly encouraged, among others, to complete Unit 2: *The arrival* as students work in groups in the English and History & Geography sessions or in Unit 3 when, as part of a contest, students will have to ask for directions to the language assistants and teachers as if they were tourists that just arrived in Chicago in order to get to the final prize.

Learning Strategy Training: students need to be trained in different learning strategies to find those that work for them. In the development of this Didactic Programme,

students will be introduced to different learning strategies that they will use throughout the units, such as drawing mind maps, summarizing, using graphic organizers, or the Dictogloss technique to understand and reformulate texts (Anderson & Larsen-Freeman, 2011. pp. 229-234).

Participatory approach: this Didactic Programme can open a lot of social questions that can be analyzed with the students in class. Migration, for example, will be discussed in Unit 5 with the reading of *The American Dream? A Journey on Route 66. Discovering Statues, Muffler Men, and the perfect breakfast burrito*. The rights of American Indian Tribes will be debated in a Public Forum in Unit 6, and students will learn about the history of woman's rights while talking about the Beat movement and the poet Diane Di Prima.

These issues will be discussed during the sessions through debates and discussions using the participatory approach, in which students talk about social issues that concern them, inviting the problems of the outside world into the classroom. Taking into account the social context of the neighbourhood in which the I.E.S. Enrique Tierno Galván is located, having a space in which they can openly talk about migration and woman's rights while practicing English, could help students connect in a meaningful way with their classmates. (Anderson & Larsen-Freeman., 2011. pp. 209-226).

9.1.3. Methodologies and activity types

In view of the above, this Didactic Programme will make use of different teaching methods. These are the ones that will predominate across the units:

Content-based instruction: The focus of this strategy is to learn specific content and, in our case, specific academic content inside the curriculum of 4th of ESO. Students will focus on learning certain topics rather than emphasizing the structure of the language (Richards & Rodgers, 2001). In the lessons of the Programme, that topic will vary depending on the Unit but they will all be connected to Route 66. The Content-based instruction approach will be mixed and developed together with other techniques in order not to disregard the grammatical and vocabulary aspects of the language that students should acquire during the academic year. In Unit 2, for example, students will work on an interdisciplinary project with the History & Geography department to get a closer look at the causes and the aftermath of the Great Depression and the Wall Street

Crack of 1929. In this Unit, the teachers of both subjects will be present during the classes and students will work in groups to complete the different activities proposed by the teachers.

Task-based language teaching: this method will be predominantly used in Unit 4, Unit 6, and Unit 9 (1st, 2nd, and 3rd term respectively). The task-based language teaching involves learning English by completing meaningful tasks. In these cases, before students start working on each activity, an example of a similar project with the new grammar and vocabulary aspects that need to be included will be presented and explained. By doing so, it is expected that students will focus on training these aspects of the language throughout the completion of their tasks using the examples presented by the teacher as a basis to develop their own work. Meetings with the teacher and periodical reports will ensure that the projects are being developed according to the instructions and, finally, students will evaluate their performance as well as the performance of their teammates (Anderson & Larsen-Freeman, 2011. pp. 192-193) (Renau, 2016, p. 85).

- Unit 4: students will visit the Race drive-in cinema in Madrid and take a look at the ambiance and the cars exhibited. They will take pictures of the elements that relate the most to Route 66 and they will present them to the rest of the class using the past verb tense.
- Unit 6: after learning about the Hualapai Indian Reservation history, students will research the history of a different Indian tribe, and develop a portfolio where they will present the tribe's culture, history, and traditions to the rest of the teams using the visual tool of their choice to accompany their presentation.
- Unit 9: students will write magazine columns using the passive voice and talking about a new blockbuster movie or book of their choosing. In the end, the columns will be put together to create a magazine that will be distributed in the school. Furthermore, this Unit will be co-taught with one of the language assistants, who will be present in the class throughout the whole unit. While the language assistant teaches students about life in Los Angeles and the cinema culture, in order to choose the movie scene that students will enact in class, the teacher will focus on helping students with the already mentioned writing assignment.

Inductive and deductive approaches: sentence structures and grammar rules will be taught mostly in an inductive way. At the beginning of each session, students will be given an activity that will include the teaching point they will learn on that day. Later on, at the time of presenting the conceptual content, students will think about that activity and induce the rule. Using this approach will enable the students to be more active in their learning process and they will be actively thinking about how the language is formed (Brown, 2007, pp. 18-19) (pp. 99-100). Nonetheless, in some instances the deductive approach will be used. For example, in the task-based units some sentence structures will be given to the students directly in the "pre-task" sessions, in which the teacher will provide the students with the requirements and instructions of the project that they will need to develop (Renau, 2016, p. 85).

Communicative language teaching: this strategy aims at getting the students to speak competitively and fluently. This method will be practiced in different units, as the students act in role-playing games, and take part in debates and discussions about different topics (Anderson & Larsen-Freeman, 2011, pp.152-165).

Immersion: In March, students will travel to Ireland and stay with local families for a week on the outskirts of Dublin. During this time, students will be fully immersed in the language. Thus, they will be practicing English full time (Renau, 2016, p. 84).

9.2. Resources

Teaching this Didactic Programme would be impossible without having access to the adequate resources.

Firstly, the teacher will make use of the following resources inside the school facilities:

- ✚ Playground to implement the contest (Unit 3)
- ✚ The school bus to take the students to Race's drive-in
- ✚ Printer and photocopier to print and make copies of the documents that will be later used in class, and to print the magazine students will create in Unit 9.

Secondly, these are the human resources that will be needed to support the main teacher throughout the school year:

- ✚ History & Geography teacher to implement the interdisciplinary unit (Unit 2)
- ✚ Volunteer teachers to help with the contents

- ✚ Language assistants to improve the students' pronunciation and speaking skills, and to co-teach Unit 9 with the teacher.
- ✚ Professionals from the Guidance Department to support the students throughout the school year

In addition, in order to teach properly, classes must be equipped with the following:

- ✚ Whiteboard and projector to be able to project the computer screen, and markers to write in it
- ✚ Computer with Internet access for the teacher
- ✚ Game Corner: one of the corners in the classroom will be reserved for students to play board games in English, such as Time's up, Who is it?, or Fast Words when they finish an assignment early.
- ✚ Tables, chairs and a clock and other classroom accessories

Secondly, the teacher will make use of different Communication and Information Technology tools to support the lectures and make the sessions more dynamic:

- ✚ Genial.ly: the teacher will use this tool to accompany the presentation of new information and provide instructions to the students.
- ✚ Youtube: used as a resource to watch videos. It will be used in listening exercises. For example, to analyze Bruce Springsteen song *Cadillac Ranch*.
- ✚ Official web pages: As students ride through Route 66, the teacher will use the web pages of different spots, such as the Grand Canyon and the Bryce Canyon national parks websites, where students will be able to watch the different landscapes.
- ✚ Educamadrid virtual classrooms: teachers and students will use the virtual classrooms to upload information about the different topics studied in each unit.
- ✚ Online dictionaries: during the sessions, students will be allowed to check online dictionaries such as Cambridge Dictionary and Merriam Webster in the teacher's PC.
- ✚ Wordle: in some sessions, students will create their own Wordle using the vocabulary learned in previous units for other classmates to solve.
- ✚ Kahoot: this tool will be used in class throughout the academic year to help students review the content of different units.

- ✚ Portable computers provided by the high school for the students to perform the task-based learning activities.

Lastly, students will also be required to bring to class and make use of the following resources:

- ✚ Stationary items: pens, pencils, notebooks, markers, erasers, paper sheets...
- ✚ Cardboards, Canva, Genial.ly or Power Point to present their projects
- ✚ Access to the library to research information and to get access to a computer in case they don't have access to one at home.
- ✚ Mobile phone or camera on the day of the Race drive-in visit.
- ✚ If possible, although it is not compulsory, students could wear costumes for the role-playing and acting exercises.

10. Evaluation criteria & learning standards

The evaluation criteria and learning standards that students studying the 4th year of Compulsory Secondary Education must meet to be able to pass the subject are stated in the Decree 48/2015 published in the Official Gazette of the Community of Madrid and they are to be found in [Annex 4](#) to this document.

The evaluation criteria will be based upon the already mentioned State, Community and the I.E.S. Enrique Tierno Galván regulations.

10.1. Evaluation criteria & learning standards

The evaluation criteria & learning standards established in the Decree 48/2015 will be distributed in each unit of the Didactic Programme considering the specific objectives and key competences that are going to be trained. The following table summarizes the evaluation criteria & learning standards that will get the most attention throughout the units:

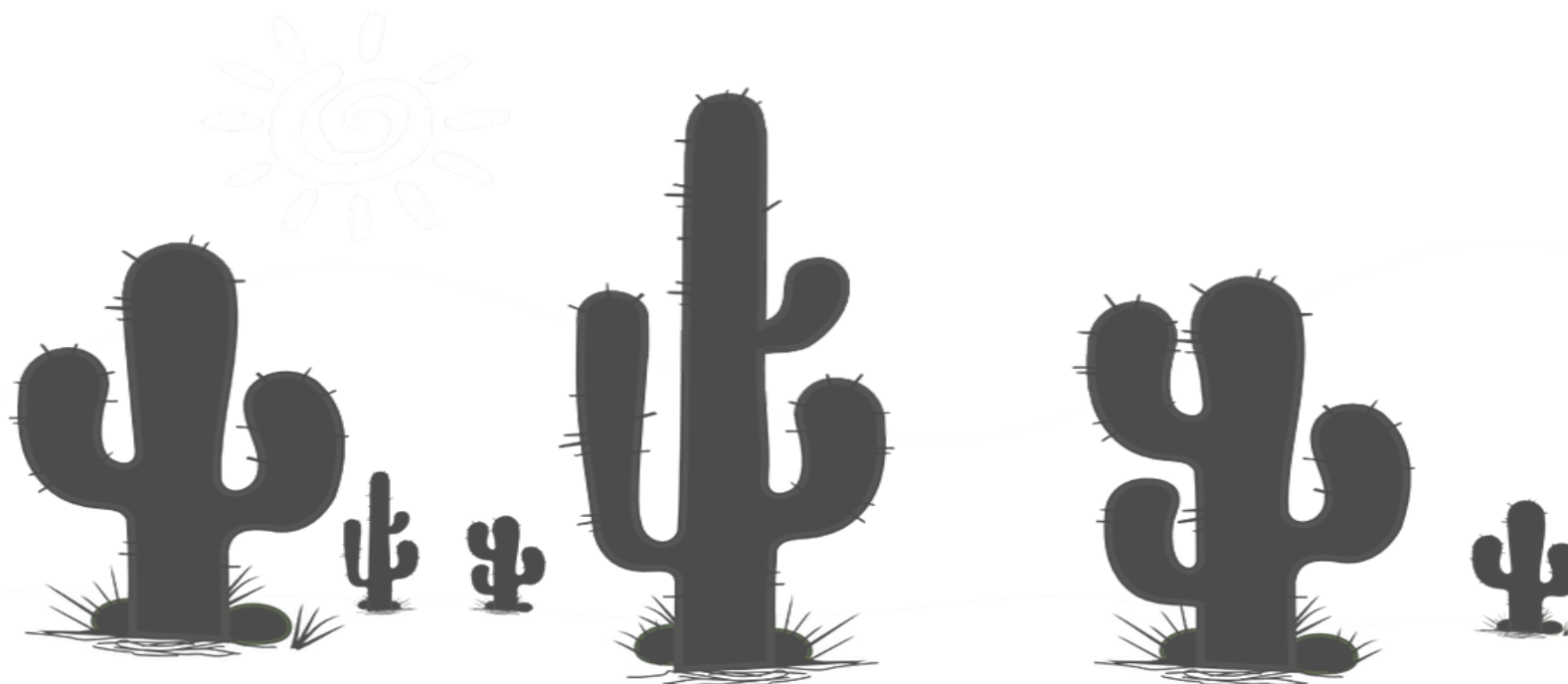
UNITS	OBJECTIVES	COMPETENCES	EVALUATION CRITERIA	LEARNING STANDARDS NUMBER
Unit 1: The journey begins	<ul style="list-style-type: none"> -To hold a formal conversation and be able to undertake administrative tasks in the English Language. -To write a formal letter asking for information. -To understand written and oral speeches regarding an administrative task (asking for information and booking a trip in a travel agency). 	<ul style="list-style-type: none"> -Linguistic communication -Learning to learn -Mathematic competence and basic science and technology competences 	<ul style="list-style-type: none"> -Pronounce and intone the speech in a clear and comprehensible way even if the speakers need to repeat less familiar words and if they make mistakes in their utterances. -Use the orthographic and punctuation conventions of frequent use in a way that the message is understood, even if students are influenced by their mother tongues; know how to manage the basic word processing tools to correct orthographic mistakes when writing in a computer and adapt to common writing conventions on the Internet such as abbreviations. 	1.2., 2.1, 3.4, 4.1, 4.7.
Unit 2: The arrival	<ul style="list-style-type: none"> -To express an opinion in writing in a clear and structured manner. -To understand the historic events that led to the Great Depression. -To organize and structure information in a coherent way to present the main ideas to the class. 	<ul style="list-style-type: none"> -Linguistic communication -Mathematic competence and basic science and technology competences -Learning to learn -Social and civic competences -Sense of initiative and entrepreneurship 	<ul style="list-style-type: none"> -Identify the essential information, the most relevant facts and the important details written in a medium-length, well-structured and neutral text. -Create well-structured and brief presentations using visual aid, such as Power Point, about an academic subject, organizing the basic information in a coherent way, explaining the key ideas briefly and clearly and answering simple questions from the audience in a clear and calm way. 	2.1., 2.2., 3.6.

Unit 3: Chicago	<ul style="list-style-type: none"> -To exchange information with classmates in a clear way. -To make use of digital tools to create a short clip in English. -To give advice and make assumptions in English in a coherent way and using simple sentence structures. 	<ul style="list-style-type: none"> -Linguistic communication -Digital competence -Learning to learn -Cultural awareness and expression 	<ul style="list-style-type: none"> - Pronounce and intone the speech in a clear and comprehensible way even if the speakers need to repeat less familiar words and if they make mistakes in their utterances. -Use the orthographic and punctuation conventions of frequent use in a way that the message is understood, even if students are influenced by their mother tongues; know how to manage the basic word processing tools to correct orthographic mistakes when writing in a computer and adapt to common writing conventions on the Internet such as abbreviations. 	2.2, 2.3., 4.6
Unit 4: Pontiac & Joplin	<ul style="list-style-type: none"> -To understand and identify the American influence in some establishments of the city of Madrid. -To talk about day-to-day affairs related to transport in a clear and simple way. -To be creative and original in the presentation of a project. 	<ul style="list-style-type: none"> -Linguistic communication -Mathematic competence and basic science and technology competences -Digital competence -Learning to learn -Sense of initiative and entrepreneurship -Cultural awareness and expression 	<ul style="list-style-type: none"> -Know and use simple vocabulary related to the use of transports and transport means. -Understand the key facts and relevant details of a clearly articulated discourse in which instructions to complete a task are provided. 	1.4, 2.1., 2.2
Unit 5: Amarillo &	<ul style="list-style-type: none"> -To describe events and opinions using relative clauses. 	<ul style="list-style-type: none"> -Linguistic communication 	<ul style="list-style-type: none"> -Write brief or medium-long texts in paper or in a digital support about personal interests in a neutral, formal and informal register. The structure must be 	2.4, 3.7, 4.6.

Tucumcari	<p>-To understand and identify the cultural aspects portrayed in a graphic novel.</p> <p>-To talk politely and clearly about a certain topic, showing respect for the opinion of other classmates and accepting other points of view.</p>	<p>-Learning to learn</p> <p>-Social and civic competences</p> <p>-Sense of initiative and entrepreneurship</p> <p>-Cultural awareness and expression</p>	<p>coherent and simple; it must follow the orthographic conventions and show a reasonable control of the language expressions and structures.</p> <p>-Interact in a simple but effective way, creating clearly structure exchanges, using different usual methods or indications to take or give the floor to someone else, even if the help of another speaker is required.</p>	
Unit 6: Hualapai Indian Reservation and the Canyons.	<p>-To research and create a portfolio with information about indigenous cultures, their traditions and their history.</p> <p>-To present the findings of the team daily tasks in a clear, coherent and structured way.</p> <p>-To write about a travel proposal in the future using adequate language structures.</p>	<p>-Linguistic communication</p> <p>-Digital competence</p> <p>-Learning to learn</p> <p>-Social and civic competences</p> <p>-Sense of initiative and entrepreneurship</p> <p>-Cultural awareness and expression</p>	<p>-Incorporate to the oral speech the sociolinguistic knowledge acquired related to interpersonal relations and social conventions, selecting and giving the necessary information; considering the recipient's response to the communicative purpose; the subject being discussed and the communication method in which the presentation is taking place and expressing points of view and opinions with the required level of politeness.</p> <p>-Know and make use of the sociolinguistic aspects related to the living conditions (habitat, socio-economic structures), interpersonal relations (occupational, educational, generational and institutional), and social conventions (values, attitudes), as well as general cultural aspects that allow them to understand the information and ideas present in the text.</p>	2.1., 3.3., 4.3.
Unit 7: A detour to San Francisco.	<p>-To create an informal document selecting adequate information.</p> <p>-To research information and talk about historic events and anecdotes.</p>	<p>-Linguistic communication.</p> <p>-Mathematic Competence and Basic Science and</p>	<p>-Carry out the required tasks for the communicative purpose, using adequate discursive patterns to initiate and finish a text adequately, and organizing information in a clear way; expanding on a specific topic with examples or summarizing when needed.</p>	2.1., 3.5., 4.5.

	-To know how to look for relevant information online and learn to identify misinformation.	Technology Competences. -Learning to learn. -Cultural awareness and expression.	-Write in a blog describing places to visit and expressing opinions in a lineal and coherent way, highlighting the relevant information and briefly justifying his point of view.	
Unit 8: Driving to Los Angeles.	-To identify the main ideas expressed in an interview clip. -To be able to understand the main ideas and language structure of short and simple poetry. -To express opinions and ideas about equal rights and opportunities between genders.	-Linguistic communication. -Learning to learn. -Social and civic competences. -Cultural awareness and expression.	-Identify the general sense, the essential information and the most relevant details of the well structured and informal interview to Diane Di Prima about the Beat Generation. -Show a good command of the English language, even if it is influenced by the students' mother tongue, when producing common syntactic structures and using them in a coherent and cohesive way to organize a speech in a simple but efficient way.	1.7., 2.4., 3.7

Unit 9: Los Angeles	<ul style="list-style-type: none"> -To create a CV following the Europass model. -To understand and be able to write a magazine article using the passive voice. -To take part in the creation of a short movie scene and enact it in class. 	<ul style="list-style-type: none"> -Linguistic communication. -Digital competence. -Learning to learn. -Sense of initiative and entrepreneurship. -Cultural awareness and expression. 	<ul style="list-style-type: none"> -Know, select and apply the most adequate strategies to write the CV and the short movie clip. For example, rephrasing structures according to others with the same characteristics and similar communication purposes or writing drafts. -Know how to apply the most adequate strategies to use in short, simple and structured dialogues, exploiting the resources available and limiting the communication to them; using simple tenses and starting over in case there is a disruption in the communication. 	4.2, 4.5., 2.3.
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10.2 Evaluation procedures, instruments and grading criteria

10.2.1 Procedures

At the beginning of the year, students will complete an initial test to assess their level of English. This test will provide the teacher an idea of which aspects of the language will need to be reviewed in depth during the year and in which skills the students excel. The results of this test will also provide a basis from which the teacher can evaluate and grade the rest of the assessments, and, in comparison to the final test, it will provide a clear picture of the students' evolution throughout the year.

Taking into account the methodologies and activity types mentioned in section 8, the following procedures are going to be used to evaluate the Didactic Programme:

- **Unit tests:** at the end of each unit, students will take a short test that will include the grammar, vocabulary, listening, reading and speaking exercises that they have practiced throughout the sessions. These short tests will not be done in units 2, 4, 6 and 9 as students are expected to apply what has been learned in their projects.
- **Projects:** as it was mentioned above, units 4, 6 and 9 will be evaluated through the completion of a project in which students will need to apply the content and strategies that were studied in the units, taking also into account what they had learned up to that moment. This strategy will be applied as well in the interdisciplinary project the students will have to complete in Unit 2. The oral presentation of these activities will be also assessed. Here, students will have to cooperate within their teams to be creative at the time of exhibiting their work.
- **Oral presentations:** each unit counts with a speaking section in which students will talk —individually, in pairs, or in groups at the time of debating or in their project teams— about different subjects. These oral presentations are conceived as an essential part of the subject because it is here where students get to practice the improvements they have made in pronunciation up to that point, and where they can make use of the structures that they have learned in the sessions.
- **Homework:** during the academic year, students will get different assignments to do at home, such as short writings, certain parts of their task-based assignments, or getting prepared for their oral presentations.

- **Attitude towards learning in the classroom (participation and motivation):** class work and the students' attitude towards learning English will be taken into account at the time of evaluating the students' performance. They are expected to be participative throughout the units, to show interest in the learning process and to collaborate; to address the rest of the students and teachers respectfully, and to show consideration and empathy during the debate or discussion sessions in units 5, 6 and 8.
- **Final tests:** at the end of every term, students will take a test in which they will practice all the contents and competences trained during those months. These tests will be accumulative. Thus, in the third semester, students must be prepared to do a test that will cover the entire Didactic Programme.

10.2.2 Instruments

First of all, oral presentations of the projects, and the speaking sections of the units and final tests will be evaluated using a rubric that will assess the level of the students in the below skills:

- ❖ Pronunciation and intelligibility: does the student show a good pronunciation of the words practiced in the classroom and can he communicate clearly?
- ❖ Fluency and repair skills: does the student stop often in the middle of a word? Is he aware and capable of fixing his mistakes?
- ❖ Use of grammar, vocabulary and sentence structures practiced in class (Harmer, 2019, pp. 419-420).

All these aspects will be punctuated on a scale from 1 ("needs more work") to 5 ("excellent").

Second of all, writing activities will follow the same process as oral assessments, but the elements assessed will be adapted:

- ❖ Content: did the student answer to all the questions asked and met the minimum number of words criteria?
- ❖ Communication: can the writing be understood? Does it follow a coherent order?
- ❖ Organisation: is the writing divided in paragraphs? Is the student writing clear, simple and easy to follow?

- ❖ Language: did the student use the vocabulary and grammar taught in class correctly? (Cambridge Assessment English, 2020).

Regarding the projects assessment, they will be evaluated using three different methods:

1. Self-assessment: students will receive a rubric that they will need to complete assessing their progress and work and providing a final grade to their performance. This type of assessment will count for 20 % of the grade.
2. Peer-assessment: the same rubric will be used by the students to assess the performance of the rest of the members composing the team. This type of assessment will count for 20 % of the grade.
3. Teacher's assessment: the teacher will assess the performance of the whole team using a different rubric. The written and oral parts of the projects will be assessed using the rubrics and scales previously explained. The teacher's assessment will count for 60 % of the grade.

The rubric that the students and the teacher will use to assess the performances will evaluate the following skills:

- ✓ Leadership
- ✓ Cooperation and conflict resolution
- ✓ Attitude towards learning and responsibility
- ✓ Knowledge, ideas and creativity

An example of this method of evaluation will be provided later in this document at the time of developing the Didactic Unit 6.

Furthermore, the students' attitude towards learning in the classroom will be assessed through an attitude scale, which can be found in [Annex 5](#) to this document and that will be completed by both the teacher —whose assessment will count for 10 % of the final grade in the units that are not evaluated through projects.

In this scale, the students and the teacher will have to indicate their level of agreement with 12 different items. A person whose answers are all marked with a "5. Completely agree" will be considered to have a really good attitude towards learning in the classroom (Morales, 2013; Muñoz, 2021a).

In addition, the accomplishment of the competences practiced during the development of each and every procedure will be assessed using a rubric. The teacher will complete one per competence at the beginning of the academic year and another one at the end of each term to evaluate the progress made by each student. An example of the rubric to measure cultural awareness and expression can be found in [Annex 6](#) to this document.

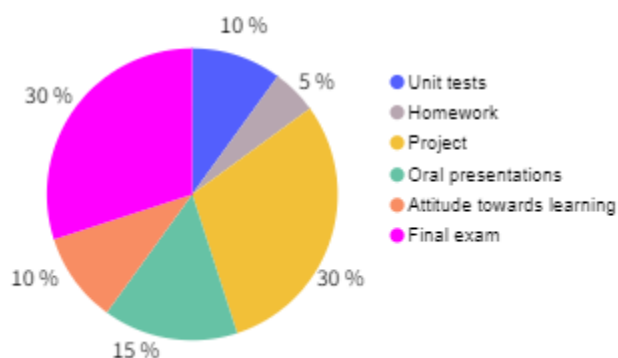
Lastly, when it comes to homework, the instrument used to make the assessment will change depending on the nature of the task. If it's a speaking or a writing assignment, it will be assessed using rubrics and scales, and if it's part of the project, it will be included in the preparation section. Additionally, the following facts will be taken into account at the time of grading homework:

- ✚ Did the student deliver the homework?
- ✚ Did the student meet the deadline?
- ✚ Did the student follow the instructions provided to complete the task?
- ✚ Did the student follow the requirements in terms of letter size and font, paragraph spacing and margins?

10.2.2 Grading criteria

These procedures will provide the final mark for each term according to the following percentage division:

Grading criteria: percentages per term



The evaluation will be done at the end of each term, and it will be accumulative and continuous to be able to assess as accurately as possible the progress each student has

made throughout the year. Thus, getting a passing mark in the 3rd term will mean that the 1st and 2nd term are automatically passed as well.

In case students do not meet the criteria to pass the subject after the 3rd evaluation, they will have another opportunity of passing the subject by choosing between the following options:

- Taking a test that would cover the whole Didactic Programme.
- Researching and drafting an essay or creating a Power Point, Canva or Genial.ly presentation about the Beat Generation and one of its most important authors (200-250 words). In this assignment, students are expected to make use of all the content and skills practiced throughout the units. The student who gets the highest grade in this assignment will get to take home for the summer their preferred game in the game corner.

Finally, it is important to highlight that in the first session of the year, students will be informed about how the sessions are going to be distributed throughout the year, the methodologies that are going to be used, the way in which the classes and the projects are going to take place, what can they expect to find in the exams, the evaluation criteria and the evaluation procedures and the percentages that are going to compose the students final grade. By doing so, it is expected that all students know what to do and how to act from the beginning of the academic year to pass the English subject.

10.3 Evaluation of the teaching practice and the Didactic Programme

At the end of each semester, students will complete two anonymous rating scales. One of them will focus on gathering their opinion on the teaching practice and the other will be related to the Didactic Programme. Additionally, the teacher will also complete these documents based on what has been observed during the sessions: the methodologies, learning types and activities that have worked and those who have not, and why.

Considering the students' and the teacher's answers, the additional comments provided by the students and their performance, alterations can be made in the planning of the following terms.

11. Attention to diversity

When it comes to attention to diversity, Articles 15-19 of the Decree 48/2015 of the Community of Madrid (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria) establish the regulation that must be followed by the education centres. These articles can be read in [Annex 7](#) to this document.

Furthermore, Article 7.4 of the Order ECD/65/2015 states that the level of accomplishment of key competences must have the principle of attention to diversity into account (p.6990).

The Attention to Diversity Plan drafted by the I.E.S. Enrique Tierno Galván has different action plans depending on the level of adaptation required by the students. As it was previously mentioned in the context of the high school, the class of 4th of Compulsory Secondary Education is composed of 29 students: 12 boys and 17 girls. From those, two of them have ADHD and one of them has dyslexia. However, there are no students that require a significant curricular adaptation, which means that they won't need to take extra lessons or to be divided into different groups during the English lessons to pass the subject. Thus, the teacher, working closely with the Guidance Department, will provide the necessary support to all students in the classroom (I.E.S. Enrique Tierno Galván, n.d., p.5)

It is important to mention that the law highlights that the education centres must take into account the different learning paces of each and every student. In order to meet this requirement, the Didactic Programme developed in this paper offers different options to complete the same tasks so students can choose the method with which they learn better.

Furthermore, for those students that are fast-learners, the teacher will provide an extra-activity that will dive into the speaking, reading, writing, grammar or vocabulary sections learned in each unit. Those who complete these extra-activities will get the chance of taking a game from the Game Corner home for a week. Nonetheless, the units which consist of doing a project won't have an extra activity as students will be able to research and add extra information in their projects if they want to. In these cases, a final prize is given to the team that presents the best project at the end of the units.

Lastly, the Didactic Programme also has available a series of complementary activities for the students that show difficulties with the subject and, depending on the difficulties that students show when they learn the International Phonetic Alphabet, students will also get a series of pronunciation reinforcement activities.

11.1. Attention-Deficit/Hyperactivity Disorder and Dyslexia

Two of the students that are going to follow this Didactic Programme are diagnosed with ADHD. One of them only has attention-deficit, but the other was diagnosed both with attention-deficit and hyperactivity disorder. In addition, another student has dyslexia.

- Students presenting attention-deficit symptoms have difficulties focusing on activities that require a lot of mental effort, they find it hard to organize or plan activities, and they might seem to be more passive in the classroom, whereas students with hyperactivity have problems sitting and concentrating on the same activity for too long. Additionally, sometimes their behaviour could become violent (Mena et al., 2006, p.2).
- Students with dyslexia experience problems spelling, reading and writing as it is hard for them to recognize certain words when they see them in the page, and they change the order of the letters when they write (American Psychological Association, 2022). These students can also experience problems in communication and stutter when they talk (Figueres & Navas, 2018).

In these cases, their symptoms will be taken into account at the time of organizing the classroom and the students sitting distributions. The class will not have excessive decorations to not distract the students and they will sit closer to the teacher to be able to support them better in their learning process. Also, the way of presenting the content and the activities performed afterwards will need to be adapted to these student needs, instructions will be motivating, simple, clear, and dynamic and they will be as short as possible, so students do not lose interest in what is being said.

Regarding the exercises, they will be adjusted, for example, by shortening the texts excerpts that will be read in class or asking the students highlight the key words to summarize a text so they can get a more visual picture of what is written (Mena et al., 2006).

The teacher will start teaching the Didactic Programme taking into account the knowledge each student already has of the English language with an initial test and build the knowledge from there. Students will take part of four different projects throughout the year and, to present them to the rest of the class, they will be able to use the digital or physical supports of their choosing. Thus, students that experience difficulties reading or writing could create their projects and presentation through audiovisual tools such as taping videos or using mind maps. Finally, the learning standards and evaluation criteria will also take into account these difficulties at the time of assessing the students level of achievements (Camacho-Conde & Filgueira-Álvarez, 2019, pp.260-261).

11.2. Intercultural diversity and gender equality

Currently, we live in an intercultural society in which a lot of people decide to migrate. Sometimes voluntarily, others because it is the only option available to start over. Whatever the reason, according to the Ministry of Inclusion, Social Security and Migrations of Spain, by the end of 2021 there were 6,007,553 foreigners with a valid registration certificate or a resident card living in Spain (2022).

Taken this information into account, the Spanish high schools should adapt their plans and Programmes to this reality to avoid cultural clashes. As Miquel Àngel Essomba highlights in his book *Liderar escuelas interculturales e inclusivas* (2019), schools must be culturally inclusive and promote intercultural diversity. The main goal of this Didactic Programme is that students get the chance to get to know new cultures without leaving the classroom. Furthermore, students will be encouraged to share their knowledge regarding other cultures, traditions and beliefs, present their ideas to the rest of the classroom. Additionally, they will think about the migration process and what it means to move to a new place and start over.

As teachers, we need to look at intercultural diversity as a bridge to getting a better understanding of the world with the students. Our goal should be to build a society that is open to change, that is respectful of others and that celebrates cultural differences.

Regarding the high school, The I.E.S. Enrique Tierno Galván is culturally diverse and counts with students coming from a great variety of countries.

As it was mentioned, this Didactic Programme was designed for students to be able to experience getting to know different cultures, traditions, ethnicities and walks of life without leaving the classroom. By doing so, students are expected to practice tolerance and respect; get to know their classmates and their backgrounds better, and improve their personal relationships.

Furthermore, it is fundamental to keep promoting gender equality in our classrooms. According to the Spanish Ministry of Equality, 47 women died in 2021 as a consequence of domestic violence (n.d.). Even if this number was lower than in previous years, it is still unacceptable. Consequently, from an early age, we need to show students that men and women can accomplish the same things and that they have the same rights and opportunities.

Intercultural diversity and gender equality are present in each unit of the Didactic Programme and, if they want, students will be able to share their own experiences and opinions in a series of debates and discussions that will take place throughout the academic year and, specifically, in Unit 5, when they read some excerpts of the graphic novel: *The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito*, as the author writes about the difficulties of getting to feel America as her home, and in Unit 8, where students will read about different poets of the Beat Generation, Diane di Prima and women's' rights.

12. Guidance and tutoring

The guidance and tutoring actions performed by the Guidance Department of the I.E.S. Enrique Tierno Galván aim at achieving the eight goals mentioned in the School Project section. This Didactic Programme will also contribute to the achievement of these objectives throughout its units, as all of them will contribute to better guide the students throughout their time in high school:

1. Reduce drop-out rates and improve the students' academic achievements

One of the main goals of this Didactic Programme is to make the learning process more interesting to the students. Students might decide to drop-out because they don't feel connected to the high school, because they lose interest on the contents being taught or because they think that studying is useless and it would be better to start working as soon as possible.

Taking all this information into account, *A trip across the USA: Route 66* was design to increase students' interest on learning English by introducing them to the American culture and doing activities that will enable them to experience the language by immersion, researching information, talking about personal experiences or asking their opinion on hot topics, students will be able to take ownership of their learning and to think about the impact of cultural diversity in our lives.

2. Improve the basic tools to measure the students' learning such as rubrics, scales and checklists.

This Didactic Programme has different rubrics and scales to measure the activities performed in each Unit. Each one of them was designed for a specific purpose, such as oral presentations, writings, projects, or students' attitude towards learning. These measuring tools were created in order to accurately measure students' performance. By using them, the teacher will be able to notice and address issues in the learning process as soon as possible. Furthermore, students will also get the chance to assess other students and to self-assess their performance, that way they will get a better view of what the teacher expects from them and they will be encouraged to take charge of their own learning and assessment process.

3. Create a better learning and working environment

Teachers and the Guidance Department must work together in order to obtain the best learning environment for the students, as well as the best working environment for the staff working at the high school. To accomplish it, open communication and teamwork among all the actors involved in the teaching and learning process are fundamental.

The Didactic Programme described in this paper deals with a lot of hot topics that could be difficult to talk about for some students, such as migration, the difficulties Indian American Tribes have faced across their history or the struggle to achieve women's rights.

Currently, addressing and talking about these types of subjects from a young age could help foster communication between students, which will also help them understand these subjects better. In order to avoid any issues, throughout the whole year, the teacher will do a weekly follow up with the Guidance Department to discuss the best way to address these subjects during the lesson in a sensitive way, and to address any issues that might come up in the classroom.

4. Boost teamwork and improve the coordination across departments.

This goal is directly related to the previous one. Boosting teamwork and improving coordination and cooperation between the different agents working at the high school will create a better learning environment.

In order to accomplish this goal, this Didactic Programme counts with Unit 2, in which students will have to do an interdisciplinary project that will involve the teacher from History & Geography. The teachers from both subjects will attend each other's lessons and together they will collaborate to support the students with their projects related with the Great Depression years.

Furthermore, this Didactic Programme will also make as much use as possible of the language assistants. They will help the teacher with the speaking part of the unit tests and one of them will co-teach the last Unit of the Programme, Unit 9.

These strategies will not only boost teamwork in the English department and improve cooperation between teachers from all specialities, but it will also help students to learn how to work in teams properly. It is usual to request students to work in teams in class and to help each other; however, not that often they are able to see the teachers doing

the same. Showing them that adults also work in teams, communicate, and cooperate with one another, will make the students realize the importance of being able to work together in the future.

5. Build a better high school image

In this subject, building a better high school image will be achieved by encouraging and motivating students to learn English and enjoy the process.

By riding the Route 66 Didactic Programme, students will experience different types of learning. They will not only do tests, but they will have projects, they will create their own comic strips and write an article for a magazine. The goal of trying different learning styles is that students learn what strategies work best for them and which don't so they know how to keep learning once they leave high school.

Furthermore, students will learn how to be an active part of society by discussing topics such as migration, indigenous rights or how an economic crisis could affect the population of a whole country and even the entire world. They will be able to discuss and debate with their classmates, thus getting a better picture of the reality and learning to respect each other's opinions.

Finally, by learning about different cultures and backgrounds, students will be encouraged to make their own decisions. To develop their projects, they will be given different choices to present their finding and ideas; they will also discuss about very different topics throughout the year: from which is the best kind of pizza in Unit 3 to which city they think is the best place to live in. Students will have to develop their own thoughts and opinions, and they will be encouraged to find their preferred ways to work and study. These strategies will allow them to get to know themselves better: their weaknesses and strengths, which will help them later in their professional careers.

6. Foster cooperation between families, teachers, students, and the non-teaching staff

Goals 3 and 4 would be impossible to achieve without taking the families into account. Throughout the year, students will be encouraged to take part in two extra-curricular activities that will require financial support from the families: the visit to the Madrid's drive-in will only require a small financial contribution; nonetheless, the trip to Ireland will be more expensive and it is expected that not all families will be able to afford the

trip. Both activities aim at bringing the English language closer to the students' daily life and that is why the English teacher should maintain close communication with the families and help them seek scholarships or financial aid if needed.

However, this is not the only reason why families need to be involved in high school activities. Families live with the students and they can notice if they have issues before the teachers do. That is why keeping a close contact with the families will enable them to know the students better: not only their issues, but also their wants and needs. Thus, teachers will then be able to personalize their teaching methods and tools in a more effective and personalized way.

For all these reasons, the English teacher will talk with the tutor of 4th of ESO to discuss the topics that are being addressed in the Didactic Programme and the two of them will agree on having three meetings —one per term— with the parents throughout the year in order to monitor the students' progress and address any possible issues.

7. Increase the amount of activities done outside of the high school premises to build a better sense of community in the neighbourhood

Taking the students outside of the high school premises is essential to their learning. As teachers, we need to be aware that students also learn outside of our classrooms and that experience is the best teacher of all. Thus, we need to let them experience the language outside of our lessons. This subject will contribute to the students learning process with two main extra-curricular activities. The first of them will be to go to the Race Drive-in cinema and to experience firsthand the Route 66 ambiance: the dinners and the cars being exhibit will give the students a better view of what the Route 66 represented in its heyday. Additionally, students will immerse themselves in the language when they travel to Ireland, where they will live in an Irish family for a complete week. This activity, will not only give the students the opportunity to practice English with natives, but it will also help them grow as people by being forced to be independent and to take control of their lives in most cases for the first time.

8. Optimize the high school premises and its installations

Throughout the units, students will perform some activities in different areas inside the high school premises to optimize their use. In Unit 3 they will do a contest in which they will use the playground and the hallways; and in all the units they will use the

Auditorium to present different projects or to enact dialogues or even movie scenes. The aim of the changes of sceneries is to keep students engaged and moving while they practice the language.

13. Complementary and extra-curricular activities

13.1. Complementary activities

Throughout the year, students will take part in a series of complementary activities that will take place during the usual English lesson:



Unit	3	Lesson	5 of 6	Group	4° ESO	Time	55 min
Activity Name	Contest: What if we asked for directions? Chicago			Class	English		
Focus:	The focus of this activity is that students get to work together and manage themselves as if they were visiting the city of Chicago and they needed to find a series of emblematic buildings.						
Goal:	The goal of this contest is that students follow the directions provided by the teachers and language assistants, and complete a series of conditional sentences hidden inside the high school premises to get to the final prize.						
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Conditionals I & II -Asking for directions and following instructions						
Objectives or learning outcomes	Students will be able to: -Communicate as if they were in a foreign country and they know how to ask for information, help, explanations, or even to make a complaint or carry out an administrative task.						
Evaluation criteria	-Students pronounce and intone the speech in a clear and comprehensible way even if the speakers need to repeat less familiar words and if they make mistakes in their utterances.						
Previous	Students must make use of the content learned throughout the Unit: the						

knowledge	use of conditionals, how to ask for directions, and some emblematic buildings and Chicago traditions.		
Materials	-Classroom material (notebook, pens, pencils, etc.). -Conditional sentences hidden inside the high school premises -Voluntary teachers -Language assistants	Space	Playground, hallway and classroom.
Procedures			
Timing	Stage	Activity Description	Grouping
5 min	Instructions & grouping	The T will provide the instructions and rules of the contents and make the grouping.	Whole class
40 min	The contest	<p>Ss will have to follow the clues around the playground, the hallways and empty classrooms to get to the final prize. There will be a total of 10 clues that will be divided in two types:</p> <ol style="list-style-type: none"> 1. Language assistants and volunteer teachers. Ss will need to ask them for directions using adequate grammar and pronunciation. In exchange, the language assistants and volunteer teachers will give them a clue that they will need to solve to get to the next step. 2. A series of conditional sentences will be hidden in different locations and students will need to complete them correctly and show their answer to a language assistant. Only then they will get a clue to keep going. 	Groups of 4 and 5
10 min	The prize	The team that solves all the clues first will get a Chicago mug per person to remember their journey.	Whole class

Choose a movie scene and enact it

Unit	9	Lesson	7 of 7	Group	4° ESO	Time	55 min
Activity Name	Become a Hollywood actor or actress for a day.			Class	English		
<p>Focus: This activity is a celebration of the end of the road trip. It is the last stop and the students have worked a lot during the whole year. As a consequence, it is expected that by the time they arrive to Unit 9 they will be tired. Thus, this Unit needs to be dynamic. In this exercise, co-taught with a language assistant, students will get the chance to select a scene from a movie of their choosing —although it will need to be related to one of the stops in the Route 66— and enact it in front of the class.</p>							
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Vocabulary: The film industry -The Passive voice (when giving context to the scene they will enact)						
Objectives or learning outcomes	Students will be able to: -Take part in an informal conversation face to face in which information and different points of view are exchanged; they will be able to talk and describe past or future events and to discuss abstract topics such as cinema, music or literature.						
Evaluation criteria	-Students know how to apply the most adequate strategies to use in short, simple and structured dialogues, exploiting the resources available and limiting the communication to them; using simple tenses and starting over in case there is a disruption in the communication.						
Previous knowledge	-Students will be encouraged to try to use all the knowledge acquired throughout the year in this activity. However, students don't need any specific previous knowledge to develop the activity.						
Materials	-Disguises needed to accurately portray the character of the scene the students are representing.			Spaces	The Auditorium		

Procedures			
Timing	Stage	Activity Description	Grouping
5 min	Introduction	<p>Throughout the Unit, Ss will have had the chance to discuss and prepare which movie scene they want to represent with the language assistant. She will help them recreate the scene and giving it cultural and historical accuracy.</p> <p>To introduce the groups in the Auditorium, the language assistant will give a short speech about the work performed by the students.</p>	Groups of 4 and 5
40 min	Representations	<p>Ss will enact their scenes. Meanwhile, the other groups will try to find out the scenes they are representing. This activity will be peer-assessed, which means that while students enact their scenes, the other groups will assess their performance following a rubric that can be found in the "additional materials" section below. The T and language assistant will also assess the students' performance through the same rubric.</p>	Groups of 4 and 5
10 min	Final discussion	<p>The Ss, language assistants and T will talk about the different movie scenes and they will debate and try to find out to which film the scenes represented belong.</p>	Whole class

Additional material:

Name of the group assessed: <hr/>		UNIT 9: Los Angeles Enact a movie scene (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).					
Final grade: <hr/>							
PEER-ASSESSMENT RUBRIC		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5	Comments
INDICATORS	The dialogues of the movie scene Ss are enacting are clear and coherent.						
	The members of the group communicate using both verbal and non-verbal language.						
	The members of the group are aware of their mistakes and they are capable of self-correcting during their performance.						
	The representation meets the instructions and rules established by the T and language assistant.						
	The costumes are accurate and it is possible to place the movie in its time and place.						

13.2. Extra-curricular activities



Unit	4	Lesson	5 of 7	Group	4° ESO	Time	3 hours
Activity Name	Instagram contest: Madrid's drive-in & the Route 66 ambiance.			Class	English		
<p>Focus: The focus of this activity —which is part of the project that students will need to prepare in this Unit— will be to practice writing in the past and to acquire new vocabulary related to transport by taking pictures of an element of their choosing related to Route 66 in Madrid's Drive-in. Students will need to describe the element and write a story about it.</p>							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Transport vocabulary -Past simple and past continuous						
Objectives or learning outcomes	Students will be able to: -Create well-structured and brief presentations using a visual aid, such as Power Point, about an academic subject, organizing the basic information in a coherent way, explaining the key ideas briefly and clearly and answering simple questions from the audience in a clear and calm way.						
Evaluation criteria	-Students know and use simple vocabulary related to the use of transport and transport means. -Students know and use sociolinguistic aspects related to the living conditions (habitat, socio-economic structures), interpersonal relations (occupational, educational, generational and institutional), and social conventions (values, attitudes), as well as general cultural aspects that allow them to understand the information and ideas present in the text.						
Previous knowledge	In this activity, students will apply the knowledge they have been acquiring throughout Unit 4. No previous knowledge is required.						

Materials	-Cameras (mobile phones or camera; the high school will also offer a camera per group). -Classroom material (notebook, pens, pencils, etc.).	Space	-Drive-in: Autocine Race, Madrid -Classroom
Price per student: 5 €			
Procedures			
Timing	Stage	Activity Description	Grouping
60 min	Instagram contest	As part of the unit's project, Ss will take pictures of one or two elements in the Drive-in that they think relates somehow to Route 66. First, they will take a picture of one of the vehicles and point out its different parts (rearview mirror, trunk, etc.). Second, Ss will choose an element of the Drive-in related to Route 66 and they will tell a story about it using the past forms studied in class.	Groups of 4 or 5
120 min	Movie time	Finally, Ss will watch a movie in the drive-in. Occasionally; the drive-in shows classic movies such as Grease or Mamma Mia. The T will try to schedule the activity for one of these days. If possible, it would be good that the movie includes a road trip. The ideal movie to watch would be Little Miss Sunshine, as parts of the movie were film in Route 66 and it is appropriate for their age (Route66guide.com, 2022).	Whole class
Once the Unit is over and Ss present their projects, they will vote for the best picture without knowing which group does it belong to. Once the votes are counted, the winner team will get 4 or 5 tickets to watch another movie at Madrid's drive-in.			

Here are some examples of the type of pictures and titles of stories the students could write about in their projects:

1. The story of Thelma and Louise. What is their story? What was their route? What type of car did they drive?



2. The movie *Cars* and its relation to Route 66. Which places of the Route appeared in the first movie? How are the cars in the story connected to the Route? What is the story about?



3. Choose at least three Route 66 plates in the drive-in and tell their story. What do they represent? Why were they made?



A trip to Ireland

Unit	Between lessons 6 & 7	Group	4° ESO	Time	1 week (14-20 March)
Activity Name	A week in Ireland.	Class	English		
<p>Focus: Taking into account the topic in which this Unit is immersed, it would have been great if students could have gone to Chicago or another stop of Route 66 in order to experience the Unit. Nonetheless, Ireland is a cheapest and more realistic option. Once there, the Ss will stay in an Irish family so they will be fully immersed in the culture. In addition, Ss will spend St. Patrick's day and they will be able to celebrate Irish culture.</p> <p>Back in Spain, the teacher will spend a day talking about Irish history and how St. Patrick's day is celebrated in Chicago and San Francisco, which will be the next stop in the road trip.</p>					
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing				
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse				
Contents & previous knowledge	-All of the English knowledge acquired throughout their lifetime.				
Objectives or learning outcomes	Students will be able to: -Communicate in a foreign country and they know how to ask for information, help, explanations, or even to make a complaint or carry out an administrative task.				
Price	800 € (scholarships and financial support will be available for those families that cannot afford the trip)				

14. Didactic Units



14.1. Didactic Unit 5: Amarillo & Tucumcari

As it was previously mentioned, this unit revolves around the reading of some excerpts of the graphic novel *The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito*, written by Shing Yin Khor (2019). The Unit, which will be developed in the second semester, will be divided in eight sessions: the first five will be dedicated to learning the content, in the sixth, students will review what they have learned, and there will be two unit tests focused on the different language skills: listening, speaking, reading and writing. Furthermore, the unit tests will also include a grammar and vocabulary assessment to test the students' comprehension and understanding of grammar rules and new terms acquired throughout the Unit. Regarding the speaking, this part will be assessed individually with an activity proposed in lesson 4.

Each day, students will get to work on a series of activities in 6 groups of 4 and one group of 5. It is important to mention that the students cannot always work with the same people, groups must change every day.

Unit	5	Lesson	1 of 8	Group	4° ESO	Time	55 min
Topic / Session Title	The graphic novel & literature			Class	English		
Focus: This lesson focuses on introducing the graphic novel <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i> by Shing Yin Khor as a way to talk about finding a sense of belonging, the different visions people has of America and literature.							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Vocabulary related to literature: genres, phrasal verbs and expressions. -Review: Opinion expressions and linkers						
Objectives or learning outcomes	Students will be able to: -Understand and identify the general message in short literary excerpts. In this case, in a graphic novel. -Take part in an informal conversation in which different opinions and points of view are expressed in a clear and simple way.						
Evaluation criteria	-Identify the general sense, the essential information and the most relevant details of the content in a graphic novel. -Show a good command of the English language, even if it is influenced						

	by the students' mother tongue, when producing common syntactic structures and using them in a coherent and cohesive way to organize a speech in a simple but efficient way.		
Previous knowledge	<p>Students are expected to make use of the knowledge acquired in previous units:</p> <ul style="list-style-type: none"> -Opinion expressions and linkers, learned in Unit 2 to express their opinion about the graphic novel excerpt -The International Phonetic Alphabet, when reading aloud. 		
Evaluation criteria	-Students express their opinion clearly and using adequate linkers and expressions when discussing about the graphic novel.		
Materials	<p>-Photocopies of the graphic novel <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i>².</p> <p>-Vocabulary worksheet</p> <p>-Genial.ly presentation (the same presentation will be use in all the sessions of the Unit) + Students' Guide</p> <p>-Classroom material (notebook, pens, pencils, etc.)</p> <p>The worksheets can be found in the "additional material" section below.</p>	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Introduction	T gives the Ss a brief review of the places they have visited until now; which cities are they going to visit in Unit 5 —Amarillo & Tucumcari— and what are they going to work on in the next sessions.	Whole class
20 min	Reading	Ss will read pages 1-17 of the graphic novel <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i> . These pages will give Ss the necessary context to follow the story throughout the Unit.	Whole class

² The excerpts that will be analyzed during the Unit will be provided in Session 1 by the teacher. From then on, student will be responsible to bring them to class.

		<p>Here, Shing explains her childhood and the concept of America she grew up with in Malaysia. Then, she moves on to describe her future journey on Route 66 (2019).</p> <p>To make it dynamic, all the Ss stand up and, in line, each one reads one strip. That will also give the T the opportunity to notice any potential problems with pronunciation.</p>	
10 min	Practice	The T will give the Ss a Worksheet with 5 comprehension questions about the text and 4 activities related to literature vocabulary (genre; useful phrasal verbs and expressions) that students will have to fill in.	Groups of 4 and 5
5 min	Presentation	The T will correct the exercises with the Ss and the contents will be presented to the Ss.	Whole class
15 min	Discussion	Together, Ss will discuss in groups about some of the ideas of this fragment of story through a series of questions given by the T. and, finally, each group will share their thoughts with the rest of the class.	1. Groups of 4 and 5 2. Whole class

Additional material:

Worksheet 1. Literature

1. In groups, answer the following questions about the graphic memoir *The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito* by Shing Yin Khor.

- ✚ Which are the characteristics of the two Americas that Shing knew in her childhood?
- ✚ Which feeling has stayed with Shing for decades?
- ✚ Which States is Shing going to drive past on her Road Trip?
- ✚ What does "pilgrimage" mean?
- ✚ What things does Shing include in the Los Angeles bubble?

2. Match these literary genres with their definition according to Cambridge Dictionary (Cambridge University Press, n.d.-a):

1. Thriller _____

2. Graphic novel _____

3. Essay _____

4. Biography _____

5. Magical Realism _____

6. Fiction _____

7. Dystopian novel _____

A. A short piece of writing on a particular subject, especially one done by students as part of the work for a course.

B. A style of writing, films, art, etc. that mostly represents life as it really is but with some events or features that are magical or supernatural.

C. Relating to a very bad or unfair society in which there is a lot of suffering, especially an imaginary society in the future, or to the description of such a society.

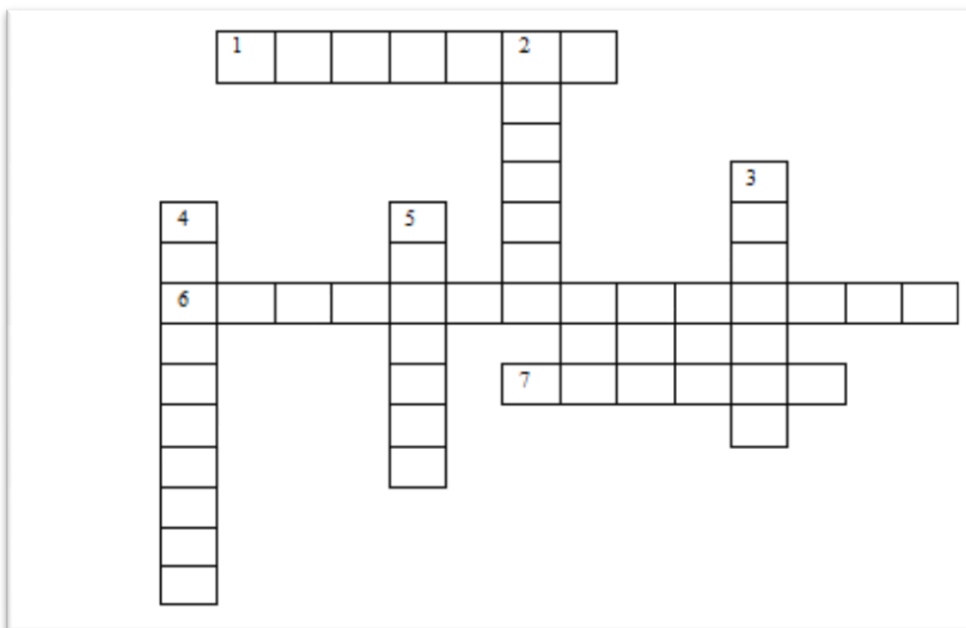
D. A book, play, or film that has an exciting story, often about solving a crime.

E. The life story of a person written by somebody else

F. A book containing a long story told mostly in pictures but with some writing.

G. The type of book or story that is written about imaginary characters and events and not based on real people and facts.

3. Complete the crossword with different literary genres taking into account the definitions below, taken from Cambridge Dictionary (Cambridge University Press, n.d.):



ACROSS

- 1. A BOOK, FILM, OR PLAY, ESPECIALLY ABOUT A CRIME OR A MURDER, WITH A SURPRISE ENDING THAT EXPLAINS ALL THE STRANGE EVENTS THAT HAVE HAPPENED.
- 6. BOOK, FILMS, OR CARTOONS ABOUT AN IMAGINED FUTURE, ESPECIALLY ABOUT SPACE TRAVEL OR OTHER PLANETS.
- 7. POEMS IN GENERAL AS A FORM OF LITERATURE

DOWN

- 2. A STORY ABOUT LOVE
- 3. A MOVIE BASED ON STORIES ABOUT LIFE IN THE PART OF THE US WEST OF THE MISSISSIPPI RIVER WHEN WHITE PEOPLE BEGAN GOING THERE TO LIVE IN THE 19TH CENTURY.
- 4. CONNECTED WITH STUDYING OR REPRESENTING THINGS FROM THE PAST.
- 5. A TYPE OF STORY OR LITERATURE THAT IS SET IN AN IMAGINARY WORLD, OFTEN INVOLVING TRADITIONAL MYTHS AND MAGICAL CREATURES AND SOMETIMES IDEAS OR EVENTS FROM THE REAL WORLD, ESPECIALLY FROM THE MEDIEVAL PERIOD OF HISTORY.

4. Choose the correct idiomatic expression to complete each sentence:

1. At first sight, James seemed so relaxed and calm but actually he is a very nervous person, always moving around. _____

- a) He is an open book
- b) He does everything by the book
- c) You can't judge a book by its cover.

2. I _____, but still I am not able to pass Math. Perhaps I should just give up and change specialties...

- a) I am an open book
- b) have tried every trick in the book
- c) I have read between the lines

3. Lucas _____, you can always tell what he is thinking!

- a) does everything by the book
- b) is a bookworm
- c) is an open book

4. Jane is always in the library reading, she _____!

- a) is a bookworm
- b) hits the books
- c) tries every trick in the book

5. I would love to go to Toledo this weekend. Unfortunately, I need to _____

- a) hit the books
- b) read between the lines
- c) judge a book by its cover

6. He is been feeling very sad lately, _____ I'd say he and Paul are not in good terms.

- a) trying every trick in the book
- b) being a bookworm
- c) reading between the lines

7. The instructions for the assignment are quite clear. If we _____ we will finish in no time.

- a) hit the books
- b) go by the book
- c) try every trick in the book

5. Link verbs and prepositions to create phrasal verbs and complete the following

sentences, adapt the time of the verbs when necessary:

Give **through**

Read **up**

Read **up**

Pick **over**

Look **up**

1. We _____ each other's short stories looking for grammar and spelling mistakes before submitting them to the contest.
2. I _____ ten books for only 10 £ at the flea market!!
3. My mother _____ the teacher's note real quick and congratulated them for my grades.
4. I don't usually _____ reading books, even if I don't like them, I am really persistent.
5. John had to _____ all the information he could find on Greek myths for his paper.

6. In your groups, discuss and answer the following questions.

- ✚ What vision of the United States do you have? Do you agree with Shing's in her description of the two Americas?
- ✚ Do you also try to search for something better in the things you do? Provide an example and give the reason why you do it (in the practice of your favorite sport, while writing or painting, etc.).
- ✚ If there were a Route 66 in Spain. Which cities, towns and attractions do you think would be included?

Unit	5	Lesson	2 of 8	Group	4° ESO	Time	55 min
Topic / Session Title	The Cadillac Ranch & relative pronouns			Class	English		
Focus: This lesson will focus on the study of relative pronouns and relative clauses. Furthermore, students will get to know the history of the Cadillac Ranch, a work of art located on the outskirts of Amarillo, Texas (Janke, 2018). Finally, students will be encouraged to think about the importance of art in their lives.							
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Contents	-Relative pronouns and clauses						
Objectives or learning outcomes	Students will be able to: -Make assumptions of understanding and meaning based on context. -Describe places, people and things using compound sentences.						
Evaluation criteria	-Students pronounce the message in a clear and comprehensive manner. Even if they have to repeat a sentence in complex situations, the thread of conversation is not broken.						
Previous knowledge	Students do not require any specific previous knowledge to complete this session. However, they will make use of their general English knowledge in class.						
Materials	-The Cadillac Ranch worksheet -Genial.ly presentation -Classroom material (notebook, pens, pencils, etc.)				Spaces	Classroom	
Procedures							
Timing	Stage	Activities (T / S role)				Grouping	
15 min	Culture and history	The T will introduce the Ss to The Cadillac Ranch. Ss will read pages 97-103 & 108-112 of the <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i> using the same strategy as in the previous lesson. In the first section, Shing talks about her arrival in Texas and the culture of the State; in the second one, she talks about The Cadillac Ranch and why this piece of art is so important to her as an artist (2019).				Whole class	
15 min	Discussion and relative pronouns	Ss will complete an activity that will act as a bridge to introduce relative pronouns. Later, students will discuss in class and a series of open ended questions.				Groups of 4 and 5	

5 min	Presentation	The T will explain the use of the relative pronouns to Ss.	Whole class
10 min	Song	Students will complete the lyrics to the song <i>Cadillac Ranch</i> by Bruce Springsteen	Groups of 4 and 5
10 min	Activity	Students will discuss to the meaning of the song and they will talk about other ways of representing the passing of time.	Groups of 4 and 5 Whole class

Additional material:

Worksheet 2. The Cadillac Ranch

1. Complete the following sentences or marked the right answer in the following statements:

- 1) Texas, which is immense and very flat, loves two things _____ and _____
- 2) Shing, who was raised in and with a variety of religions, feels out of place in Texas.
A) True
B) False
- 3) Shing, whose family went to Buddhist temples when she was little, is currently a Buddhist.
A) True
B) False
- 4) Shing was not surprised when she found out that Amarillo is a _____ refugee _____ center.
- 5) Texas is the first place in her trip where Shing feels different.
A) True
B) False
- 6) The reason why many of Shing's relatives are confused is because she decided to pursue art as a career.
A) True
B) False
- 7) Shing is sad that there are places for art that tells stories.
A) True
B) False

8) Shing met a girl in high school with whom she used to attend a youth group.

- A) True
- B) False

Cadillac Ranch, by Bruce Springsteen

Well, there she sits buddy just a _____ in the sun,
There to greet a working man when his day is _____.
I'm gonna pack my pa' and I'm gonna pack my _____,
I'm gonna take them down to the Cadillac Ranch.
Eldorado fins, whitewalls and skirts,
Rides just like a little bit of _____ here on earth.
Well, buddy, when I _____ throw my body in the back
And _____ me to the junkyard in my Cadillac.

Cadillac, Cadillac
_____ and dark, shiny and _____,
Open up your engines let 'em roar,
Tearing up the highway like a big old _____.

James Dean in that mercury forty-nine,
Junior Johnson runnin' through the woods of Carolina,
Even Burt Reynolds in that black Trans-Am,
All gonna meet _____ at the Cadillac Ranch

Cadillac, Cadillac
_____ and dark, shiny and _____,
Open up your engines let 'em roar,
Tearing up the highway like a big old _____

Hey, little girlie in the blue jeans so tight,
Drivin' alone through the Wisconsin _____.
You're my last love, baby you're my last _____,
Don't let 'em take me to the Cadillac Ranch.

Cadillac, Cadillac
_____ and dark, shiny and _____.
Pulled up to my house today
Came and took my little girl away.

Cadillac, Cadillac
_____ and dark, shiny and _____,
Open up your engines let 'em roar,
Tearing up the highway like a big old _____.

[...]
(Springsteen, 2018).

✚ What do you think Bruce Springsteen is trying to tell us with this song? What is the Cadillac representing?

✚ In groups, choose a song, a painting, a comic strip, a poem, etc. that best represent for you the passing of time and read it or show it to the class. Try to use relative clauses in your presentation. (3-5 sentences).

Unit	5	Lesson	3 of 8	Group	4° ESO	Time	55 min
Topic / Session Title	The American dream.			Class	English		
Focus: Students will learn the difference between defining and non-defining relative clauses while learning about the American Dream.							
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Defining and non-defining relative clauses - Write a description about a person, a thing or a place and illustrate it through a comic strip.						
Objectives or learning outcomes	Students will be able to: -Understand the main ideas and relevant details of a video, making use of the visual aid to make assumptions. -Write simple and brief texts in which they provide essential information about a given topic. Narrating events in a clear and structured way and justifying their point of view.						
Evaluation criteria	-Students make use of the organization and discursive patterns usually used in oral communication to the comprehension of a video. -Students use the spelling and punctuation standards adequately in order to make the message understandable, even if these standards could be influenced by their mother tongue.						
Previous knowledge	-Students don't require any previous knowledge to complete this lesson. . However, they will make use of their general English knowledge acquired throughout the years.						
Materials	-Genial.ly presentation -Listening. Worksheet 3 -Classroom material (notebook, pens, pencils, etc.)				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
15 min	Listening activity	The T will give the Ss a Listening worksheet which they will complete after listening to different opinions on the meaning of the American Dream.	Whole class
20 min	Presentation	The T will show a text in which a student describes an experience that changed her life. This text will introduce an activity in which students will need to identify the defining and non-defining clauses. Prior to that, the teacher will explain on the board the difference between these two types of clauses.	Whole class
20 min	Writing exercise	<p>Ss will have to create their own description (140-160 words) and illustrate it by creating their own comic strip (4 strips) in which the Ss will recreate one of the experiences they wrote about in their essay.</p> <p>As extra-activity, Ss will be offered the opportunity to write and illustrate 4 pages of their own graphic novel. As a prize, the Ss that do the task will get the chance to take a game in the Game Corner home for a week.</p>	In pairs

Worksheet 3. The American Dream

1. According to the first speaker, what did the people who first arrived to United States of America think "The American Dream" was?

2. The second speaker thinks that everyone has the same idea about what "The American Dream" is.

a) True

b) False

3. What does the third speaker consider kind of sad?

a) that there are people who don't care about their kids

b) that there are people who live from pay check to pay check and they are happy with their life

c) that people are satisfied with their lives

4. What does "corny" mean?

a) emotional and obvious because it has been repeated too many times

b) boring because it is not what people really want

c) funny and amusing

5. Based on what you have heard, define your own American Dream.

Unit	5	Lesson	4 of 8	Group	4° ESO	Time	55 min
Topic / Session Title	Talk about an art piece that changed your view of the world.			Class	English		
Focus: This session focuses on being able to communicate the experiences that an art work has have in the students and to review and study in depth the different some/any compounds.							
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Describing events, places, persons or things -Some/any compounds						
Objectives or learning outcomes	Students will be able to: -Create well-structured and brief presentations using a visual aid, such as Power Point, about an academic subject, organizing the basic information in a coherent way, explaining the key ideas briefly and clearly and answering simple questions from the audience in a clear and calm way. -Identify the main ideas and relevant details of a formal presentation of short duration between two or more speakers that takes place in the students' presence about a given topic. -Interact in a simple but effective way, creating clearly structure exchanges, using different usual methods or indications to take or give the floor to someone else, even if the help of another speaker is required.						
Evaluation criteria	-Show a good command of the English language, writing common syntactic structures and using them in a coherent and cohesive way to organize the text in a simple but efficient way.						
Previous knowledge	Students must have in mind the grammar and vocabulary aspects learned in previous lessons.						
Materials	Students presentations can be done using the following tools: -Canva -Genial.ly -Computers -Classroom material (notebook, pens, pencils, etc.)				Spaces	Classroom	
Procedures							
Timing	Stage	Activities (T / S role)				Grouping	
15 min	Activity	Through a series of comic strips, the T will introduce the some/any compositions. Then, the T will explain the different compositions on				Groups of 4 or 5	

		the board.	
15 min	Preparation	In groups, Ss will prepare their presentations to talk about a piece of art that changed their view of the world (100 words).	Groups of 4 or 5
25 min	Presentation	Ss will present their works to the class. Meanwhile, the rest of the groups and the T will evaluate through a peer-assessment rubric the performance of the group presenting. The evaluation criteria regarding this oral presentation will be developed in this document after all the sessions composing this Unit have been explained.	Groups of 4 or 5

Additional material:

Name of the group assessed: <hr/>		UNIT 5: Amarillo & Tucumcari Oral presentation (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).					
Final grade: <hr/>							
PEER-ASSESSMENT RUBRIC		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5	Comments
INDICATORS	The presentation is creative and coherent with the topic.						
	The members of the group communicate clearly and make themselves understood.						
	The members of the group are aware of their mistakes and they are capable of self-correcting during their speaking performance.						
	The group makes use of the grammar, vocabulary and sentence structures practiced in class since the beginning of the year.						
	The group has followed the instructions provided by the T.						

Unit	5	Lesson	5 of 8	Group	4° ESO	Time	55 min
Topic / Session Title	Creating a sense of belonging in the community: a report			Class	English		
Focus: In this session, the students will focus on the concept of belonging. They will read the last excerpt of the graphic novel <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i> and comment on the end of Shing's road trip.							
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	-Write a report and provide options to solve a problem						
Objectives or learning outcomes	Students will be able to: -Take part in a forum to propose solutions to a problem; expressing opinions and justifying his/her/their point of view following a simple structure and being coherent and straightforward. -Identify the most relevant communicative functions in a text, as well as the discursive patterns, the organization and structure followed.						
Evaluation criteria	-Students know and make use of the sociolinguistic aspects related to the living conditions (habitat, socio-economic structures), interpersonal relations (occupational, educational, generational and institutional), and social conventions (values, attitudes), as well as general cultural aspects that allow them to understand the information and ideas present in the text. -Students write coherent and structured reports in a formal context, using adequate structures and showing a good command of the language.						
Previous knowledge	In order to write an informed report, students will have to understand and think about the content learned and discuss throughout the sessions.						
Materials	-Genial.ly presentation. -Classroom material (notebook, pens, pencils, etc.)				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Reading	<p>Ss will read 151-159 of the <i>The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito</i> using the same strategy as in the previous lesson.</p> <p>In this section, Shing's narrates the end of her road trip. She realizes that home doesn't necessarily need to be a particular place; that your home can be in different places at the same time and that that's fine (2019).</p>	Whole class
10 min	Questions	Ss will reply to a series of open ended questions about the reading to make them think about the difficulties of belonging to a certain place.	Groups of 4 or 5.
15 min	Presentation	The T will provide the Ss with the paragraph organization and the content that a report must have.	Individually
25 min	Writing	<p>Following the T instructions, students will create their reports to build a stronger sense of community in their neighborhood. Students will start working on their reports now but they will only need to deliver it to the T on the day of the first Unit test. That way, Ss will have enough time to prepare and think about activities that could be implemented.</p> <p>The best report will be implemented at the school level.</p>	Individually

Unit	5	Lesson	6 of 8	Group	4° ESO	Time	55 min
Topic / Session Title	The Review Games			Class	English		
Focus: This lesson will be devoted to review the conceptual content the students learned during these 5 sessions.							
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input type="checkbox"/> Discourse						
Contents	-Vocabulary related to literature -Relative pronouns & relative clauses -Some & any compositions -Description essay						
Objectives or learning outcomes	Students will be able to: -Take part in informal conversations and express their point of view and opinions. -Formulate scenarios and make assumptions about the right answers based on the content learned in previous sessions.						
Evaluation criteria	-Know how to apply the most adequate strategies to understand the general sense of a text, the most relevant information, ideas and details of a text.						
Previous knowledge	In order to take part of the review games, students must have studied the content learned in the previous five sessions.						
Materials	<u>Teacher:</u> -Genial.ly -Wordle <u>Students:</u> -Notes from previous sessions -Worksheets completed in previous sessions -Classroom material (notebook, pens, pencils, etc.)				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
20 min	Wordle	<p>Each group will decide on a word that they have studied during Unit 5 to create a Wordle. Once decided, they will give a piece of paper to the T with that word.</p> <p>The T will create 7 Wordles that will be projected on the board.</p> <p>One by one, each group will suggest a letter until one of them figures the word out. Click here to access an example.</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. Turns need to be respected 2. If you know the word, you will wait for your turn to say it and win. 	Groups of 4 and 5
25 min	Quiz	<p>The T will project a series of 10 questions on the board.</p> <p>Ss will have to discuss in their teams which is the right option.</p> <p>Later, they will write their answer in a piece of paper and one of the members of the team will run to take the piece of paper to the teacher, who will be located in the front of the class³.</p> <p>The team who gets the right answers and delivers the piece of paper first, wins.</p> <p>The winner team will get to choose a short video in English to watch in class three days later, after the Ss have completed the Unit tests. The video will be approved by the teacher beforehand.</p>	Groups of 4 and 5

³ The teacher will make sure that all the teams have to run the same distance to deliver the paper to her.

10 min	Review	Ss are expected to already know how the Unit tests work but during the last 10 minutes of class, the T will do a quick review of all the contents studied in Unit 5, how the exam is going to be divided and what will be expected from them during the listening, grammar and vocabulary, speaking, reading and writing exercises.	Whole class
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Evaluation instruments and criteria

1. Unit tests

First of all, in lessons seven and eight, students will do the Unit tests:

LESSON 7. UNIT TEST 1. LISTENING, GRAMMAR & VOCABULARY (55 MINUTES)

LISTENING

Students will listen to a woman who gives a series of Route 66 [travel](#) tips (Creative Travel Guide, 2021). Then, they will answer the following questions:

1) How long is route 66?

2) According to the speaker, how many hours driving a day are ideal?

- a) 16 hours or less
- b) 6 hours or less
- c) 3 hours or less

3) What is the consequence of the Route 66 not being an interstate highway?

- a) that you drive faster than a typical highway
- b) that it takes longer to arrive anywhere than when you use a typical highway.
- c) that you drive slower than a typical highway

4) Complete the following sentence by adding a word in each blank space:

"It is also worth making a list of things _____ you might like to see and the list of a few things _____ you can _____."

5) What is the advice that the speaker gives if you are short on time?

6) Where does the Route 66 start and where does it end?

GRAMMAR & VOCABULARY

1) Complete the sentences with the correct relative pronoun

- 1) My best friend, _____ brother is my sister's boyfriend, is getting married tomorrow.
- 2) The family _____ lives next door adopted a dog last week.
- 3) I moved back to the city _____ I used to live in my childhood.
- 4) Remember the time _____ we felt from our bikes and cried all afternoon?
- 5) The reason _____ I am telling you this is to avoid misunderstandings.

2) Complete the sentence using an adequate phrasal verb

- 1) I didn't have time to read it carefully, so I just _____ the article real quick.
- 2) The book I was reading was so boring that I finally had to _____ reading it.
- 3) Have you seen the book I _____ from the library yesterday? I am not able to find it anywhere!

3) Choose the adequate idiomatic expression

- 1) Jane spends her day studying in her bedroom, she is such a _____
 - a) bookworm
 - b) open book
 - c) boring person

- 2) Jane seems to be a really serious person at first, but she is the soul of every party she goes to. You _____
 - a) can't do everything by the book

b) can't judge a book by its cover

c) can't try every trick in the book

3) It is really easy to see that she has been feeling down lately.

a) She has tried every trick in the book

b) she is a bookworm

c) She is an open book

4) Rephrase these sentences to create relative clauses.

1) Our new apartment is brand new. It has 2 bedrooms.

2) I saw a girl at the restaurant. It was Amanda.

3) James was my neighbour. He lives in Europe now.

4) I told you the truth. My sister convinced me to.

5) Choose the correct some/any/no compound word to complete the following sentences:

1) I have looked everywhere for Kate! She is _____ to be found!

a) somewhere

b) nowhere

c) anywhere

2) I haven't met _____ who didn't like chocolate

a) anyone

b) everyone

3) There aren't _____ apples left in the fridge so I am going to go to the supermarket.

a) some

b) any

SPEAKING

After completing the listening, students will answer the grammar and vocabulary questions. During the last 20 minutes, the two language assistants will start taking students out of the class to have a short talk with them. The students will come out in pairs and one of the language assistants will talk with them while the other completes a rubric that will assess their performance.

This rubric, as it was mentioned in the evaluation section of this paper, will assess the students' pronunciation and intelligibility; fluency and repair skills; and the use of grammar, vocabulary and sentence structures learned in class (Harmer, 2019, pp. 419-420).

<p>Name of the person assessed: _____</p> <p>Final grade: _____</p>		<p>UNIT 5: Amarillo & Tucumcari (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).</p>				
<p>ORAL PRESENTATIONS ASSESSMENT</p>		<p>Needs more work 1</p>	<p>Regular 2</p>	<p>Good 3</p>	<p>Very good 4</p>	<p>Excellent 5</p>
<p>INDICATORS</p>	<p>Students shows a good pronunciation according to their level.</p>					
	<p>Students are able to communicate clearly and to make themselves understood.</p>					
	<p>Students show a good command of the English</p>					

language and they are able to speak fluently in an understandable manner.					
Students are aware of their mistakes and they are capable of self-correcting during their speaking performance.					
Students make use of the grammar, vocabulary and sentence structures practiced in class since the beginning of the year.					

In the speaking, students will be able to choose between talking for 5 minutes about one of the following topics:

1. Describe one of the most fun experiences that you have had in your life.
2. Describe your favourite art work; it could be a painting, a film, a book... Tell us why do you like it and when did you encounter it for the first time.

LESSON 8. UNIT TEST 2. READING & WRITING (55 MINUTES)

READING

Read pages 35-39 of *The American Dream? A Journey on Route 66. Discovering Dinosaur Statues, Muffler Men, and the perfect breakfast burrito* and decide if the following statements are true or false and reply the comprehension questions.

STATEMENT	TRUE	FALSE
1) Families took the Route 66 to look for a new life in the West of the United States		
2) From the beginning, Route 66 was continuously paved.		
3) "The Mother Road" is another way to call Route 66.		

4) Which kind of public was attracted by the Nat King Cole song "(Get your kicks on) Route 66"?

5) Why do you think people are still attracted by Route 66? Justify your answer.

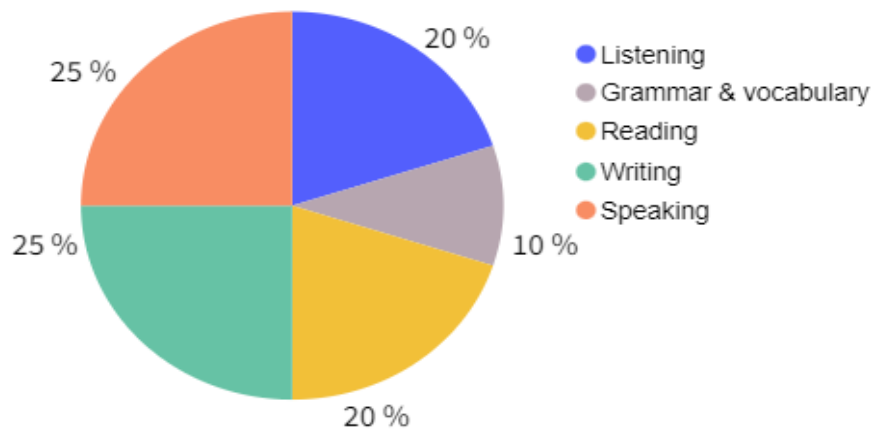
WRITING

Choose between one of the following options:

- 1. The Town Hall has decided to build a cultural centre and the Mayor is accepting suggestions regarding the activities that the centre could offer. Write a report describing two activities that you think would have a positive impact in the community (140-160 words).**
- 2. Write an essay describing an experience that changed your mind about a certain topic (140-160 words).**

As it was already mentioned, unit tests account for 10 % of the final grade of the term. When it comes to grading the unit tests, the chart bellow shows the percentage division of each part assessed:

Grading criteria: Unit tests



The reason behind this division is to give more importance to being able to apply the language rather than only understanding what it is being said.

2. Oral presentation

The oral presentation that takes place in Session 4 will be graded following the rubric already developed as additional material in the mentioned session. The final grade provided by the teacher and the one provided by the other groups will have the same value and the teacher will only do a mean average of all the grades received to get a final grade. As it was mentioned in the evaluation section, oral presentations account for 15 % of the final grade of the term.

3. Homework

Writing the proposal will count as part of the "homework" section in the grading criteria per term. As it is a writing assignment, they will be assessed using a rubric that will measure the content; the communication style; the text organization; and the language used (Cambridge Assessment English, 2020).

<p>Name of the person assessed:</p> <p>_____</p> <p>Final grade:</p> <p>_____</p>	<p>UNIT 5: Amarillo & Tucumcari (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).</p>
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WRITING TASKS ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	The writing meets the requirements established by the teacher, such as using certain language structures, or respecting the minimum number of words.					
	The content of the assignment is meaningful and the topic is coherent with what was written in the instructions.					
	The content is understandable and the writing is clear, simple and original.					
	The task is understandable and it follows a clear organization, it counts with a paragraph division, and includes greeting and farewell formulas when required.					
	In the writing, the student makes use of the grammar, vocabulary and sentence structures practiced in class since the beginning of the year.					

HOMEWORK ASSESSMENT						
INDICATORS	The student delivered the assignment within the deadline					
	The student followed the instructions provided to complete the task.					

4. Attitude and participation

The attitude towards learning and students participation, which accounts for a 10 % of the grading criteria per term, will be assessed by making use of the scale that can be found in [Annex 5](#) to this document.

14.2. Didactic Unit 6: Hualapai Indian Reservation, Bryce and Grand Canyons.

This is a task-based Unit composed of seven lessons. During the first five, students will learn new things about the life of American Indian Tribes and, finally, in the last two sessions, they will present their findings to the rest of the class.

Contrary to Unit 5, students will choose their teams to work on their tasks for the whole Unit but with one condition: the groups must be different from the one composed to work in Unit 4's project.

Furthermore, students will be advised to use a digital tool to create their presentations, such as Genial.ly or Canva, however, if there is a team who works best manually and the proposal is creative enough or if there is someone with visual problems, the teacher will consider letting them use a cardboard to complete the tasks.

Finally, the main goal of the Unit is that students get to know new cultures and lifestyles, and that they learn the importance of preserving the land and combating global warming. Before working on their activities, students will get introduced to a cultural topic. During the explanation, the teacher will make use of the grammar and vocabulary the students will need to work on later on. That way, students get a clear example of what is expected of them.

Unit	6	Lesson	1 of 7	Group	4° ESO	Time	55 min
Topic / Session Title	A trip to Grand Canyon &Hualapai Indian Reservation			Class	English		
Focus: This lesson focuses on learning vocabulary related to environmental conservation. In addition, students will learn about the Grand Canyon, its fauna and flora, and the Hualapai Indian Reservation and the problems that this Tribe faces due to climate change.							
Skills	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	<ul style="list-style-type: none"> -Vocabulary related to the environment, such as studying endangered, threatened species or the impact of climate change. -Grand Canyon & Hualapai Indian Reservation -Descriptive essay/comic strip/poem... 						
Objectives or learning	Students will be able to:						

outcomes	<p>-Write brief and simple texts including the essential information required and explaining the reasons why that information was included.</p> <p>-Use different sources of information to retrieve new knowledge.</p>		
Evaluation criteria	<p>-Students identify the essential information in a journalistic text, the most relevant facts and details written in a medium-length, well-structured and neutral text.</p>		
Previous knowledge	<p>Students only require knowledge on how to write a descriptive essay/comic strip/ poem, which was studied in Unit 5.</p>		
Materials	<p><u>Teacher</u> Genial.ly presentation (the same presentation will be use in all the sessions of the Unit) + Students' Guide</p> <p><u>Students</u> -Computers -Cardboards (if needed) -Classroom material (notebook, pens, pencils, etc.)</p>	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
20 min	Pre-task	<p>The T will first explain the different tasks the students will be working on during the next 6 lessons.</p> <p>Then, T will focus on Lesson 1: the T will talk to them about the fauna and flora of the Grand Canyon, where the Hualapai Indian Reservation is located. T will talk about the endangered and threatened species and the impact of climate change on the Grand Canyon.</p>	Whole class
10 min	Planning	<p>Ss will choose an American Indian Tribe to do your research on from the list provided by the T.</p> <p>They will also choose the tool in which they will write all the information that they found and that in the last session will be used as a visual aid to present the content to the rest of</p>	Groups of 4 and 5

		the class (Genial.ly, Canva, etc.).	
35 min	Task	Ss will find information about the land of the Tribe they have chosen to do their presentation in and describe the landscape —flora, fauna, natural resources, and other information the Ss find relevant, such as the impact of climate change on their lifestyle (140-160 words).	Groups of 4 and 5

Unit	6	Lesson	2 of 7	Group	4° ESO	Time	55 min
Topic / Session Title	A trip to an American Indian Reservation			Class	English		
Focus: In this session, students will talk about the importance of biodiversity acquiring some new vocabulary about the environment. Additionally, students will create a schedule, choosing the most relevant places they would like to go to on a visit; discussing in their teams and, finally, writing about their discussion and final decision.							
Skills	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Contents	<ul style="list-style-type: none"> -Present simple and present continuous uses to talk about the future -Schedule a trip 						
Objectives or learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Schedule a trip. -Take part in informal conversations while scheduling a trip in their teams. -Organize information in a coherent way 						
Evaluation criteria	<ul style="list-style-type: none"> -Students apply the most adequate strategy to create a creative schedule. -Students summarize and organize information in a clear and coherent way. -Students interact in a simple but effective way, being polite and respecting their classmates' opinions. 						
Previous knowledge	<p>-Students don't require any previous knowledge to complete this lesson. . However, they will make use of their general English knowledge.</p>						
Materials	<u>Teacher</u> <ul style="list-style-type: none"> -Genial.ly presentation <u>Students</u> <ul style="list-style-type: none"> -Computers -Listening worksheet "Biodiversity" (included in the Students' Guide) -Cardboards (if needed) -Classroom material (notebook, pens, pencils, etc.) 			Spaces	Classroom		

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
15 min	Pre-task	<p>Listening: The importance of biodiversity: Ss listen to the video and answer the questions in the worksheet provided by the T.</p> <p>The T will give the students the transcript of the listening and vocabulary problems will be solved throughout the listening process.</p>	Whole class
20 min	Pre-task	<p>The T describes to the Ss what they will need to do in the next part of the project: Create a schedule of a trip to the American Indian Tribes they selected using the present simple and present continuous to describe future actions. Two Ss will read the dialogue and there will be an introduction to the future simple and the uses of <i>will/going to</i>.</p>	Whole class
25 min	Task	The Ss work in groups on their presentations.	Groups of 4 and 5
25 min	Doubts and meetings	<p>While Ss work on their schedules —for example, by using a timeline template in Genial.ly—, and on finishing the task from the previous lesson if it was not completed during the class, the T will have a 5 minute meeting with 5 of the groups to solve their doubts and check the work performed up to that moment.</p>	Groups of 4 and 5

Unit	6	Lesson	3 of 7	Group	4° ESO	Time	55 min
Topic / Session Title	Culture & traditions			Class	English		
Focus: This lesson focuses on the students using the future to write about future plans while discovering the culture and traditions of American Indian Tribes.							
Skills	<input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Contents	<p>-Future simple: <i>will/be going to</i></p> <p>-The formation of Hoodoos: The Bryce Canyon, traditions & cultures of the Paiute Indian Tribe.</p>						
Objectives or learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Know, value, and respect other cultures, traditions and beliefs. -Write an e-mail to a friend describing a future trip. -Understand personal correspondence describing events, experiences and feelings. 						
Evaluation criteria	<ul style="list-style-type: none"> -Students recognize general cultural aspects of the information they read online about the American Indian Tribes. -Students incorporate in their writing cultural elements related to American Indian Tribes respecting and valuing the cultural differences. 						
Previous knowledge	Students will have to keep in mind and make use of the content studied in the first two lessons of this Unit.						
Materials	<u>Teacher</u> -Genial.ly presentation <u>Students</u> -Computers -Listening worksheet "A Paiute Take on Bryce Canyon's Hoodoos" (included in the Students' Guide) -Cardboards (if needed) -Classroom material (notebook, pens, pencils, etc.)			Spaces	Classroom		

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 min	Pre-task	Listening: ""A Paiute Take on Bryce Canyon's Hoodoos". Ss will listen to the tape twice and answer the questions in the worksheet.	Whole class
25 min	Pre-task	The T will present what the students will need to do in this task: Research an interesting cultural trait, legend or myth of the Indian Tribe the Ss have chosen and write an essay or a poem, tape a video telling the story, etc. Ss will also write a letter or an e-mail to a friend telling them what are they going to do when they visit their chosen Indian Reservation and what experiences they expect to have using the future simple whenever possible.	Whole class
25 min	Task	The Ss work in groups on their presentations.	Groups of 4 and 5
25 min	Doubts and meetings	While Ss do their research and share ideas, the T will meet with the 2 groups that were missing from the previous lesson. Once finished, the T will move around, supporting the Ss when they ask for help.	Groups of 4 and 5

Unit	6	Lesson	4 of 7	Group	4° ESO	Time	55 min
Topic / Session Title	Planning a trip			Class	English		
Focus: Students will learn to write formal travel proposals and to reach an agreement with their team mates while working on future tenses.							
Skills	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input type="checkbox"/> Discourse						
Contents	-Future perfect and future continuous -Travel proposal						
Objectives or learning outcomes	Students will be able to: -Write a formal travel proposal using adequate formulas and linking words. -Understand explanations; different points of view or opinions in a variety of contexts during an informal conversation they are part of.						
Evaluation criteria	-Show a good command of the English language, writing common syntactic structures and using them in a coherent and cohesive way to organize the text in a simple but efficient way.						
Previous knowledge	-Students will need to make use of the content learned in the previous lessons composing this Unit.						
Materials	<u>Teacher</u> -Genial.ly presentation <u>Students</u> -Computers -Classroom material (notebook, pens, pencils, etc.)			Spaces	Classroom		
Procedures							
Timing	Stage	Activities (T / S role)				Grouping	
15 min	Pre-task	The T will explain the uses of the perfect continuous and future perfect simple after reading an example of a travel proposal to the town of Solvang. Then, the T will tell the Ss what they need to do during the class: writing a formal travel proposal to the closest city to the Ss chosen American Indian Tribe using the future perfect simple and future continuous whenever				Whole class	

		possible, and including the structures that appear in bold in the example provided by the T. Then, they will read their proposals in their teams and the best proposal will be included as part of the team's project.	
20 min	Task	Ss will work on their proposals. Meanwhile, the T will go around the tables providing support and solving doubts when needed. The Ss will also get the option to have a short personal meeting with the teacher if they have any issue.	Groups of 4 and 5
15 min	Dialogue	The students will choose in their groups which proposal to include in their project to present it to the class in lesson 6.	Groups of 4 and 5
5 min	Introduction To Forum Debate	The T will spend the last 10 minutes of this class explaining how the next session is going to work and what do the students need to prepare beforehand to be able to take part in the Forum: the teams and their roles are introduced. However, teams are not made! All the students need to research all the roles so they are prepared to defend any side.	Whole class

Unit	6	Lesson	5 of 7	Group	4° ESO	Time	55 min
Topic / Session Title	The Forum Debate: School Mascots			Class	English		
Focus: The focus of this Unit will be on speaking. Speaking will be encouraged to defend and argument, respect opinions different from their own and to think about racism and harmful stereotypes.							
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input type="checkbox"/> Phonology <input type="checkbox"/> Lexis <input checked="" type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	<ul style="list-style-type: none"> -Take part in a debate about the use of "Indian" School Mascots. -Make use of the future in a formal conversation. 						
Objectives or learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Show commitment to the tasks. Make suggestions, support ideas and express their opinions using adequate expressions and language structures. -Take part of a formal conversation interacting politely and respectfully, without interrupting your classmates and valuing other points of view. 						
Evaluation criteria	<ul style="list-style-type: none"> -Incorporate into the oral speech the sociolinguistic knowledge acquired related to interpersonal relations and social conventions, selecting and giving the necessary information; considering the recipient's response to the communicative purpose; the subject being discussed and the communication method in which the presentation is taking place and expressing points of view and opinions with the required level of politeness. -Keep the rhythm of the discourse to deliver a comprehensive message. 						
Previous knowledge	Students will need to make use of the information learned in previous lessons of this Unit and, in general, of all the content learned throughout the school year.						
Materials	<u>Teacher</u> -Genial.ly presentation <u>Students</u> -Computers -Cardboards (if needed) -Classroom material (notebook, pens, pencils, etc.)				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
15 min	Pre-forum	Teams are made. Ss get in their teams and prepare their introduction speech and their main arguments.	2 groups of 10 and one group of 9 Ss.
15 min	Introduction	A speaker per team will give their introduction statement and present their case. (5 min per team)	2 groups of 10 and one group of 9 Ss.
15 min	Debate	Each team will provide their strongest argument and go against the other teams' arguments. This section will be repeated two times, so by the end all teams must have provided two main arguments to support their point of view.	2 groups of 10 and one group of 9 Ss.
5 min	Preparation	Taken into account all the arguments and counter arguments provided during the debate, each team will prepare a closing speech.	2 groups of 10 and one group of 9 Ss.
10 min	Closing argument	One speaker per team will deliver the closing argument (if someone has not actively participate it he/she/they will act as the speaker)	2 groups of 10 and one group of 9 Ss.

Unit	6	Lesson	6 & 7 of 7	Group	4° ESO	Time	110 min
Topic / Session Title	Final presentations			Class	English		
Focus: The focus of these two lessons will be on the students and how they apply what they have learned in this Unit. What have they learned during the previous lessons? What did they do during the "task" time in each session? Is their presentation creative?							
Skills	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing						
Systems	<input type="checkbox"/> Grammar <input checked="" type="checkbox"/> Phonology <input checked="" type="checkbox"/> Lexis <input type="checkbox"/> Function <input checked="" type="checkbox"/> Discourse						
Contents	- Present simple and continuous to talk about the past - Future simple, future continuous and future perfect simple - Vocabulary related to the environment and agriculture						
Objectives or learning outcomes	Students will be able to: - Create well-structured and brief presentations using a visual aid, such as Power Point, about an academic subject, organizing the basic information in a coherent way, explaining the key ideas briefly and clearly and answering simple questions from the audience in a clear and calm way. - Develop the habit of teamwork for personal development.						
Evaluation criteria	- Incorporate into the oral speech the sociolinguistic knowledge acquired related to interpersonal relations and social conventions, selecting and giving the necessary information; considering the recipient's response to the communicative purpose; the subject being discussed and the communication method in which the presentation is taking place and expressing points of view and opinions with the required level of politeness. - Know and make use of the sociolinguistic aspects related to the living conditions (habitat, socio-economic structures), interpersonal relations (occupational, educational, generational and institutional), and social conventions (values, attitudes), as well as general cultural aspects that allow to understand the information and ideas present in the text.						
Previous knowledge	- Students will need to make use of all the contents learned in Unit 4 & 5 as well as making use of all their previous English knowledge acquired.						
Materials	<u>Students</u> - Computers - Cardboards (if needed) - Classroom material (notebook, pens, pencils, etc.)				Spaces	The Auditorium	

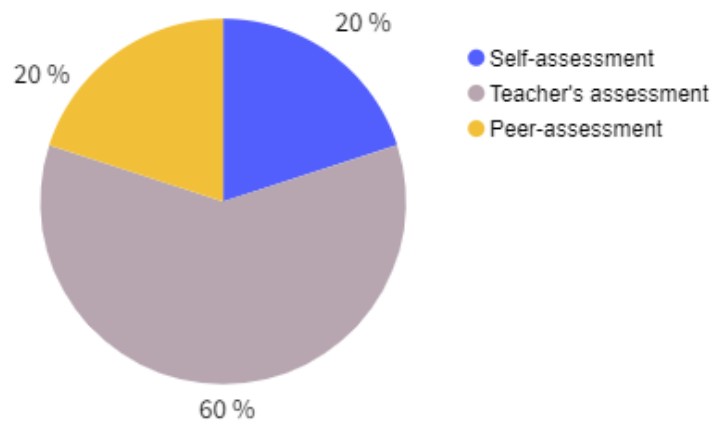
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
45 min	Presentations	During the lesson, Ss will present their works to the rest of the class.	Groups of 4 and 5
5 min	Evaluation	Students will get the assessment checklists: one to evaluate their own performance and another one to evaluate the performance of each member of their team.	Individually
5min	Final Prize	Students will vote who did the best presentation. Each member of the winner team will get as a prize a puzzle of all the American Indian Tribes created by Master Jigsaw Puzzles.	Whole class



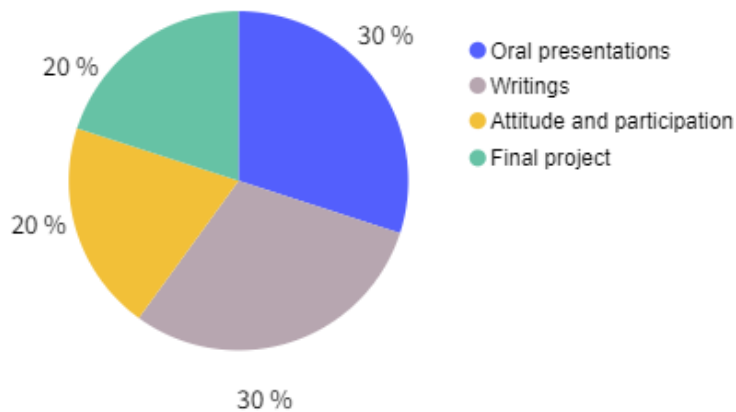
Evaluation instruments & criteria

As it was mentioned in the evaluation section, projects account for 30 % of the grade of the term and, in this case, Unit 6 is located inside the second term. At the same time, the grade of the projects will be divided according to the charts below:

Grading criteria: Final Project



Grading criteria: Teacher's assessment



The American Indian Tribes tasks will be continuously assessed as the teacher will get the chance to supervise the students' performance and check their activities along the process.

The following procedures will be used to assess the students' performance:

1. Rubric assessments

This rubric will be used for the students' self-assessment and peer-assessment of the final project, which encompasses the following skills: leadership; cooperation and conflict resolution; attitude towards learning and responsibility; knowledge acquired, original ideas and creativity.

<p>Name of the person assessed:</p> <p>_____</p> <p>Final grade:</p> <p>_____</p>		<p>UNIT 6: American Indian Tribes project. (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).</p>				
SELF-ASSESSMENT & PEER-ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	The student uses different sources of information to retrieve new knowledge.					
	The student proposes original and creative ideas to the team.					
	The student follows the instructions given and is a good team player (respects the other team members' opinions; the student is able to have a discussion without fighting, etc.)					
	The student takes responsibility of the team's actions and doesn't blame the others in case an issue arises.					
	The student acts					

respectfully towards the rest of the teams and respects the others right to express their opinion.					
The student values other points of views and ideas different from their own.					
The student helps other team members if they have any doubts regarding the grammar or the vocabulary studied within the students' capabilities.					
If there is an issue, the student addresses it as soon as possible in order to keep a good relationship within the group.					
The student values cultural diversity and heritage.					
The student takes charge of the project when needed.					

Additional comments:

The teacher will use a rubric to assess the students' work based on the evaluation criteria, and learning standards and objectives described in each session.

Name of the person assessed: <hr/> Final grade: <hr/>		UNIT 6: American Indian Tribes project. (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).				
TEACHER'S ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	Students identify essential information, and the most relevant facts and details written in a medium length, well-structured and neutral text.					
	Students use different sources of information to research and write informed essays.					
	Students write brief, simple, clear and coherent texts.					
	Students show a good command of the English language, writing common syntactic structures and using them coherently and cohesively to organize the text in a simple but efficient way.					
	Students present creative and innovative ideas.					
	Students interact in a simple but effective way with other students, acting politely and respecting their classmates' opinions.					
	Students incorporate into					

<p>the oral speech the sociolinguistic knowledge acquired related to interpersonal relations and social conventions, selecting and giving the necessary information; considering the recipient's response to the communicative purpose; the subject being discussed and the communication method in which the presentation is taking place and expressing points of view and opinions with the required level of politeness.</p>					
<p>Students create well-structured and brief presentations using a visual aid, such as PowerPoint, about an academic subject, organizing the basic information coherently, explaining the key ideas briefly and clearly and answering simple questions from the audience clearly and calmly.</p>					
<p>Students know and make use of the sociolinguistic aspects related to the living conditions (habitat, socio-economic structures), interpersonal relations (occupational, educational, generational and institutional), and social conventions (values, attitudes), as well as general cultural aspects that allow them to understand the information and ideas</p>					

present in the text.					
Students keep the rhythm of the discourse to deliver a comprehensive message.					
Students recognize general cultural aspects in a journalistic text.					
Students incorporate in their writing cultural elements related to the cultures studied.					
Students show respect for cultural diversity and they understand the value of cultural diversity.					
Additional comments:					
<hr/>					
<hr/>					
<hr/>					

2. Oral presentations

Throughout this Unit students get a lot of chances to practice speaking in English: there is a debate in lesson 5, and they present their projects to the rest of the class in lesson 6 including the dialogue they created in lesson 2. The rubric used to evaluate these instances will be the same developed in the speaking part of the Unit test in Didactic Unit 5.

3. Writing tasks

Writing tasks will be evaluated following the same structure as oral presentations. This Unit had plenty of writing assignments to evaluate: Writing a description using a literary genre in lesson 1, writing a dialogue to enact it later in front of the class in lesson 2; write an e-mail or a letter to a friend in lesson 3, and elaborating a travel proposal in lesson 4.

The students' performance will also be assessed using the same rubric as in Unit 5, without including the questions related to the homework assignments. As previously

mentioned, this rubric measures the content; the communication style; the text organization; and the language used in the writing tasks (Cambridge Assessment English, 2020).

4. Attitude and participation

The attitude towards learning and students participation will be assessed by making use of the scale that can be found in [Annex 5](#) to this document.

15. Students' Guide: Unit 6

At the beginning of each Unit, the students will receive a Guide that will reflect and expand on the contents of the Genial.ly presentation that the teacher will use to show the contents to the students, the worksheets, and it the examples and basic grammar rules that the teacher will write on the board.

Even if for this Didactic Programme the teacher will try to save as much paper as possible to foster the use of digital means, students will get this guide in a physical format as the context where the high school is located must always be taken into account and not all the students will be able to access the material outside of the high school if they can only access it through a digital tool.

A dramatic landscape of a desert canyon. In the foreground, a gnarled, leafless tree stands on the left. The ground is reddish-brown with sparse green and yellow vegetation. In the middle ground, a large, prominent red rock formation, possibly a butte or mesa, rises. The background shows more of the canyon landscape under a sky filled with dramatic, layered clouds in shades of blue, grey, and white.

UNIT 6: Hualapai Indian Reservation.

Grand Canyon

&

Bryce Canyon

1. A trip to Grand Canyon & Hualapai Indian Reservation: An Introduction

In this Unit you are going to work on a project related to the history of American Indian Tribes.

The lessons will work following the same order:

- Pre-task: you will get some context and information that will help you with your projects. Furthermore, this section includes some exercises that will allow you to think about what you just learned.
- Task: in each lesson, you will get some time to discuss with your teammates and to work on your projects.
- Forum Debate: in lesson 5 the schedule will change as the class will revolve around the debate. More information will be provided at the end of lesson 4.
- Presentations: during the last lesson of the Unit you will present your projects in the Auditorium.
- Furthermore, to know how your project is going to be assessed, please access Annex 8⁴.

Lessons	What are we going to do?
1	A trip to Grand Canyon and Hualapai Indian Reservation
2	A trip to an American Indian Reservation
3	Culture & traditions
4	Planning a trip
5	 A Forum Debate: School Mascots
6 & 7	Presentations



Lesson 1. Goals:

-Acquire new vocabulary related to the environment and climate change.

-Write brief and simple texts including the essential information required and explaining the reasons why that information was included.

-Use different sources of information to retrieve new content.

⁴ Annex 8 in this paper will be a part of the Students' Guide. Thus, when given to the student, the number of the annex will be modified and it will be addressed as Annex 1 to the Students Guide.

Lesson 1. Pre-task

Some interesting facts related to the Hualapai Indian Reservation & the place where they live, the Grand Canyon:

2.

THE HUALAPAI RESERVATION

The "People of the Tall Pines", which is the meaning of "Hualapai", are part of the Yuman family and there is archaeological evidence that show that their ancestors have lived to the Grand Canyon river since 600 A.D.

Some Interesting data:

1. Spain, Mexico and the United States claimed their **land** and this situation evolve into the Hualapai War in 1865 after **gold** was discovered in the area. In 1868 a Peace Treaty was signed.
2. In 1874 they were forced by the United States government, specifically, the Office of Indian Affairs, to move south. Starvation and disease made a lot of people leave the new site soon after.
3. In 1883 the Hualapai Reservation was created and in 1941 the Hualapai people were given full claim of their land.

1.

GRAND CANYON, ARIZONA

Located in Arizona, the Grand Canyon is one of the most popular National Parks in the United States. **It covers an area of** 1,904 square miles and it has **around** 1,000 hidden caves.

It is also the home of the Rock Squirrel, which is the most dangerous animal in the Grand Canyon National Park.

Why?

Because dozens of visitors are bitten when they try to **feed** them!! And let's be honest, with that little face looking at you...it seems impossible to refuse feeding them!! But...as much as we would like to feed the Rick Squirrel, we need to learn to respect **wildlife!** (U.S. Department of Interior, 2017).

3.



Currently...

4. 1975 Grand Canyon Enlargement Act boundaries conflict: The National Park Service affirms that the river is owned by the park until the **high water mark**. Hualapai doesn't agree with that because it would mean that they would need permission from the park to access water resources.

The Hualapai reservation relies heavily on tourism -selling timber, arts, **crafts**, etc.-but also investing in businesses such as the Hualapai River Runners, which is the only rafting company in the Grand Canyon owned by Native Americans (Gerke, 2022).

"At Grand Canyon 75 species of **mammals**, 50 species of **reptiles and amphibians**, 25 species of **fish**, and over 300 **species of birds** exist, [...]

Grand Canyon National Park is **home to** a number of **threatened and endangered** species. The native Colorado River fish **have suffered as a result** of the dramatic changes in **water volume, temperature and sediment load** since the completion of Glen Canyon Dam in 1963. These fish include the Colorado Squawfish, humpback chub, and bonytail chub. Several species of endangered birds make Grand Canyon home, including the peregrine falcon, bald eagle and willow flycatcher. A number of **endangered plants** can also be found in the park[...]. More and more, protected lands like Grand Canyon National Park provide a refuge for plants and animals that are under increasing **pressure** elsewhere." (GrandCanyon, 2022)

4. Fauna & Flora of the Grand Canyon



5. The impact of climate change



What is climate change?

Some impacts of climate change in The Hualapai Tribe:

- Water quality (problems with fishing & species dying out) and water rights (less availability)
- Increase cost of water lines, storage tanks, new wells
- Air quality (health)
- Forest health: deforestation and fires
- Invasion of non-native species of plants and animals
- Less animals in herds (Hualapai Tribe, 2010)

The United Nations defines climate change as "long-term shifts in temperatures and weather patterns. These shifts may be natural, such as through variations in the solar cycle" (United Nations, n.d.) (like we studied in Unit 2 with the Dust Bowl), but it can also be caused by burning fossil fuels, which, along with other human activities, currently is the main cause of climate change.



What have you learned during the pre-task?

- ✓ Grand Canyon: location, fauna & flora.
- ✓ The history of the Hualapai and the challenges they face.
- ✓ Climate change and its consequences in the Grand Canyon and, thus, in the life of the Hualapai people.

Task instructions

1. Choose an American Indian Tribe to do your research on:
2. Choose the tool you will use as a visual aid to create your presentation
 - ✓ Genial.ly
 - ✓ Canva
3. Do your research and write about the American Indian Tribe you have chosen and describe the following elements (140-160 words)
 - ✓ The land in which the Tribe currently lives (Some questions to take into account: in which State is the Tribe? What is the State famous for? In which part of the USA is it located? Do they have a city close by? What are the main activities performed in the city? What are the main activities performed by the Tribe?)
 - ✓ The flora and fauna of the land. Are there any endangered species?
 - ✓ The impact of climate change on the lifestyle of the tribe

TIP: all these elements are included in the pre-task presentation.



You can use it as an example to start your research!

Useful words and sentences that could help you in your writing:

Located in...

It covers an area of...

Claim the land

After gold was discovered in the area.

It is also home to...

The dangers of feeding the animals

To suffer as a result of something

Species under increasing pressure

Deforestation

Water lines

Wells

There is archaeological evidence that show...

High water mark

Arts and crafts

Respect wildlife

Mammals

Reptiles and amphibians

A herd

Threatened and endangered species

Species are dying out

Increase cost

Air quality

Invasion of non-native species

 **Don't forget to be creative!**

2. A trip to an American Indian Reservation

LISTENING WORKSHEET 1. BIODIVERSITY (PRESHOFF, 2015)

1. Listen to the video in the Genial.ly presentation and choose the correct answer:

- | | |
|---|--|
| 1. What makes one ecosystem strong and another weak in the fact of change?
a) Clean water
b) Diversity
c) Biodiversity | 4. Which of these events can cause fluctuations in the weather?
a) deviations
b) disease
c) dizziness |
| 2. What three intertwined features build biodiversity?
a) ecosystem, land and water diversity
b) ecosystem, species and genetic diversity
c) ecosystem, species and gender diversity | 5. What is a "keystone organism"?
a) a type of rock
b) an insubstantial element.
c) one that many other depends on for their survival |
| 3. Who eats the leftovers of the herbivores such as the tapir ad the agouti?
a) Insects
b) Carnivores
c) Humans | 6. What can biodiversity give us to face the unpredictability of the future?
a) a fishing net
b) an insurance policy
c) a tip |

2. Read the transcript attached in [Annex 9](#)⁵ to this document. Do you know the meaning of all the words and expressions in bold?

⁵ Annex 9 will be a part of the Students' Guide. Thus, when given to the student, the number of the annex will be modified and it will be addressed as Annex 2 to the Students Guide.

Lesson 2. Pre-task

1. Read the dialogue that Tom & James:

J.-Hi, Tom. How are you?

T.-I am good, James, how about you?

J.-I am feeling great! I am looking forward to our trip to Hualapai Indian Reservation!

T.-Me too!! So, we are going to Las Vegas that weekend. **Do you want us to take the train to Hualapai? Or do you prefer renting a car?**

J.-Let's take the train. Wait. I will check the schedule. It says that **the train leaves from Las Vegas at 09:00.** That means that **it arrives at Hualapai around noon.**

T.-Is that too late? How are we going to move around the area?

J. - We can take the bus...or we can try hitchhiking like old times.

T.-No, let's take the bus. I don't want to repeat last time's experience hitchhiking. It was horrible!!

J.-Oh! It says here that they offer rafting in the rapids of the Colorado River! We should definitely do that.

T.-Absolutely, let's go! I also want to visit the Grand Canyon Caverns and, of course, the Skywalk!!

J.-We are going to have a great time visiting the Reservation, you'll see. I hope we also get to meet new people.

T.-Yes, I want to listen to their thoughts about how global warming is affecting the area.

J.-You are right. That could be interesting. Let's go to class, we are already late.

T. - Yes, you are right... By the way, do you want to meet tomorrow to play basketball?

J. - **I am playing the guitar with my band tomorrow,** but let's play on Friday.

T. - James, next Friday is your birthday! We have a party!

J. - That's right! I had already forgotten about it! [...]

Can you guess when do we use *will & be going to*?

Tom & James Schedule

Time	Activity
08:00	Wake up in Las Vegas
08:30	Enjoy a nutritious breakfast
09:00	Take the train to Hualapai Indian Reservation
12:00	Arrival to the Reservation
12:30	Visit Grand Canyon Skywalk
13:30	Lunch time!
14:30	Visit the Grand Canyon Caverns
16:00	Rafting the rapids of Colorado River
18:00	Go for a walk to Hualapai Ranch
19:00	Take the train back to Las Vegas

Have you noticed that the present simple and continuous can be used in some cases to talk about the future?



Present simple & Present continuous to talk about the future (Cambridge University Press, n.d.-b; c)

Present simple

- To talk about a fixed schedule or timetable:
The train leaves from Las Vegas at 09:00
- To talk about facts:
Next Friday is your birthday.

Present continuous

- To talk about plans that we have already made or arranged for the future:
I am playing the guitar with my band tomorrow

Will & be going to are both used to talk about the future!

Task instructions

What have you learned during the pre-task?

- ✓ The importance of biodiversity
- ✓ How to plan a trip and create a schedule
- ✓ Uses of the present simple & continuous to talk about the future

Lesson 2. Goals:

- Schedule a trip
- Take part in informal conversations while scheduling a trip in their teams.
- Organize information in a coherent way

1. Schedule a trip to the American Indian Tribe you chose in the previous lesson
2. Create a mind map of your schedule (you can also do a timeline, a table, etc. Be creative!)
3. Write a dialogue that reflects the different transport and timing options that you considered before deciding on a schedule using the present simple and present continuous to describe future events at least in three sentences (140 words minimum).

3. Culture & Traditions

LISTENING WORKSHEET 2. A PAIUTE TAKE ON BRYCE CANYONS HOODOOS (POE & SIEGEL, 2008)

1. Listen to the radio talk show in the Genial.ly presentation, answer the following questions, and choose the right answer⁶:

GENERAL QUESTIONS

1. What is the Bryce Canyon National Park famous for?

2. Why did the animals living in the Bryce Canyon complained about the "To-when-an-ung-wa"?

3. What was the Coyote famous for?

MULTIPLE CHOICE QUESTIONS

1. What does "To-when-an-ung-wa" mean?

1. Coyote
2. Legend People
3. Bryce Canyon

2. What was the Coyote?

1. A normal animal
2. A weird creature
3. A powerful god

3. Why was the Coyote's invitation to a banquet quite an offer?

1. Because in the desert there is not a lot of food
2. Because they never had a banquet before
3. Because they had never been invited to a party before

4. How did the "To-when-an-ung-wa" dressed to go to the banquet?

1. In black
2. In their most-colourful clothing
3. Naked

5. What did the Coyote do to punish the "To-when-an-ung-wa"?

1. He turned them to stone
2. He threw them to the river
3. They died in the Titanic

⁶ The transcript is accessible directly on the [webpage](#).

Lesson 3. Pre-task

1. Read the letter and think about the structures in bold. Do you notice any difference between the uses of will & be going to?



Dear Sarah,

My daughter's birthday is next Friday. She is turning 21 so I decided to take her to Las Vegas to celebrate it.

Once we are there, **we will visit the Bryce Canyon**. We have heard that the Hoodoos are a sight to see. I know that you live nearby, **will you come with us?**

Lately, I have been really interested in the history of The Paiute Indian Tribe and I found out that next month there is a Paiute Youth Camp. Their main goal is to engage the Paiute youth in the conservation of the land (Paiute Indian Tribe of Utah, 2022). As it happens, my brother-in-law works as a Paiute Interpreter and he offered me to join them in the next Camp! I felt so honoured when he asked me!

At the Camp, I **am going to work as a game coordinator**. That means that I **am going to spend one week organizing and creating games!** I think I found my dream job. Anyway, **I promise I will tell you all about it in my next e-mail.**

And how are you? How are your kids? I hope everything is going smoothly. **Will you tell me all about it over a warm cup of coffee next time we see each other?**

Take care and see you soon!

With love,

Bea

INSTRUCTIONS

1. Research an interesting cultural trait, legend or myth of the Indian Tribe you have chosen.
2. Tell us about it (write an essay or a poem, tape a video telling the story, whatever you want!)
3. You already have created a schedule of your visit to an Indian Reservation. Write a letter or an e-mail to a friend telling them what are you going to do there and what experiences you expect to have once you arrive there. Is there something that you are really curious about? Is there anything you won't like to see at all? Make use of the future simple whenever possible.

What have you learned in the pre-task?

- ✓ The legend of the formation of Hoodoos
- ✓ How the future simple is formed
- ✓ How to write a letter to talk about the future

Future simple: will/be going to (Cambridge University Press, n.d.-d; e)

Will

-To state facts or certainty in the future

By the end of next year, I won't be in high school anymore!

-To announce decisions & make offers

We will visit the Bryce Canyon. Will you come with us?

-To make promises

I promise I will tell you all about it in my next e-mail.

Will is used to express certainty or facts in the future whereas **be going to** is used to emphasise a decision that we have made or something that is already made clear in the present.

We will visit the Bryce Canyon

I am going to work as a game coordinator.

Be going to

-To express intentions

I am going to spend one week organizing and creating games!

-To give commands

Teacher: "You are going to work on your projects today".

Lesson 3. Goals:

-Know, value and respect other cultures, traditions & beliefs

-Understand personal correspondence describing events, experiences and feelings

-Write an e-mail to a friend describing a future trip

4. Planning a trip



1. Read the travel proposal. Have you used any of the linkers in bolds before? Do you know how to use them?

A TRAVEL PROPOSAL: SOLVANG, CALIFORNIA

INTRODUCTION

Many people believe that New York or L.A. are the best destinations if you are planning to travel to the United States. **However**, I believe that small towns like Solvang should be at the top of everyone's list. Located in Santa Barbara County, Solvang was founded by Danish immigrants & it was named one of the "10 Most Beautiful Small Towns in the Western United States" by the Sunset Magazine (Solvang Conference & Visitors Bureau, n.d.). **Not only** is Solvang beautiful **but also** the weather is really good: the breeze is usually warm and the sun is always shining. That being the case, my friends & I have decided to go there for a week.

BODY

During our stay, we are going to do a one-day trip to Las Vegas, where we will be staying at The Venetian Hotel. **What's more**, we hope we will be able to rent some Gondolas!

We would like to make new friends **in addition to** improving our English, of course. **Moreover**, by the time we come back to Madrid we hope to have eaten plenty of burgers. We will try to bring some American groceries for our classmates as well. When we arrive to Madrid, we will already have eaten pizza in Chicago, we will have slept at the Hualapai Indian Reservation and we will have visited the famous Hollywood sign in Los Angeles. I think once we arrive we will feel really nostalgic!

CONCLUSION

To sum up, you do not need to go to big cities to have a good time. Staying in a small city can be cheaper **as well as** more comfortable than in a big one because fewer people choose to stay there. Finally, if you miss city life you can always plan a one-day trip.



Useful linkers & connectors that could help you in your writing:

But > However, nevertheless, nonetheless
Not only (+verb) ... but...

What's more...
Moreover
In addition to
...as well as...

To sum up
Finally
Lastly



Future continuous & future perfect simple (Cambridge University Press, n.d.-f; g.)

Future continuous

-For actions in progress at a certain time in the future

Tomorrow at 10 a.m. we will be eating ice cream in Las Vegas.

This time next year I will be studying 1st of Bachillerato.

-When we want to make offers, to make clear the action doesn't require an effort on our part.

I will be passing by the travel agency later, would you like me to bring you a brochure?

-For things that are likely to happen, because they are part of our routines.

On Monday at 11 a.m. I will be rehearsing with the band.

Future perfect simple

-For actions that will be completed at a certain time in the future.

By next week we will have finished this project.

This time next year I will have finished 4th of ESO.

2. Write a formal travel proposal to the closest city to the American Indian Tribe you have chosen individually. Afterwards, read it in your teams, and choose the best one to include it in your presentations!



June						
L	M	X	J	V	S	D
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Introduction

Where are you going?
Introduce the city

Plan the trip

What will you be doing?
What will you be seeing?

Conclusion

Sum up your ideas. What will you have already done that you will miss?

- What have you learned in the pre-task?
- ✓ How to write a travel proposal
 - ✓ Why visiting Solvang is a good idea if you are travelling to California
 - ✓ How to use the future continuous and the future perfect

Lesson 4. Goals:

- Write a formal travel proposal using adequate formulas and linking words.
- Understand explanations; different points of view or opinions in a variety of contexts during an informal conversation they are part of.

Lesson 4. Preparing for the debate



Watch the video in the Genial.ly presentation to get some context about the nature of the debate. During next class, we are going to do a Public Forum Debate regarding the end of the American Indian Mascots.

First of all, there will be three different teams:

- ✓ 10 students will represent the National Congress of American Indians (NCAI)
- ✓ 9 students will represent Texas
- ✓ 10 students will represent the High School

Do your research regarding the following questions:

National Congress of American Indians

1. Why should School Indian Mascots be banned? (Provide 3 main arguments)
2. What alternatives do High Schools have instead of naming their mascots like Indian Tribes?

The State of Texas

1. Why do you support the High School's opinion?
2. Are there any other States that share your opinion? Which States think differently about the topic?

The High School

1. Why should School Indian Mascots keep their names? (Provide 3 main arguments)
2. Do you think School Indian Mascots perpetuate negative Indian stereotypes? Why?

TIP: try to make use of the future sentence structures learned throughout the Unit.

5. The Public Forum Debate: School Mascots



Instructions

After the teams are made, you have 10 minutes to prepare.
Then, the Public Forum Debate will follow a clear structure:

1. A speaker per team will deliver an introduction statement and present their case.
2. Each team will provide their strongest argument and contradict other teams' arguments. This section will be repeated twice so by the end all the teams must have provided two main arguments to support their point of view.
3. Taken into account all the arguments and counter arguments provided during the debate, each team will prepare their closing speech.
4. One speaker per team will deliver the closing argument (if someone has not actively participated during the debate he/she/they will act as the speaker).

Everyone has to participate before the end of the debate!!

Lesson 5. Goals:

-Show commitment to the tasks. Make suggestions, support ideas and express their opinions using adequate expressions and language structures.

-Take part of a formal conversation interacting politely and respectfully, without interrupting your classmates and valuing other points of view.

6 & 7. Final presentations

You will present your projects in the Auditorium.

Here are some tips to help you prepare for the presentation:

- Be creative in the way you present your project.
- Provide a brief explanation of every tasks in which you have worked on during the Unit:
 1. Talk about your American Indian Tribe: history, location, impact of climate change.
 2. Show and explain the organization of your trip by enacting the dialogue you created in the 2nd session of the Unit.
 3. Tell the class the cultural trait, legend or myth related to your American Indian Tribe.
 4. Describe the plans that you have made for your trip to the American Indian Tribe.
- Finish your presentation with a brief summary of the elements that have made the most impact on you during your research.
- Memorize the key elements of your presentation. It will help you to reduce the stress levels!
- Practice the presentation in front of a mirror.
- Don't forget to bring water!

Lesson 6 & 7. Goals:

-Create well-structured and brief presentations using a visual aid, such as Genial.ly, about an academic subject, organizing the basic information in a coherent way, explaining the key ideas briefly and clearly and answering simple questions from the audience in a clear and calm way.

-Practice the habit of teamwork for personal development.

16. Annexes

Annex 1

«Objetivos de la etapa

La Educación Secundaria Obligatoria contribuirá a desarrollar en los alumnos las capacidades que les permitan:

- a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.
- b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.
- c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.
- d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.
- e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.
- f) Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.

- g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.
- h) Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.
- i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.
- j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.
- k) Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.
- l) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación» (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria, pp.2-3).

Annex 2

«Bloque 1. Comprensión de textos orales

Estrategias de comprensión

- Movilización de información previa sobre tipo de tarea y tema.
 - Identificación del tipo textual, adaptando la comprensión al mismo.
- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
- Formulación de hipótesis sobre contenido y contexto.
 - Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
 - Reformulación de hipótesis a partir de la comprensión de nuevos elementos.
 - Uso de estrategias de comprensión de los mensajes orales: contexto verbal y no verbal, conocimientos previos sobre la situación, identificación de palabras clave, identificación de la actitud e intención del hablante.

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas

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

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

Estructuras sintáctico discursivas

- Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viaje y vacaciones; salud y cuidados físicos; educación y estudio, compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.
- Patrones sonoros, acentuales, rítmicos y de entonación.

CONTENIDOS ESPECÍFICOS

- Comprensión del significado general y específico de entrevistas sobre temas conocidos presentados de forma clara y organizada.
- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata.
- Comprensión general y de detalles más relevantes de Programas emitidos por los medios audiovisuales con lenguaje claro y sencillo.

Bloque 2: Producción de textos orales: expresión e interacción

Estrategias de producción:

Planificación

- Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.
- Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.

Ejecución

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

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

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

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

Lingüísticos:

-Modificar palabras de significado parecido.

-Definir o parafrasear un término o expresión.

Paralingüísticos y paratextuales

-Pedir ayuda

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

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

-Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

Aspectos socioculturales y sociolingüísticos:

-Convenciones sociales, normas de cortesía y registros;

-Costumbres, valores, creencias y actitudes; lenguaje no verbal.

-Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.

-Respeto a las diferencias de opinión sobre temas de interés y comprensión de distintas perspectivas socioculturales.

Funciones comunicativas

-Iniciación y mantenimiento de relaciones personales y sociales.

-Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.

-Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.

-Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.

-Expresión del conocimiento, la certeza, la duda y la conjetura.

- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

CONTENIDOS ESPECÍFICOS

- Participación en conversaciones y simulaciones sobre temas cotidianos y de interés personal con diversos fines comunicativos, mostrando respeto hacia los errores y dificultades que puedan tener los demás.
- Empleo de respuestas espontáneas y precisas a situaciones de comunicación en el aula.
- Comprensión de la comunicación interpersonal, con el fin de contestar de forma inmediata.
- Uso de convenciones propias de la conversación en actividades de comunicación reales y simuladas: turno de palabra, cambio de tema, etc.
- Uso autónomo de estrategias de comunicación para iniciar, mantener y terminar la interacción.
- Posibilidad de representación de una obra dramática.
- Producción oral de descripciones, narraciones y explicaciones sobre experiencias, acontecimientos y contenidos diversos, teniendo en cuenta los elementos de cohesión y coherencia.
- Valoración de la corrección formal en la producción de mensajes orales.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando medios digitales.
- Uso apropiado de fórmulas lingüísticas asociadas a situaciones concretas de comunicación: cortesía, acuerdo, discrepancia, etc.

Bloque 3: Comprensión de textos escritos

Estrategias de comprensión

- Movilización de información previa sobre tipo de tarea y tema.
- Identificación del tipo textual, adaptando la comprensión al mismo.

- Distinción de tipos de comprensión (sentidos general, información esencial, puntos principales, detalles relevantes).
- Formulación de hipótesis sobre contenido y contexto.
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.
- Consolidación de estrategias de lectura ya utilizadas.

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales, normas de cortesía y registros;
- Costumbres, valores, creencias y actitudes; lenguaje no verbal.
- Identificación, conocimiento y valoración crítica de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia, y respecto a patrones culturales distintos a los propios.
- Profundización en el conocimiento de los elementos culturales más relevantes de los países donde se habla la lengua extranjera, obteniendo la información por diferentes medios.

Funciones comunicativas

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

Estructuras sintáctico-discursivas.

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

-Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

-Identificación del tema de un escrito con el apoyo contextual que éste contenga.

-Identificación de la intención del autor.

-Inferencia de significados e informaciones desconocidas, mediante la interpretación de elementos lingüísticos y no lingüísticos.

-Comprensión general y específica de diversos textos, en soporte papel y digital, de interés general o referidos a contenidos de otras materias del currículo.

-Obtención de información a partir de distintas fuentes, en soporte papel, digital o multimedia, para la realización de tareas específicas.

-Lectura comentada y dramatizada de obras teatrales breves o de fragmentos de algunos de los periodos indicados, reconociendo la estructura y componentes del texto teatral.

-Lectura autónoma de textos más extensos relacionados con sus intereses.

-Acercamiento a algunos autores relevantes de la literatura de otros países.

-Consolidación en la utilización de la biblioteca del centro o de bibliotecas virtuales como fuente de obtención de información y de modelos de producción escrita.

-Desarrollo de la autonomía lectora, y aprecio por la literatura de otros países como fuente de placer y de conocimiento de otros tiempos y culturas para buscar conexiones con la cultura propia y trazar comparaciones entre ellos y los propios de la lengua castellana.

-Reconocimiento y valores de los grandes temas y comparación en su tratamiento en textos de la literatura en lengua castellana.

Bloque 4: Producción de textos escritos: expresiones e interacción.

Estrategias de producción:

Planificación

-Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o que se quiere decir, etc.)

-Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc).

-Utilización de estrategias en el proceso de composición escrita (planificación, textualización y revisión).

Ejecución

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

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

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

Aspectos socioculturales y sociolingüísticos:

-Convenciones sociales, normas de cortesía y registros;

-Costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas

-Iniciación y mantenimiento de relaciones personales y sociales.

-Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.

-Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.

- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.

-Expresión del conocimiento, la certeza, la duda y la conjetura.

-Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.

-Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa y sus contrarios.

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

Estructuras sintáctico-discursivas.

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

- Patrones gráficos y convenciones ortográficas.

CONTENIDOS ESPECÍFICOS

- Composición de textos diversos, con léxico adecuado al tema y el contexto, con los elementos necesarios de cohesión para marcar con claridad la relación entre ideas, utilizando el proceso de composición escrita (planificación, textualización y revisión).
- Uso con cierta autonomía del registro apropiado al lector al que va dirigido el texto (formal e informal).
- Comunicación personal con hablantes de la lengua extranjera a través de correspondencia postal o utilizando medios informáticos.
- Uso correcto de la ortografía y de los diferentes signos de puntuación.
- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital» (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria, pp. 164-169).

Annex 3

«4º ESO CONTENIDOS LINGÜÍSTICOS ESPECÍFICOS DE INGLÉS

A) Funciones del lenguaje y gramática.

-Consolidación y uso de estructuras y funciones asociadas a diferentes situaciones de comunicación.

-Describir y comparar hábitos y estilos de vida con acciones en curso. Presente simple y continuo. *Used to* + infinitivo. Pronombres interrogativos.

-Expresar hechos pasados vinculados con el presente o con un pasado anterior. Pasado simple y continuo. Presente perfecto: *for, since, already, yet, etc.* Preguntas sujeto y objeto. Marcadores del discurso.

-Hacer predicciones y expresar intenciones. Expresar certeza y probabilidad. *Will. Be going to*/Presente continuo. Oraciones temporales y condicionales (tipo I). *May/might/can/can't, etc.*

-Expresar preferencias y opiniones. Hacer invitaciones y responder a las mismas. *I love/like/enjoy/don't like/hate/it's too... ,etc.* Conectores: *and, but, because, but, so, such, both, etc.* Adjetivos en grado comparativo y superlativo.

-Expresar hipótesis y dar consejos. Oraciones condicionales (tipo II). *Should/Shouldn't.*

-Transmitir las opiniones e ideas de otros. Estilo indirecto. Expresiones temporales.

-Expresar procesos y cambios. Voz pasiva.

-Describir e identificar cosas, lugares y personas. Pronombres relativos. Oraciones de relativo específicas. Compuestos de *some/any.*

-Relaciones temporales, afirmación, exclamación, negación, interrogación, expresión del tiempo pasado, expresión del aspecto.

-Expresión de la modalidad: factualidad, necesidad, obligación, permiso, intención.

-Expresión de la cantidad, espacio, tiempo, modo.

B) Léxico.

-Uso de expresiones comunes, frases hechas y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con contenidos de otras materias del currículo.

-Reconocimiento de sinónimos, antónimos, "*false friends*" y formación de palabras a partir de prefijos y sufijos.

C) Fonética.

-Reconocimiento progresivo de los símbolos fonéticos y pronunciación de fonemas de especial dificultad. Pronunciación de formas contractas. Pronunciación de la terminación e formas de tiempos verbales. Formas débiles.

-Reconocimiento y producción autónoma de diferentes patrones de ritmo, entonación y acentuación de palabras y frases» (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria, pp. 170-171).

Annex 4

«4º ESO

Criterios de evaluación y estándares de aprendizaje evaluables

Bloque 1. Comprensión de textos orales

Criterios de evaluación:

Identificar el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves o de longitud media, claramente estructurados, y transmitidos de viva voz o por medios técnicos y articulados a una velocidad media, en un registro formal, informal o neutro, y que traten de aspectos concretos o abstractos de temas generales, sobre asuntos cotidianos en situaciones corrientes o medios habituales, o sobre los propios intereses en los ámbitos personal, público, educativo y ocupacional/laboral, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.

Conocer y saber aplicar las estrategias adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.

Conocer y utilizar la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, entre hombres y mujeres, en el ámbito educativo, ocupaciones e institucional), comportamiento (posturas, expresiones faciales, uso de la voz, contacto visual, proxémica), y convenciones sociales (actitudes, valores).

Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización y ampliación o reestructuración de la información (p. e. nueva frente a conocida; ejemplificación; resumen).

Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación

oral, así como sus significados asociados (p. e. una estructura interrogativa para expresar sorpresa).

Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común, y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

Estándares de aprendizaje evaluables:

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

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

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

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

5. Comprende, en una conversación formal, o entrevista en la que participa (p. e. en centros de estudios o de trabajo), información relevante y detalles sobre asuntos prácticos relativos a actividades académicas u ocupacionales de carácter habitual y

predecible, siempre que pueda pedir que se le repita, o que se reformule, aclare o elabore, algo de lo que se le ha dicho.

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

7. Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

Bloque 2. Producción de textos orales: expresión e interacción

Criterios de evaluación:

Producir textos breves o de longitud media, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro formal, neutro o informal, en los que se intercambian información, ideas y opiniones, se justifican de manera simple pero suficiente los motivos de acciones y planes, y se formulan hipótesis, aunque a veces haya titubeos para buscar expresiones, pausas para reformular y organizar el discurso y sea necesario repetir lo dicho para ayudar al interlocutor a comprender algunos detalles.

Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos o dialógicos breves o de longitud media, y de estructura simple y clara, explotando los recursos de los que se dispone y limitando la expresión a los mismos; recurriendo, entre otros, a procedimientos como la definición simple de elementos para los que no se tienen las palabras precisas, o comenzando de nuevo con una nueva estrategia cuando falla la comunicación.

Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al

tema tratado y al canal de comunicación, y expresando opiniones y puntos de vista con la cortesía necesaria.

Llevar a cabo las funciones requeridas por el propósito comunicativo, utilizando un repertorio de exponentes comunes de dichas funciones y los patrones discursivos habituales para iniciar y concluir el texto adecuadamente, organizar la información de manera clara, ampliarla con ejemplos o resumirla.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas comunes, y seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera sencilla pero eficaz.

Conocer y utilizar léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente.

Pronunciar y entonar los enunciados de manera clara y comprensible, si bien los interlocutores pueden necesitar repeticiones si se trata de palabras y estructuras poco frecuentes, en cuya articulación pueden cometerse errores que no interrumpan la comunicación.

Mantener el ritmo del discurso con la fluidez suficiente para hacer comprensible el mensaje cuando las intervenciones son breves o de longitud media, aunque puedan producirse pausas, vacilaciones ocasionales o reformulaciones de lo que se quiere expresar en situaciones menos habituales o en intervenciones más largas.

Interactuar de manera sencilla pero efectiva en intercambios claramente estructurados, utilizando fórmulas o indicaciones habituales para tomar o ceder el turno de palabra, aunque se pueda necesitar la ayuda del interlocutor.

Estándares de aprendizaje evaluables:

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

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

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

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

Bloque 3. Comprensión de textos escritos

Criterios de evaluación:

Identificarla información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves o de longitud media y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos o menos habituales, de temas de interés o relevantes para los propios estudios, ocupación o trabajo y que contengan estructuras y un léxico de uso común, tanto de carácter general como más específico.

Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.

Conocer, y utilizar para la comprensión del texto, los aspectos sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, o en el ámbito educativo, ocupacional e institucional), y convenciones sociales (actitudes, valores), así como los aspectos culturales generales que permitan comprender información e ideas presentes en el texto (p. e. de carácter histórico o literario).

Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización y ampliación o reestructuración de la información (p. e. nueva frente a conocida; ejemplificación; resumen).

Reconocer, y aplicar a la comprensión del texto, los constituyentes y la organización de estructuras sintácticas de uso frecuente en la comunicación escrita, así como sus significados asociados (p. e. una estructura interrogativa para expresar sorpresa).

Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

Reconocer las principales convenciones de formato, tipográficas, ortográficas y de puntuación, así como abreviaturas y símbolos de uso común y más específico (p. e. &, ¥), y sus significados asociados.

Estándares de aprendizaje evaluables:

1. Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o Programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia (p. e. en un evento cultural, en una residencia de estudiantes o en un contexto ocupacional).
2. Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados, relacionados con asuntos de su interés personal, académico u ocupacional (p. e. sobre ocio, cursos, becas, ofertas de trabajo).

3. Comprende correspondencia personal, en cualquier soporte incluyendo foros online o blogs, en la que se describen con cierto detalle hechos y experiencias, impresiones y sentimientos; se narran hechos y experiencias, reales o imaginarios, y se intercambian información, ideas y opiniones sobre aspectos tanto abstractos como concretos de temas generales, conocidos o de su interés.
4. Entiende lo suficiente de cartas, faxes o correos electrónicos de carácter formal, oficial o institucional como para poder reaccionar en consecuencia (p. e. si se le solicitan documentos para una estancia de estudios en el extranjero).
5. Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.
6. Entiende información específica de carácter concreto en páginas Web y otros materiales de referencia o consulta claramente estructurados (p. e. enciclopedias, diccionarios, monografías, presentaciones) sobre temas relativos a materias académicas o asuntos ocupacionales relacionados con su especialidad o con sus intereses.
7. Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.

Bloque 4. Producción de textos escritos: expresión e interacción

Criterios de evaluación:

Escribir, en papel o en soporte electrónico, textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión, las convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.

Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. rephraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos.

Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria.

Llevar a cabo las funciones requeridas por el propósito comunicativo, utilizando un repertorio de exponentes comunes de dichas funciones y los patrones discursivos habituales para iniciar y concluir el texto escrito adecuadamente, organizar la información de manera clara, ampliarla con ejemplos o resumirla.

Mostrar un buen control, aunque con alguna influencia de la primera lengua u otras, sobre un amplio repertorio de estructuras sintácticas comunes, y seleccionar los elementos adecuados de coherencia y de cohesión textual para organizar el discurso de manera sencilla pero eficaz.

Conocer y utilizar léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente.

Utilizar las convenciones ortográficas, de puntuación y de formato más frecuentes con razonable corrección de modo que se comprenda el mensaje, aunque puede darse alguna influencia de la primera u otras lenguas; saber manejar los recursos básicos de procesamiento de textos para corregir los errores ortográficos de los textos que se producen en formato electrónico, y adaptarse a las convenciones comunes de escritura de textos en Internet (p. e. abreviaciones u otros en chats).

Estándares de aprendizaje evaluables:

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

2. Escribe su curriculum vitae en formato electrónico, siguiendo, p. e., el modelo Europass.
3. Toma notas, mensajes y apuntes con información sencilla y relevante sobre asuntos habituales y aspectos concretos en los ámbitos personal, académico y ocupacional dentro de su especialidad o área de interés.
4. Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le resultan importantes (p. e. en una página Web o una revista juveniles, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta.
5. Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. e. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones.
6. Escribe correspondencia personal y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; narra, de forma lineal y coherente, hechos relacionados con su ámbito de interés, actividades y experiencias pasadas (p. e. sobre un viaje, sus mejores vacaciones, un acontecimiento importante, un libro, una película), o hechos imaginarios; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos.
7. Escribe correspondencia formal básica, dirigida a instituciones públicas o privadas o entidades comerciales, fundamentalmente destinada a pedir o dar información, solicitar un servicio o realizar una reclamación u otra gestión sencilla, observando las convenciones formales y normas de cortesía usuales en este tipo de textos» (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria, pp. 173-178).

Annex 5

ATTITUDE TOWARDS LEARNING IN THE CLASSROOM

FEELINGS

1. The student enjoys communicating in English

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

2. The student likes being an active participant in the class

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

3. The student feels capable to pass the class

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

4. The student enjoys learning new things about the culture, history and traditions of the people who speak the English language.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

BELIEFS

5. The student believes that learning English is useful to have a richer view of the world.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

6. The student believes that learning English is a "challenge" and not as a "problem".

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

7. The student believes that with work and effort he/she/they will pass the subject.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

8. The student believes that doing teamwork and tasks in the English language is helpful to incorporate the language to his/her/their daily lives.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

CONDUCT

9. The student brings all the necessary material to the classroom.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

10. The student cooperates with the rest of the class.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

11. The student helps others if he/she/they perceives that they need help.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

12. The student completes the tasks requested to be completed in class.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

(Morales, 2013; Muñoz, 2021a).

Annex 6

Key Competences: 4th of CSE (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).					
		Needs more work 1	Good 2	Very good 3	Excellent 4
Cultural Awareness & expression					
INDICATORS	Expresses ideas, emotions and experiences using different art forms.				
	Shows interest to learn about the cultural heritage, traditions and history of other countries.				
	Works individually in an effective way to come up with a creative way of presenting the content of a given assignment.				
	Works in team effectively to come up with a creative way of presenting the content of a given assignment.				
	Shows curiosity towards the experience of people from other cultures and their ways of life.				
	Values cultural diversity.				
	Identifies and value different expressions of art, such as cinema or literature.				
	Respects opinions, ethnicities, cultures, traditions and ways of living divergent from his/her/their own.				

Annex 7

«Artículo 15

Proceso de aprendizaje y atención individualizada

1. La Consejería con competencias en materia de educación establecerá las medidas oportunas para que todos los alumnos alcancen el adecuado nivel en las competencias del currículo, así como los objetivos establecidos con carácter general para la Educación Secundaria Obligatoria; promoverá las medidas necesarias para que la tutoría personal de los alumnos y la orientación educativa, psicopedagógica y profesional, constituyan un elemento fundamental en la ordenación de esta etapa, y regulará las medidas para la atención de aquellos alumnos que manifiesten dificultades específicas de aprendizaje o de integración en la actividad ordinaria de los centros, los alumnos de alta capacidad intelectual y de los alumnos con discapacidad.

2. Los centros arbitrarán métodos que tengan en cuenta los diferentes ritmos de aprendizaje, favorezcan la capacidad de aprender por sí mismos y promuevan el trabajo en equipo.

3. En esta etapa se prestará una atención especial a la adquisición y el desarrollo de las competencias y se fomentará la correcta expresión oral y escrita y el uso de las matemáticas. A fin de promover el hábito de la lectura, se dedicará un tiempo a la misma en la práctica docente de todas las materias.

Artículo 16

Alumnos con necesidad específica de atención educativa

1. La intervención educativa en esta etapa debe facilitar el aprendizaje de todos los alumnos que requieran una atención educativa diferente de la ordinaria por presentar necesidades educativas especiales, por dificultades específicas de aprendizaje (entre ellas la dislexia), por presentar Trastorno por Déficit de Atención e Hiperactividad (TDAH), por sus altas capacidades intelectuales, por su incorporación tardía al sistema educativo, o por condiciones personales o de historia escolar. Corresponde a la Consejería con competencias en materia de educación adoptar las medidas necesarias para identificar a estos alumnos y valorar de forma temprana sus necesidades.

2. La escolarización de los alumnos que presentan dificultades específicas de aprendizaje se regirá por los principios de normalización e inclusión y asegurará su no discriminación y la igualdad efectiva en el acceso y permanencia en el sistema educativo.

3. Las adaptaciones significativas de los elementos del currículo que sean necesarias para atender a los alumnos con necesidades educativas especiales se harán de acuerdo con lo que la Consejería con competencias en materia de educación determine. La evaluación continua y la promoción tomarán como referente los elementos fijados en dichas adaptaciones. En cualquier caso los alumnos con adaptaciones curriculares significativas deberán superar la evaluación final para poder obtener el título correspondiente.

La escolarización de los alumnos con necesidades educativas especiales en centros ordinarios podrá prolongarse un año más, sin menoscabo de lo dispuesto en el artículo 28.5 de la Ley Orgánica 2/2006, de 3 de mayo, según el cual el alumno podrá repetir el mismo curso una sola vez y dos veces como máximo dentro de la etapa. Cuando esta segunda repetición deba producirse en tercero o cuarto curso, se prolongará un año el límite de edad al que se refiere el apartado 2 del artículo 4 de dicha ley. Excepcionalmente, un alumno podrá repetir una segunda vez en cuarto curso si no ha repetido en los cursos anteriores de la etapa.

4. En relación con los alumnos de altas capacidades, la Consejería con competencias en materia de educación adoptará planes de actuación, así como Programas de enriquecimiento curricular adecuados a dichas necesidades, que permitan a los alumnos desarrollar al máximo sus capacidades.

La escolarización de los alumnos con altas capacidades intelectuales, identificados como tales según el procedimiento y en los términos que establezca la Consejería con competencias en materia de educación, se podrá flexibilizar en los términos que determine la normativa vigente; dicha flexibilización podrá incluir tanto la impartición de contenidos y adquisición de competencias propios de cursos superiores como la ampliación de contenidos y competencias del curso corriente, así como otras medidas.

Artículo 17

Atención a la diversidad y la organización flexible de las enseñanzas

1. La Consejería con competencia en materia de educación regulará las medidas de atención a la diversidad que permitan a los centros, en el ejercicio de su autonomía, una organización flexible de las enseñanzas.

2. Entre las medidas indicadas en el apartado anterior se contemplarán las adaptaciones del currículo, la integración de materias en ámbitos, los agrupamientos flexible, el apoyo en grupos ordinarios, los desdoblamientos, la oferta en materia específicas, los Programas de mejora del aprendizaje y rendimiento, otros Programas de atención personalizada para los alumnos con necesidad específica de apoyo educativo y Programas de atención a los alumnos de alto rendimiento académico.

A estos efectos, los centros tendrán autonomía para organizar los grupos y las materias de manera flexible y para adoptar las medidas de atención a la diversidad más adecuadas a las características de sus alumnos y que permitan el mejor aprovechamiento de los recursos de que disponga. Las medidas de atención a la diversidad que adopte cada centro formarán parte de su proyecto educativo, de conformidad con lo que establece el artículo 121.2. de la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Artículo 18

Alumnos que se incorporan de forma tardía al sistema educativo

La escolarización de los alumnos que se incorporan de forma tardía al sistema educativo a los que se refiere el artículo 78 de la Ley Orgánica 2/2006, de 3 de mayo, se realizará atendiendo a sus circunstancias, conocimientos, edad e historial académico.

Cuando presenten graves carencias en la lengua castellana recibirán una atención específica que será, en todo caso, simultánea a su escolarización en los grupos ordinarios, con los que compartirán el mayor tiempo posible del horario semanal.

Quienes presenten un desfase en su nivel de competencia curricular de más de dos años podrán ser escolarizados en el curso inferior al que les correspondería por edad. Para estos alumnos se adoptarán las medidas de refuerzo necesarias que faciliten su integración escolar y la recuperación de su desfase y le permitan continuar con aprovechamiento sus estudios. En el caso de superar dicho desfase, se incorporarán al curso correspondiente a su edad.

Artículo 19

Programas de mejora del aprendizaje y del rendimiento

1. Los Programas de mejora del aprendizaje y del rendimiento se desarrollarán a partir de 2. curso de la Educación Secundaria Obligatoria.

En dichos Programas se utilizará una metodología específica a través de la organización de contenidos, actividades prácticas y, en su caso, de materias diferente a la establecida con carácter general, con la finalidad de que los alumnos puedan cursar el cuarto curso por la vía ordinaria y obtengan el título de Graduado en Educación Secundaria Obligatoria.

2. Estos Programas irán dirigidos preferentemente a aquellos alumnos que presenten dificultades relevantes de aprendizaje no imputables a falta de estudio o esfuerzo.

El equipo docente podrá proponer a los padres o tutores legales la incorporación a un Programa de mejora del aprendizaje y del rendimiento de aquellos alumnos que hayan repetido al menos un curso en cualquier etapa, y que una vez cursado el primer curso de Educación Secundaria Obligatoria no estén en condiciones de promocionar al segundo curso o que, una vez finalizado segundo curso no estén en condiciones de promocionar a tercero. El Programa se desarrollará a lo largo de los cursos segundo y tercero en el primer supuesto, o solo en tercer curso en el segundo supuesto.

Aquellos alumnos que, habiendo cursado tercer curso de Educación Secundaria Obligatoria, no estén en condiciones de promocionar al cuarto curso podrán incorporarse excepcionalmente a un Programa de mejora del aprendizaje y del rendimiento para repetir tercer curso.

En todo caso, su incorporación requerirá la evaluación tanto académica como psicopedagógica y, en su caso, la intervención de la Administración educativa en los términos que establezca la Consejería con competencias en materia de educación, y se realizará una vez BOCM-20150520-1 oídos los propios alumnos y sus padres o tutores legales.

3. La Consejería con competencias en materia de educación organizará estos Programas por materias diferentes a las establecidas con carácter general en tres ámbitos específicos, compuestos por los siguientes elementos formativos:

1.º Ámbito de carácter lingüístico y social, que incluirá al menos las materias troncales Lengua Castellana y Literatura y Geografía e Historia.

2.º Ámbito de carácter científico y matemático, que incluirá al menos las materias troncales Biología y Geología, Física y Química, y Matemáticas.

3.º Ámbito de lenguas extranjeras.

Se crearán grupos específicos para los alumnos que sigan estos Programas, los cuales tendrán, además, un grupo de referencia con el que cursarán las materias no pertenecientes al bloque de asignaturas troncales.

4. Cada Programa deberá especificar la metodología, la organización de los contenidos y de las materias y las actividades prácticas que garanticen el logro de los objetivos de la etapa y la adquisición de las competencias que permitan a los alumnos promocionar a cuarto curso al finalizar el Programa y obtener el título de Graduado en Educación Secundaria Obligatoria.

Además, se potenciará la acción tutorial como recurso educativo que pueda contribuir de una manera especial a subsanar las dificultades de aprendizaje y a atender las necesidades educativas de los alumnos.

5. La evaluación de los alumnos que cursen un Programa de mejora del aprendizaje y del rendimiento tendrá como referente fundamental las competencias y los objetivos de la Educación Secundaria Obligatoria, así como los criterios de evaluación y los estándares de aprendizaje evaluables.

6. La Consejería con competencias en materia de educación garantizará a los alumnos con discapacidad que participen en estos Programas la disposición de los recursos de apoyo que, con carácter general, se prevean para estos alumnos en el sistema educativo español» (Decreto 48/2015, de 14 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria, pp. 21-23).

Annex 8

Lessons 1-4

Throughout the sessions, the teacher will assess the students' attitude towards learning that students show in the classroom. Furthermore, in lessons 1-4, the teacher will evaluate the different writing parts of the projects.

Here you can see the rubric that the teacher will use to grade your writing assessments:

Name of the person assessed: _____		UNIT 6: Hualapai Indian Reservation and the Canyons (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).				
WRITING TASKS ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	The writing meets the requirements established by the teacher, such as using certain language structures, or respecting the minimum number of words.					
	The content of the assignment is meaningful and the topic is coherent with what was written in the instructions.					
	The content is understandable and the writing is clear, simple and original.					
	The task is understandable and it follows a clear organization, it counts with a paragraph division, and includes greeting and farewell formulas when required.					
	In the writing, the students make use of the					

	grammar, vocabulary and sentence structures practised in class since the beginning of the year.					
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Regarding the attitude towards learning, the teacher will complete the following scale to assess it.

ATTITUDE TOWARDS LEARNING IN THE CLASSROOM

FEELINGS

1. The student enjoys communicating in English

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

2. The student likes being an active participant in the class

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

3. The student feels capable to pass the class

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

4. The student enjoys learning new things about the culture, history and traditions of the people who speak the English language.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

BELIEFS

5. The student believes that learning English is useful to have a richer view of the world.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

6. The student believes that learning English is a "challenge" and not as a "problem".

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

7. The student believes that with work and effort he/she/they will pass the subject.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

8. The student believes that doing teamwork and tasks in the English language is helpful to incorporate the language to his/her/their daily lives.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

CONDUCT

9. The student brings all the necessary material to the classroom.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

10. The student cooperates with the rest of the class.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

11. The student helps others if he/she/they perceives that they need help.

- 1. Completely agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Completely disagree

12. The student completes the tasks requested to be completed in class.

1. Completely agree
2. Agree
3. Neutral
4. Disagree
5. Completely disagree

1= maximum punctuation

5= minimum punctuation

(Morales, 2013; Muñoz, 2021a).

Lessons 5-7. Oral presentation & project assessment

The oral presentation will be assessed by the teacher following the rubric that we have been using in other units to evaluate oral presentations:

Name of the person assessed: _____		UNIT 6: Hualapai Indian Reservation and the Canyons (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).				
ORAL PRESENTATIONS ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	Students shows a good pronunciation according to their level.					
	Students are able to communicate clearly and to make themselves understood.					
	Students show a good command of the English language and they are able to speak fluently in an understandable manner.					
	Students are aware of their mistakes and they are capable of self-					

	correcting during their speaking performance.					
	Students make use of the grammar, vocabulary and sentence structures practised in class since the beginning of the year.					

In this Unit, the final project will be evaluated in three different ways:

- Self-assessment
- Peer-assessment
- Teacher's assessment

Furthermore, the whole class will vote on their favourite presentation and the winners will get an exclusive prize!!!

Warning: you cannot vote for your own presentations.

Here are the rubrics that you will need to use to assess the work you and your team have performed throughout the Unit.

Name of the person assessed: <hr/> Final grade: <hr/>		UNIT 6: American Indian Tribes project. (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).				
SELF-ASSESSMENT & PEER-ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	The student uses different sources of information to retrieve new knowledge.					
	The student proposes good and creative ideas to the team.					
	The student follows the instructions given and is a good team player (respects the other team members opinions, the student is able					

to have a discussion without fighting, etc.)					
The student takes responsibility of the team's actions and doesn't blame the others in case an issue arises.					
The student acts respectfully towards the rest of the teams and respects the others right to express their opinion.					
The student values other points of views and ideas different from their own.					
The student helps other team members if they have any doubts regarding the grammar or the vocabulary studied within the students' capabilities.					
If there is an issue, the student addresses it as soon as possible in order to keep a good relationship within the group.					
The student values cultural diversity and heritage.					
The student takes charge of the project when needed.					

Additional comments:

In addition, here you will find the rubric that the teacher will use to assess your performance throughout the development of your projects:

Name of the person assessed: _____	UNIT 6: American Indian Tribes project. (Blanco, 2008) (Muñoz, 2021b) (Directorate General XXII: Education, Training and Youth, 2019, p.14).
Final grade:	

TEACHER'S ASSESSMENT		Needs more work 1	Regular 2	Good 3	Very good 4	Excellent 5
INDICATORS	Students identify essential information, and the most relevant facts and details written in a medium length, well-structured and neutral text.					
	Students use different sources of information to research and write informed essays.					
	Students write brief, simple, clear and coherent texts.					
	Students show a good command of the English language, writing common syntactic structures and using them coherently and cohesively to organize the text in a simple but efficient way.					
	Students present creative and innovative ideas.					
	Students interact in a simple but effective way with other students, acting politely and respecting their classmates' opinions.					
	Students incorporate into the oral speech the sociolinguistic knowledge acquired related to interpersonal relations and social conventions, selecting and giving the necessary information; considering the recipient's response to the communicative purpose; the subject being discussed and the communication method in which the presentation is taking place and expressing points of view and opinions					

with the required level of politeness.					
Students create well-structured and brief presentations using a visual aid, such as PowerPoint, about an academic subject, organizing the basic information coherently, explaining the key ideas briefly and clearly and answering simple questions from the audience clearly and calmly.					
Students know and make use of the sociolinguistic aspects related to the living conditions (habitat, socio-economic structures), interpersonal relations (occupational, educational, generational and institutional), and social conventions (values, attitudes), as well as general cultural aspects that allow understanding the information and ideas present in the text.					
Students keep the rhythm of the discourse to deliver a comprehensive message.					
Students recognize general cultural aspects in a journalistic text.					
Students incorporate in their writing cultural elements related to the cultures studied.					
Students respect and value cultural diversity.					
Additional comments:					
<hr/>					
<hr/>					

Annex 9

Why is biodiversity so important?

"Our planet's diverse **thriving ecosystems** may seem like permanent fixtures, but they're actually **vulnerable to collapse**. Jungles can become deserts, and **reefs** can become **lifeless rocks**, even without cataclysmic events, like volcanoes and asteroids. What makes one ecosystem strong and another **weak in the face of change**?

The answer, to a large extent, is biodiversity. Biodiversity is built out of three **intertwined features**: ecosystem diversity, species diversity, and genetic diversity. The more intertwining there is between these features, the denser and more resilient the weave becomes.

Take the Amazon **rainforest**, one of the most biodiverse region on Earth due its complex ecosystems, huge mix of species, and the genetic variety within those species. Here are tangled **liana vines**, which **crawl up** from the forest floor to the **canopy**, intertwining with treetops and growing thick **wooden stems** that support these towering trees. Helped along by the vines, trees provide the seeds, fruits and leaves to herbivores, such as the tapir and the agouti, which disperse their seeds throughout the forest so they can grow. **Leftovers** are consumed by the millions of insects that decompose and recycle nutrients to create rich soil.

The rainforest is a huge system filled with many smaller systems, like this, each packed with interconnected species. Every link provides stability to the next, strengthening **biodiversity's weave**. That weave is further reinforced by the genetic diversity within individual species, which allows them to cope with changes. Species that lack genetic diversity due to **isolation** or low population numbers, are much more vulnerable to fluctuation caused by climate change, disease or habitat fragmentation. Whenever a species disappears because of its weakened **gene pool**, **a knot** is untied and parts of the net disintegrate.

So, what if we were to remove one species from the rainforest? Would the system fall apart? Probably not. The volume of species, their genetic diversity, and the complexity of the ecosystems form such rich biodiversity in this forest that one species gap in the weave won't cause it to **unravel**. The forest can stay resilient and recover from change. But that's not true in every case.

In some environments, taking away just one important component can **undermine** the entire system. Take coral reefs, for instance. Many organisms in a reef are dependent on the coral. It provides key **microhabitats, shelter and breeding grounds** for thousands of species of fish, crustaceans and molluscs. Corals also form interdependent relationships with fungi and bacteria. The coral itself is a loom that allows the **tangled net** of biodiversity to be woven. That makes coral a keystone organism, one that many others depend on for their survival.

So what happens when destructive fishing practices, pollution and **ocean acidification** weaken coral or even kill it altogether? Exactly what you may think. The loss of this **keystone species leaves** its dependents **at a loss**, too, threatening the entire fabric of the reef.

Ecosystem, species and genetic diversity together form the complex tangled weave of biodiversity that is vital for the survival of organisms on Earth. We humans are woven into this biodiversity, too. When just a few **strands** are lost, our own **well-being is threatened**. Cut too many links, and we risk **unravelling** it all. What the future brings is **unpredictable**, but biodiversity can give us an **insurance policy**, Earth's own **safety net to safeguard our survival**" (Preshoff, 2015).



If you want to know more about biodiversity check the following additional resources:

<https://ed.ted.com/lessons/why-is-biodiversity-so-important-kim-preshoff#digdeeper>

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