

Around the world

Didactic Unit



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UNIT JUSTIFICATION:

On the basis of Royal Decree 126/2014, on February the 28th, by which it is established the basic curriculum of Primary Education and the Order of March 17th, 2015 , thereby, it is developed the corresponding curriculum of Primary Education in Andalucía , we have done this Didactic Unit.

This Unit is directed to the second cycle in Primary Education, focusing on the significance of the knowledge the world surrounding us. We will place a great emphasis on learning of the geographical, as well the cultures from each. Likewise, the Literature will have a great role due to the fact that our starting point will be the book "Around the world in 80 days" of the author Julio Verne and it is going to determine our way. In turn , as the activity is being drafted, the student will reflect his/her knowledge or impressions about the facts presented in the work of art.

Finally, the organization and execution of the didactic unit would take place in a period of fourteen days.

GENERAL AIMS AND COMPETENCES:

- Social sciences:

O.CS.1. To develop habits that are biased or develop the use of strategies towards the individual and group work in a cooperative way, in a close context, presenting a responsible attitude , of effort and perseverance , confidence in themselves , critical sense , personal initiative , curiosity, interest and creativity in building up the knowledge and entrepreneurship spirit ,with the purpose of planning and managing projects connected with the daily life.

O.CS.3. To know , value and respect the human rights and democratic values that give their own idiosyncrasy to different groups , putting in practice abilities and strategies for the prevention and pacific and tolerant resolution in the familiar field and social in which they live and develop as a person.

O.CS.7.To understand, value and enjoy the different cultural and linguistic demonstrations of our autonomous community , as well as of Spain and EU, recognizing and having concern for the differences between people, on the basis of the knowledge of diversity of the geographic, social, economic and cultural factors that define the own features of each population and its demographic variables.

O.CS.10.To awake the curiosity and interest for learning the past ways of life, appreciating the importance of the museums , monuments and showing an attitude of respect for their environment and culture, adopting responsibilities of conservation for his cultural heritage at a local level as well as at an Autonomous Community level, Spanish and European level.

- Spanish language and literature:

O.LCL.2.To understand and express orally adequately in different social-communicative situations, taking part actively , showing respect for the rules of communicative exchange.

O.LCL.3.To listen , talk and dialogue in communicative situations proposed in the classroom, demonstrating a receptive attitude and showing respect for other approaches.

O.LCL.4.To read and understand different types of texts appropriate for their age , making use of the reading as a pleasure and personal enrichment , making an approach to relevant books to develop reading habits.

O.LCL.7.To value the language as cultural enrichment and communication media, expression and social interaction and valuing the linguistic variety, enjoying the literary works through reading , to broaden their linguistic competences , their imagination and their vision of the world.

- Visual arts:

O.EA.2.To make use of the sound , image and movement possibilities as representative elements to express ideas and feelings, contributing with this to the affective balance and to their relation with others.

O.EA.5.To maintain an attitude personal and collective search , incorporating the perception . the imagination , awareness and the reflection of performing and enjoying the different productions of art.

O.EA.6.To make use of the artistic knowledge in the observation and analyzing the situations and objects of the ordinary reality and the different demonstrations of the world of arts and the culture , to understand them better and to develop a personal taste.

- Article 6. Key Competences:

The curriculum of Primary Education should include in accordance with the facts drawn up in the article 2.2 of the Crown Decree 126/2014, February 28th, the following key competences:

a) Linguistic communication.

- Reading extracts from the book.

- Oral exposition.

- Expressing ideas.
- b) Learn to learn.
 - Own discovery by searching on the Internet.
- c) Social and civic competences.
 - Social awareness by the learning different cultures.
- d) Sense of initiative and entrepreneurship.
 - Taking roles in group work.
- e) Awareness and cultural expression.
 - Deepen in culture and traditions of one country.
 - Acquiring knowledge from other countries by classmate's presentations.

DIDACTIC OBJECTIVES:

- To recognize different geographic locations of the world.
- To learn about the different cultures of the world.
- To know the universal and cultural heritage.
- To recognize different flags of the world's countries.
- Recognize older means of transport.
- Differentiate old and new means of transport.
- To differentiate the narrative part from the descriptive part.
- To understand the vocabulary related to journeys.
- To learn the definitions of some new vocabulary.
- To develop the communicative skills.
- To improve the reading skills of the students.
- To promote the reading habits.
- To get to know the different literature genres.
- To learn about the author of the book.
- Develop a critical thinking.
- Discover the own knowledge.
- To practice the management of emotions through the art.
- To learn the primary colours.
- To mix the primary colours and see what colour results.
- Foster creativity
- To improve the acting skills.
- To make use of the ICTs to look for information.
- Sense of entrepreneurship
- To work in a cooperative way.

- To develop the self-confidence.
- To develop the communicative skills

CONTENTS:

- Name of the continents.
- Name of some countries in each continent.
- Expansion of vocabulary related to travel.
- Name of different means of transport.
- Primary and secondary colors.
- Consciousness of the geographical situation.
- Production of oral and written texts.
- New artistic techniques.
- Respect to the cultures that are different to ours.
- Acquisition of reading habits.
- Emotional expression.

METHODOLOGY:

In order to complete the teaching-learning process the following methodological principles will be taken into account, on the basis of the Andalusian Decree 97/2015 of March the 3rd and the notes of the unit 2:

- Starting from students' previous ideas, so they can connect new knowledge to the previously settled and form hierarchies and learning networks.
- Guaranteeing the construction of meaningful learning because of its practical application to real life.
- Adequating the content to the student's needs and interests.
- Promoting student's learning in an autonomous way (learn to learn).
- Adopting a role of teacher as mediator and guide for learning through supervision and continuous evaluation.
- Developing the students' critical awareness so they can question and filter stereotyped information coming from outside.
- Fostering the students' creativity with activities encouraging reflection, research, decision-making, etc.
- Facilitating and boosting students' participation in class so they become active learning agents.
- Creating a climate of affection and confidence so students feel safe and motivated to unfold all their potential.
- Basing the educational action on a communication and interaction process between teacher and student and among students.
- Offering a teaching adapted to students' diversity.
- Working the unit contents by projects.
- Promoting working in groups (cooperative).

In this didactic unit we are going to develop the following methodological strategies due to the possibility that only one methodological strategy does not assure the success of the teaching-learning process. The main one will be Project Based-Learning but also, we will use direct teaching.

- ▶ Project Based-Learning (PBL) is a heuristic method by which students engage in problem solving to develop their knowledge or skills.

Teachers who use heuristic teaching methods provide opportunities for students to learn through problem solving.

Problem solving is the intentional elimination of uncertainty through direct experiences and under supervision. This strategy involves students in their own learning.

- ▶ Direct teaching is a teacher-centered, skill-building instructional model with the teacher as the primary information provider. Teachers disseminate facts, rules, information or action sequences through presentations, explanations, examples and opportunities for student practice and feedback. The direct teaching format calls for teacher-student interactions involving questions and answers, review and practice, and the correction of student errors.

Exposition teaching is considered to be the best way to communicate large amounts of information in a short period of time. In this approach, an authority (teacher, textbook, film or computer) presents information by promoting interaction between authority and the students.

- ▶ Cooperative Learning. We can use it in combination with previous methodological strategies. It requires students to work together in a common task, sharing information and supporting each other, while the teacher will play the role of learning facilitator and mediator.

This method goes a step beyond sitting students together, discussing content, sharing tasks and achieving together a common learning aim. It implies social skills, organization strategies, participation, communication, listening capacity, conflict solving skills, etc.

ACTIVITIES:

1st week	Monday	Tuesdays	Wednesday	Thursday	Friday
9:00 - 9:45	LANGUAGE 1st session	MATHS	NATURAL SCIENCES	MATHS	P.E.
9:45 - 10:30	ETHICS	LANGUAGE 2nd session	MATHS	LANGUAGE 4th session	ENGLISH
10:30 - 11:15	ART	SOCIAL SCIENCES	LANGUAGE 3rd session	NATURAL SCIENCES	LANGUAGE
11:15 - 12:00	MATHS	ENGLISH	SOCIAL SCIENCES 3rd session	ETHICS	MATHS
12:00 - 12:30	BREAK	BREAK	BREAK	BREAK	BREAK
12:30 - 13:15	ENGLISH	P.E.	P.E.	ENGLISH	SOCIAL SCIENCES 5th session
13:15 - 14:00	SOCIAL SCIENCES	MUSIC	LANGUAGE	LANGUAGE	LANGUAGE 5th session

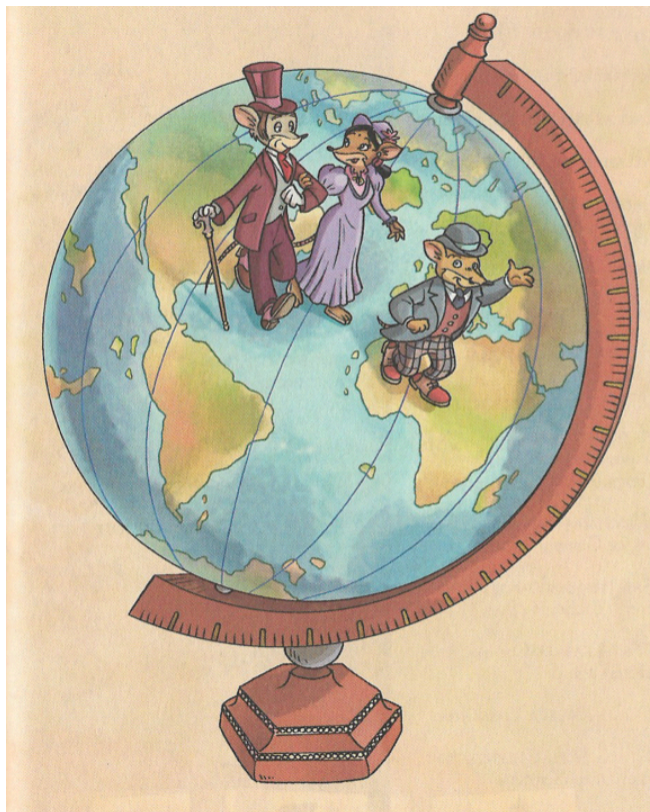
2nd week	Monday	Tuesdays	Wednesday	Thursday	Friday
9:00 - 9:45	LANGUAGE	MATHS	NATURAL SCIENCES	MATHS	P.E.
9:45 - 10:30	ETHICS	LANGUAGE 7th session	MATHS	LANGUAGE 10th session	ENGLISH
10:30 - 11:15	ART 6th session	SOCIAL SCIENCES 8th session	LANGUAGE	NATURAL SCIENCES	LANGUAGE 11th session
11:15 - 12:00	MATHS	ENGLISH	SOCIAL SCIENCES	ETHICS	MATHS
12:00 - 12:30	BREAK	BREAK	BREAK	BREAK	BREAK
12:30 - 13:15	ENGLISH	P.E.	P.E.	ENGLISH	SOCIAL SCIENCES
13:15 - 14:00	SOCIAL SCIENCES	MUSIC	LANGUAGE 9th session	LANGUAGE	LANGUAGE

3rd week	Monday	Tuesdays	Wednesday	Thursday	Friday
9:00 - 9:45	LANGUAGE	MATHS	NATURAL SCIENCES	MATHS	P.E.
9:45 - 10:30	ETHICS	LANGUAGE	MATHS	LANGUAGE	ENGLISH
10:30 - 11:15	ART 12th session	SOCIAL SCIENCES 13th session	LANGUAGE	NATURAL SCIENCES	LANGUAGE
11:15 - 12:00	MATHS	ENGLISH	SOCIAL SCIENCES 14th session	ETHICS	MATHS
12:00 - 12:30	BREAK	BREAK	BREAK	BREAK	BREAK
12:30 - 13:15	ENGLISH	P.E.	P.E.	ENGLISH	SOCIAL SCIENCES
13:15 - 14:00	SOCIAL SCIENCES	MUSIC	LANGUAGE	LANGUAGE	LANGUAGE

► First session:

We are planning a trip. To do so, first we have to choose where we are going.

1. We will show them the following picture.



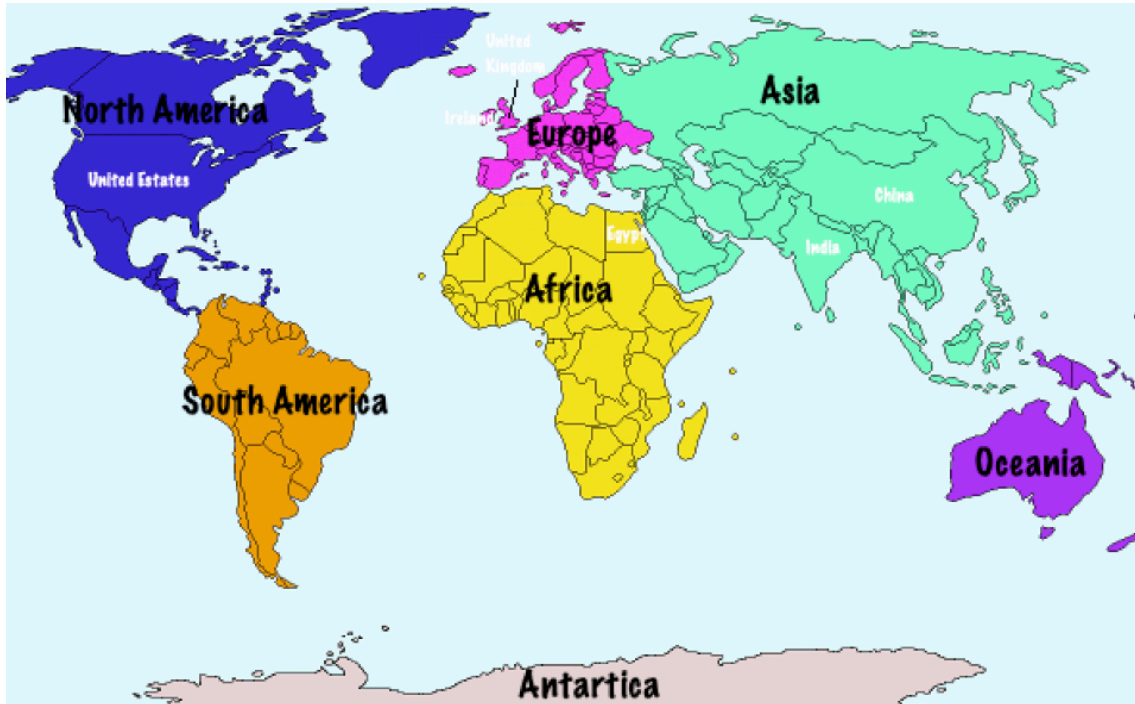
Objectives:

- Bring student's attention.

Materials:

- A picture of the world with some characters to stand out.

2. Then, show a map and ask for the continents and countries some names and ask if they know any other ones.



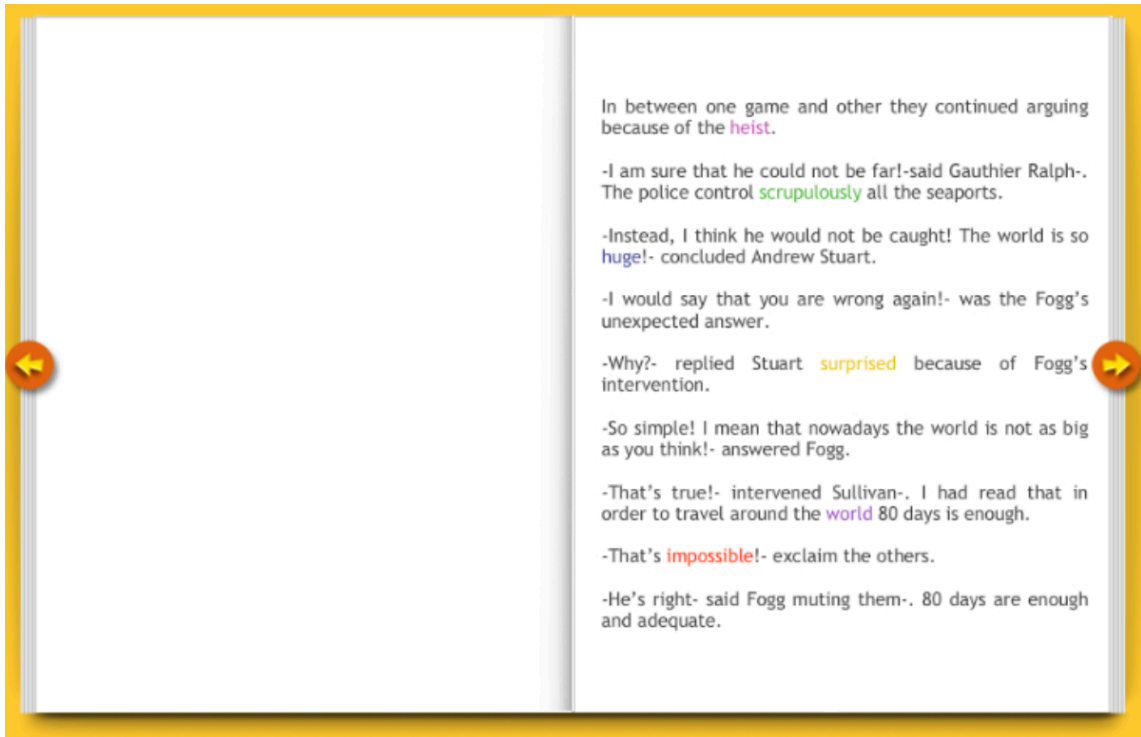
Objectives:

- To recognize different geographic locations of the world.
- Test student's previous knowledge.

Materials:

- A map with the names of the countries and continents.

3. As we are still not sure about where we are going to go, we are going to read a text individually and you will have to answer the some questions.



Objectives:

- To improve the reading skills of the students.
- To promote the reading habits.

Materials:

- Fragment of the book.

▶ Second session:

4. Here are some questions to ask and let the students think:

- Do you think it is possible to go around the world in 80 days? How?
- Do you think it was possible 150 ago? (when planes and cars does not exist) How would you try?

Objectives:

- Develop a critical thinking.
- Discover their own knowledge.

5. We have already talked about some means of transport, but do you recognize these ones?



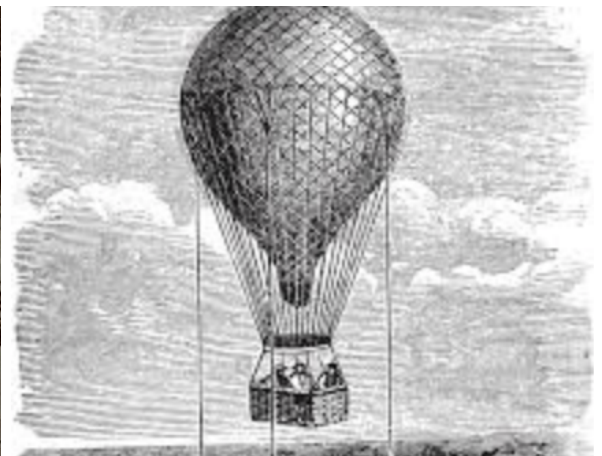
Steam boat



Steam machine



Horse carriage



Hot hair ballon

Objectives:

- Recognize older means of transport.
- Test knowledge in means of transport from the past.

Materials:

- Pictures of means of transport.

6. After getting in contact with our past, we can agree that we have come a long way. Now most of those transport are obsolete, which ones have substitute them? Draw an old mean of transport and its equivalent to one in the present. But you you can only use red, yellow, blue and the result of mixing them.

Objective:

- Develop a relationship within the past and the present.
- Discover what happens when mixing colours.

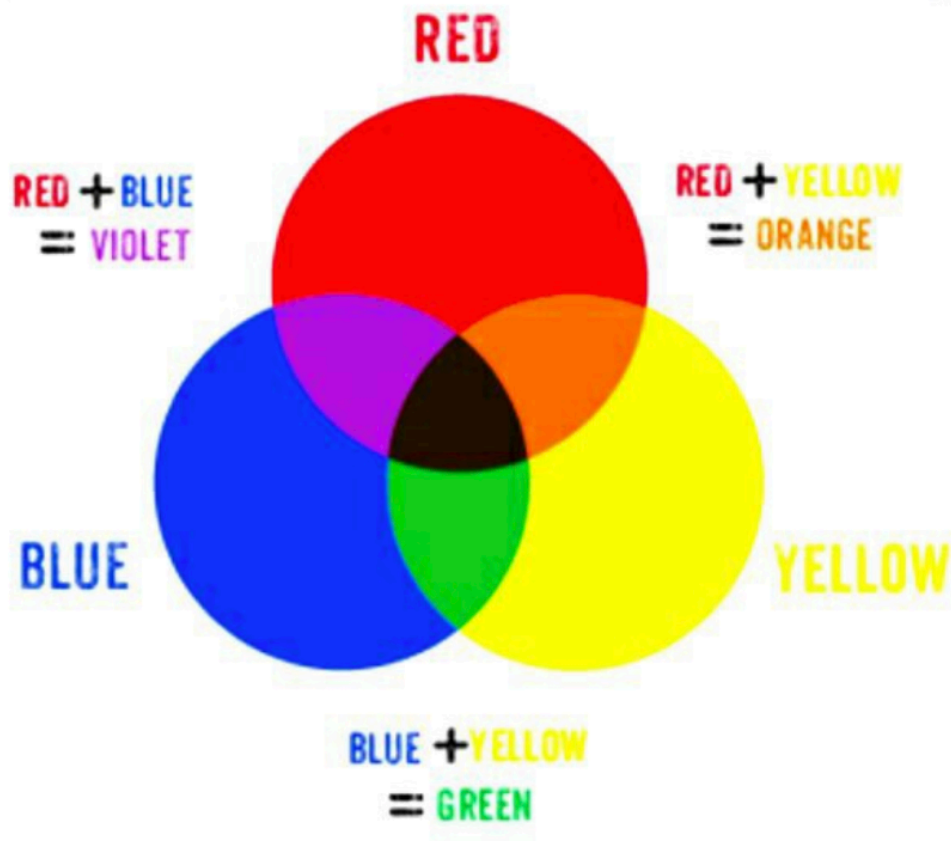
Materials:

- Piece of paper.
- Colour pencils.

▶ Third session:

7. What has happened when mixing blue and yellow? Blue, yellow and red are the primary colours, it means that every colour is formed from their mixture. Which ones have you observed through the previous activity? Look at the diagram. Have you seen these colours?

WHAT HAPPENS WHEN YOU MIX COLORS?



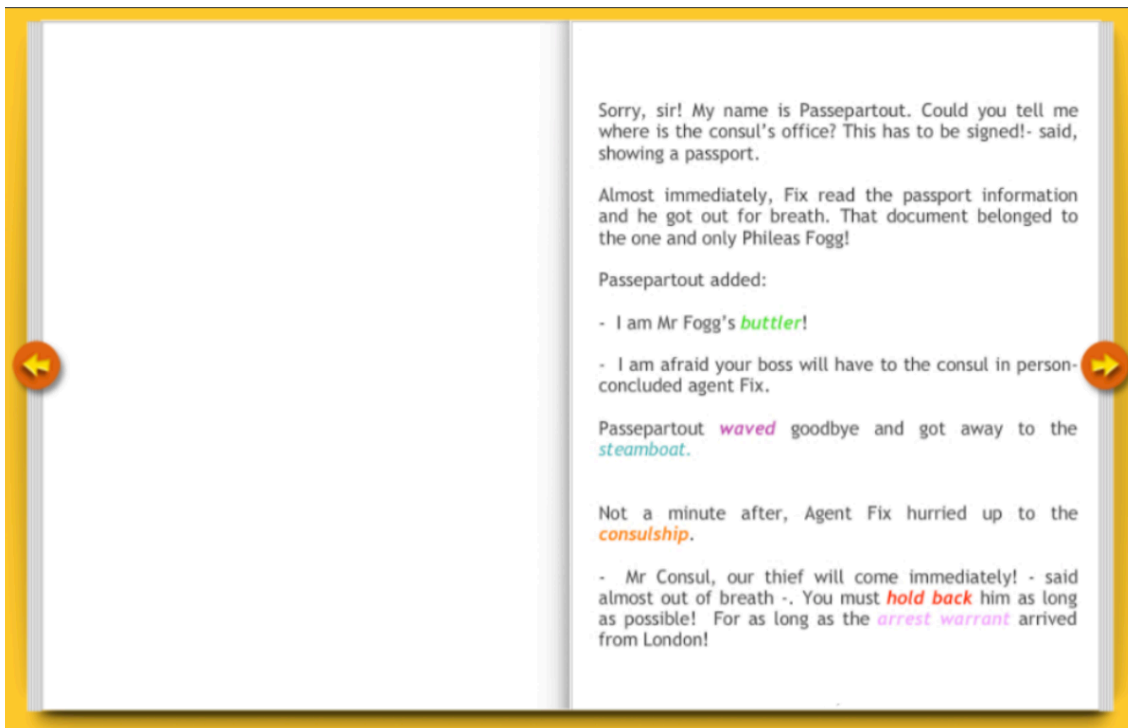
Objectives:

- Learn the primary and secondary colours.

8. What do you think that it is necessary to take with you in a trip? (brainstorming).

One thing that it is indispensable is the passport. Show a photo of it and explain its function.

That's why Fogg needed one for his journey like it is said at the following fragment. Students will have to read it aloud. By this way the teacher can notice if they read properly.



Objectives:

- To improve the reading skills of the students.
- To promote the reading habits.

Materials:

- Fragments.

9. Create your own passport.

As they have learnt about the importance of having a passport to travel, we will ask them to make their own.

Here we have a model to follow:

The image shows a passport template divided into two main vertical sections. The left section contains several horizontal fields for personal information: 'NAME', 'DATE OF BIRTH', 'BIRTHPLACE', 'NATIONALITY', 'SPECIAL FEATURES', 'SIGNED', and 'DATE OF ISSUE'. A decorative border of small triangles separates the top and bottom halves of the left section. The right section is mostly blank, intended for a photo, with a bottom section containing a crown emblem, the word 'INTERNATIONAL' on the left, and 'PASSPORT' on the right.

Objectives:

- Foster creativity.

Materials:

- A piece of paper.
- Colour pencils.

▶ Fourth session:

10. Travelling vocabulary. Now, they know the importance of a passport to travel. However, do you really know what is a trip or a travel or a journey?

Explain travelling vocabulary using this presentation: <https://prezi.com/rh8fkunuvq1-/learning-some-vocabulary-about-travel/>

Objectives:

- To understand the vocabulary related to journeys.
- To learn the definitions of some new vocabulary.

Materials:

- Presentation

Once we know all things about travelling, we are going to follow Mr Fogg travel. This is the route to follow:



First of all, students have to prepare, in groups of 4, some presentations of the different cities.

How we are going to make the groups? We would assigned each one a number (1 to 6). Then, students have to group with the ones that has the same number.

11. Once they are in groups, they have to prepare some presentations using ICTs about each one of the countries they have read about (United States, United Kingdom, Ireland, Egypt, India and China).

They have to look for some information about:

- The culture.
- The typical food.
- Tradition.

- Curiosities.
- Flag.
- Language.
- Where it is located.
- Foreign currency.

One point to highlight of this activity is the use of technologies, in particular, computers to search for information. That's the reason why they will do this activity at the ICTs class. To help their search, we will give them some links to look for the information. Here you have:

<https://www.infoplease.com/world/countries>

<https://www.swedishnomad.com/destinations/>

Objectives:

- To work in a cooperative way
- To know the universal and cultural heritage.
- To make use of the ICTs to look for information.
- To learn about the different cultures of the world.
- To develop communicative skills

Materials:

- Computer
- Technological resources

▶ Fifth, sixth session:

Make the presentation, ask questions, also work at home in the weekend.

▶ Seventh session:

Exposition.

▶ Eighth session:

12. After all of the groups have made their presentations, they have to draw in a wall, covered in paper, the things that have most impacted themselves.

Objectives:

– To practice the management of emotions through art.

Materials:

– A wall where they can draw, painting colors and brushes.

▶ Ninth session:

Then, they are going to read individually experiences lived by Mr Fogg:

- Who would have said that? Me, Passepartout at the India!- He thought.

Passepartout looked all with curiosity and interest.



Then, he concerned about a *Hindu temple*.

- He was looking forward to seeing it inside. Unfortunately, Passepartout didn't know that a rule of the Hindu religion *forbid* enter with shoes in the temple. Then, accidentally, he made an *unforgivable* movement for the Hindu's eyes. A second later, he was in the floor hurted by three angry *priests*.



The next morning, after a having breakfast, they leave. Everything *seemed* to go according to the plans. Suddenly, some sounds were heard. The sound was like a lament.

They were *hidden* while they were watching an incredible performance.

A long *procession* progressed between the trees. In front of it, there were fifty people with *tunic and turban*.

A the back progress slowly a enormous wood *carriage* taking a body without life. He was an indian prince.

- It's a funeral!- Cromarty said.

The body of the carriage correspond to the "Rajá" of Bundelkand.



But there were more surprises: behind the carriage progress a beautiful girl.

- This is Auda, the prince's wife.- the guide explained. She was preparing for a sati.

- What is a sati?- ask Passepartout.

-Is a voluntary **sacrifice!** The princess must follow her **husband** to afterlife



Passepartout didn't believe it:

- Do you want to say that this beautiful princess is going to die?

- Yes- he said sadly-. She is going to be **burned** , near her husband.

Fogg said:

- But... this is terrible!

Then, he asked general Cromarty:

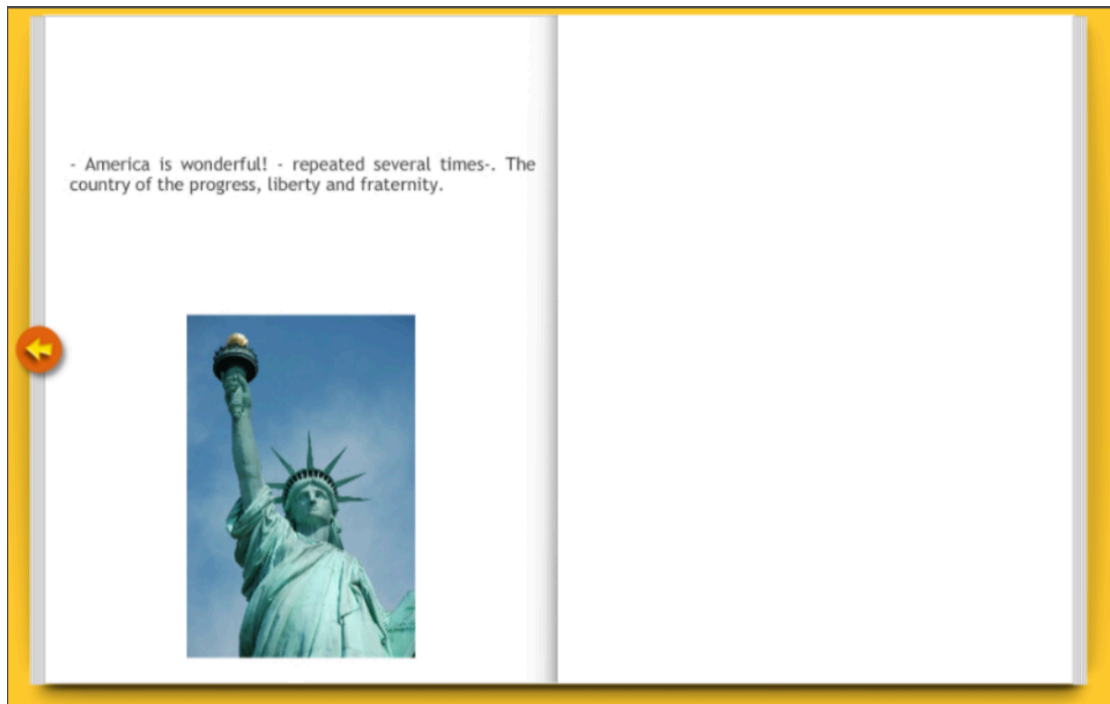
- Can we do something to help her?

- I do not think so, Fogg!

- I promise you that we are going to **release** this woman- said Fogg.

They **tied** the princess to burn and suddenly, Passepartout appeared to save her and **run away** with her on an elephant.





Objectives:

- To improve the reading skills of the students.
- To promote the reading habits.

Materials:

- Fragments of the book

▶ Tenth session:

13. Before they read the end of the book, they have to perform (in groups of 4) an end invented by them. This performance does not have to last more than 5 minutes.

Objectives:

- To work in a cooperative way
- To develop the communicative skills
- To improve the acting skills
- To develop the self-confidence.

Materials:

- Wardrobe if necessary.

14. Perform the ending invented for them

► Eleventh session:

Henrietta *sailed* for two whole days and, finally, the 20th of December at 10 p.m they caught sight of the shore of Ireland. There were less than twenty four hours remaining and London was still far away!

Twenty four hours were not enough to arrive to Liverpool with that *speed* and, what is even worse, there was nothing left to *burn*.

Captain Speedy popped into while Fogg was thinking what to do,

-I'm sorry, Sir Fogg, but sailing at that speed we won't arrive to Liverpool at time!-Then, pointing out an *illuminated* mark of the shore, he added:- That is the Queenstown's harbour.

-Oh!-answered Fogg-. So we will disembark in Queenstown.

Fogg knew that from there lots of trains depart every hour to Dublin. When they arrive there, it wouldn't be difficult arrive at Liverpool *sailing*. At 1:00 a.m, the Henrietta, arrived at the the Queenstown's *harbour* and four minutes later, the four fellows were in a train that departed to Dublin.

They travelled during all night, first by train and after that, sailing.
At quarter to twelve, that is, December 21st of 1872, they were finally in Liverpool.

In that moment there were *eight hours remaining*, but to arrive to London, only six hours were enough!!
The bet was already practically won.

Passepartout was so happy that he was bursting with pride. But once again, when it seemed to be finished, something happened that *hit* him right between the eyes. Fix, who had so far remained outside, suddenly changed his expression. After that, he took steady steps and popped into Fogg to ask him:
-Are you Mr Phileas Fogg?

Fogg *didn't used to be taken aback*, but in that moment he thought that Fix had lost his mind.
-OF COURSE I AM! You should already

The prison's clock marked 1 o'clock. Fogg suddenly thought: "If I took a train now, I'll arrive at London on time!"

But it was only in an instant; after that, Fogg looked at the wall again, while the time kept on dragging terribly.

When the clock marked two o'clock there was no way to win the bet, there were only six hours and forty five minutes left and he will end up in poverty.



In that moment, only a miracle could save Fogg.

Suddenly, the door's cell was opened abruptly and Fogg meet facing his *loyal* butler and the princess. Behind them was the Fix agent, totally *sweaty* and out of breath.

Agitated, he came closer to Fogg and said:

-Sir Fogg, I am so sorry...- After that, blushed, added: I have made a terrible mistake! The real thief it is now in prison since three days, *you are free!*

Fogg standed up without saying a word. Then he came closer to Fix and with the most calm expression of the world... he *crushed* his bowler hat, sticking to his eyes.

-Well done!- shouted Passepartout funnily.

After outpace Fix, all three go out from the prison *in a hurry*. There wasn't time to lose, maybe there was still some possibility of afford it. In a few minutes they arrived to the train station of Liverpool and they asked for information about the trains that went to London.

-I'm so sorry sir...- answered the blockbuster-. The last train to London has leaved the *platform* 20 minutes ago.

Without giving up, Fogg prepared a train. When they arrived to London all the station's clocks marked ten to nine. *He has lost the bet!*

After doing a travel around the world, only has relayed five minutes.

At the end, Auda and Fogg *fell in love* and wanted to got married.

Unfortunately, the *wedding* was postponed! The priest Wilson has shown me the calendar!

Fogg didn't understand anything:

-The calendar? What are you saying?

- I say that tomorrow is not Monday, it's Sunday 22nd of December!- Passepartout said.- Today is Saturday 31st of December: we have arrived with a day of *advance!* We have failed!

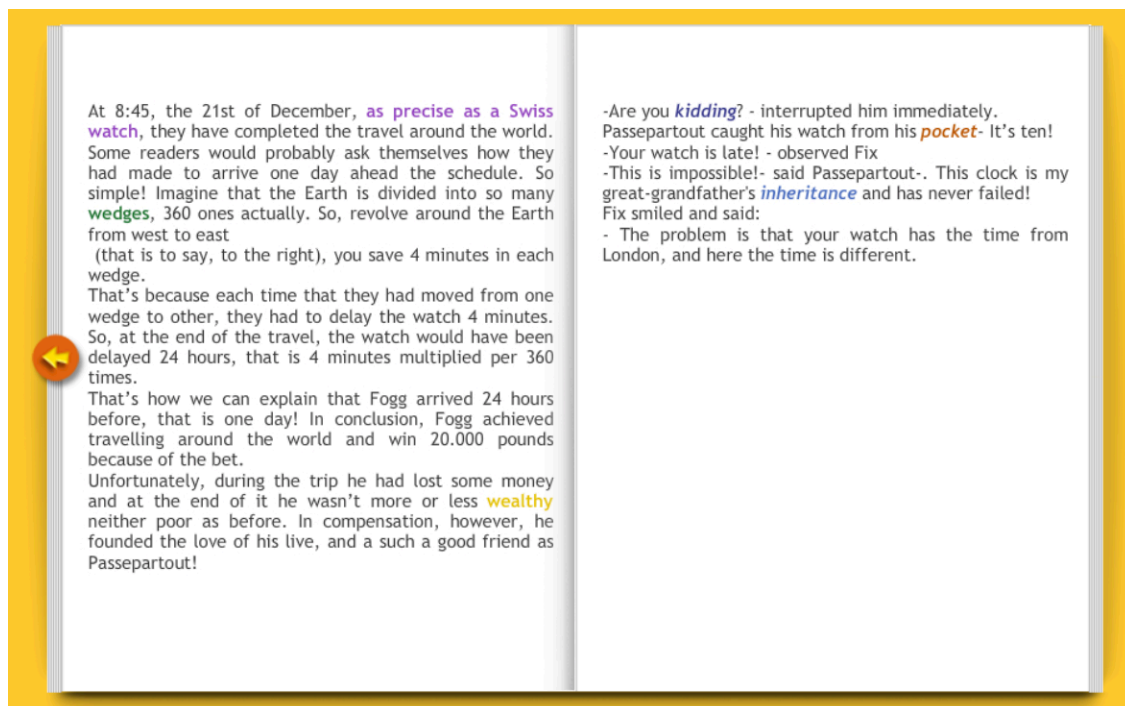
Phileas Fogg realised:

Then, there is still hope! The bet is not lost yet!

Phileas Fogg made his triumphant entrance at the Reform Club. At a quarter to nine sharp, precise like a Swiss clock, *he had gone around the world.*



Escribe un pie de foto.



15. Once they have played them, they are going to read out loud the following fragments. The aim of this is to look for a progress at their reading skills.

Objectives:

- To improve the reading skills of the students.
- To promote the reading habits.

Materials:

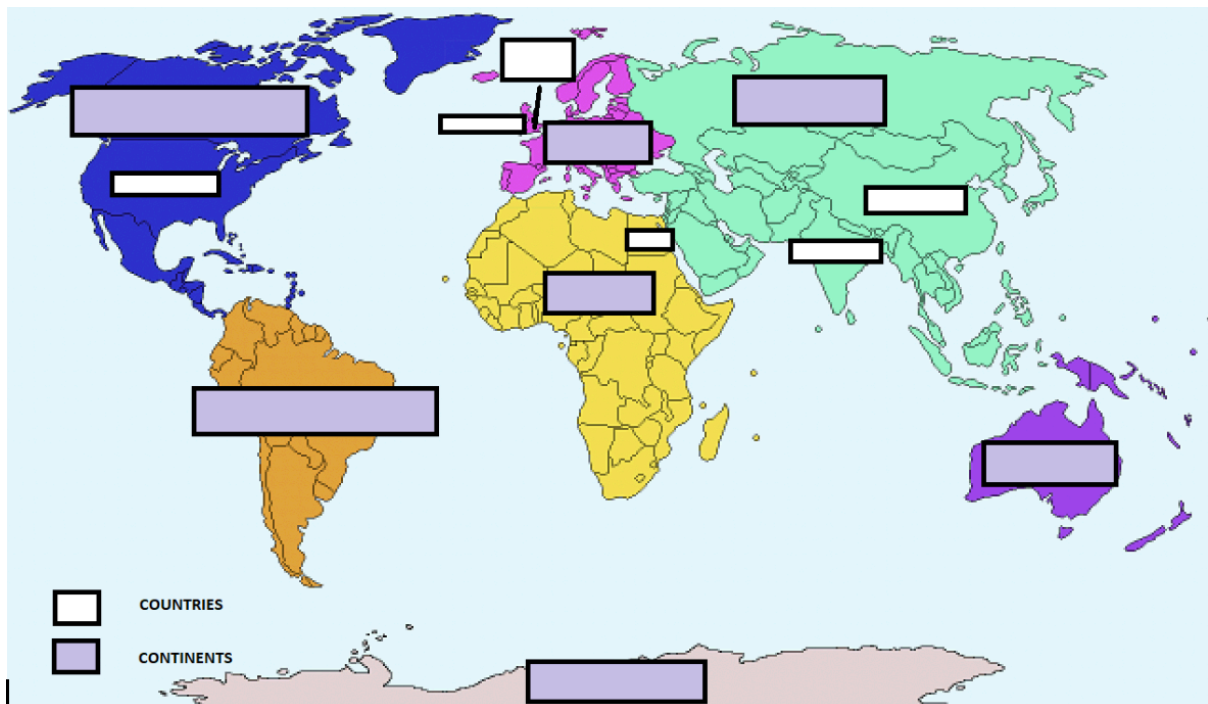
- Fragments of the book

► Twelfth session:

16. After the story has finished they are going to make some activities to know what they have learnt.

First of all, they have to write the steps to make a trip. (Organization into a hierarchy). How? Brainstorming.

The next activity is to fill the gaps with the names of the countries and continents. (Identification or Knowledge placement). That is going to be the first activity because the most important thing to know when you travel is where are you.



Objectives:

- To recognise different geographic locations of the world.

Materials:

– A map with gaps.

▶ Thirteenth session:

17. Then, they would have to paint the flags with the missing colors as you can see at the following picture. The flags must be of the countries that we have seen through all the extracts of the book. By this way, they can relate each country with its flag.

7 What is missing? Colour.

● Look again and complete the sentences.

- a The blue stripe comes from flag _____, Holland.
- b The vertical red stripe _____ flag _____.
- c The horizontal red stripe _____ flag _____.
- d The yellow stripe _____ flag _____.
- e The blue triangle _____ flag _____.

Objectives:

– To recognise different flags of the world's countries.

Materials:

– Images of flags that miss a colour.

18. Then, we are going to play KAHOOT with questions about travelling vocabulary. Kahoot is a electronic tool to interact with students. That's why we are going to go to the ITC class where they would play it in their groups of 4. This are going to be the questions:

See questions in annex I.

► Fourteenth session:

19. And how can you move to one place to other? Transports are to important. To know what they have learnt, they would match the columns about the means of transport. (Relation or correspondence).

Objectives:

– Differentiate old and new means of transport.

Steam boat

Train

Steam machine

Car

Horse carriage

Ship

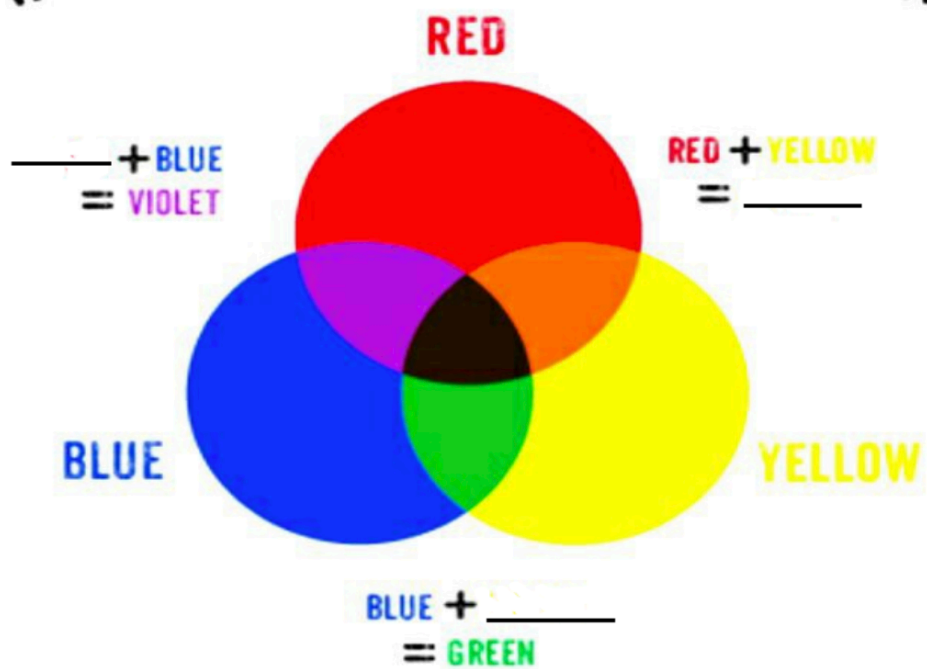
Hot air balloon

Plane

20. To conclude this didactic unit they must fill the worksheet with each of the countries their classmates has explained to them on their presentations. If they can't answer a question, they can ask someone the group involved in the presentation.

<p>Country: City:</p> <p>Flag:</p> <p>Monument:</p> <p>Animals that we can find:</p> <p>Curiosities:</p>
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WHAT HAPPENS WHEN YOU MIX COLORS?



21. Fill the gaps with the colour missing.

EVALUACIÓN:

- Type of evaluation:

The evaluation that would be carried out in this Didactic Unit would be a mixed of the peers and teacher assessment , continuous and criterial. Different points of view would be kept in mind in order to enable students to gain awareness of their situation and facilitate their own improvement process and it enables teachers and peers to help them understand their situation and achieve their objectives. Moreover the evaluation would be carried out through the whole process and students would be able to compare their progress in their results with a previously stated criterion.

According to the basis of the Andalusian Decree 97/2015 of March the 3rd the evaluation of this Didactic Unit would be:

- ▶ The evaluation would be aware of the level of acquisition of the key competences and the achievement of the objectives.
- ▶ The evaluation of the process would be continuous, criterial, global and formative and would consider the students' progress in the join of the areas and the different elements of the Didactic Unit.
- ▶ The evaluation would be carried out by the teacher, using different techniques and instruments and paying special attention to the continue evolution of the learning process and his/her personal maduration. The different evaluation criterion would be the essential reference to value the level of acquisition of the key competences and the objectives' achievement. Nevertheless, it would be complemented with other points of view.
- ▶ In the continue evaluation process, when the student's progress is not the appropriate one, some reinforcement educative measures would be settled. Those measures would be taken in any moment of the Didactic Unit, as soon as the difficulties are detected and would be directed in order to ensure the acquisition of the key competences.
- ▶ Teachers would evaluate all the students' learning skills, as well as the teaching processes and its teaching practice.

- Techniques:

The techniques used in this didactic unit are "Direct Systematic Observation", "Task Analysis", and "Techniques based on information".

Direct Systematic Observation is a process which implies paying attention to a specific student's action to establish to what extent it fits previously fixed evaluation criteria. Observation allows one to evaluate concepts, procedures and attitudes, although it is more commonly used to evaluate procedural and attitudinal contents.

This last technique will be elaborated by a scale card model, a rubric and a class diary.

Task Analysis will be focused on the tasks the student has completed and the teacher has to correct. In our didactic unit, it would be in , drawings, compositions (painting), essays, investigations, etc.

Techniques based on information to obtain information from students by written tests. This tests are going to be structured or objective. Within it, we can distinguish different sub-types:

- multiple choice
- identification or knowledge placement
- organization into a hierarchy
- relation or correspondance

- Instruments:

In order to evaluate the whole Didactic Unit we would use "Observation scales"; a control list that contain planned observations of possible knowledge, procedure or behaviour. The observer reflect the intensity or frequency of a given attitude. observer will have to record an X in the box he/she thinks that reflects the student's behaviour.

SCALE CARD MODEL

Name:	Never	Sometimes	Often	Usually	Always
Pays attention in class					
Respects peers					
Participates in class					
Contributes to activities					
Takes care of materials					
Listens to others					
Raise his/her hand and wait to be called on					
Is responsible with his/her work					
Is ready to learn					
Do his/her best					
He/she follows directions					

We would use a "Rubric" for the presentations. Rubrics allow teachers value and register the level of student learning, they are useful as a guide of marking that evaluates the quality of the students' responses in specific activities. As the own students will have to grade their classmates on their presentation, we will provide the "rubric" for them to know how to grade their classmates.

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic & position and previews the structure of the paper.	The introduction clearly states the main topic & position and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic or position, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic, position or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Also, we will use a class diary. In it, the teacher and the students will write personal annotations about what is done, how it is done and why. It can contain reflections, feelings, reactions, opinions, motivation, etc. All these must enclose the event's date and are helpful to establish points of view about facts. For this reason, both, teacher and students must do it.

As we have said before, we are going to use some subtypes of the structured or objective written:

Multiple choice. They are a set of questions with several possible answers (options) in which one of them is correct but the rest of them are plausible but also incorrect. This one is going to be use at KAHOOT.

Identification or knowledge placement. They present a graphic scheme of the knowledge to be evaluated (students must put names to the parts of the graphic scheme, map, timeline, etc.). These are used in descriptive subjects and to evaluate the ability to identify elements in an image, structure, etc. This one is going to be used at a map. Students have to fill the gaps with the names of the countries and the continent.

Organization into a hierarchy. Students are asked to put certain data in a specific order (phases, dates, steps of a process, etc.). This one is used when we asked them the phases of preparing a travel.

Relation or correspondence. Two or more columns of words, symbols, figures, sentences, etc. are presented and students are asked to associate or relate in a specific way the elements of the different columns. This is going to be used in the activity of matching the old and new means of transport.

Annex:

- Annex I:

Can you pick me up at tomorrow morning? My flight _____ at 7:30.

- A. Arrives
- B. Come
- C. Departs

Could I ask what your final _____ is?

- A. Goal
- B. Country
- C. Destination
- D. Country
- E. Thought

I'd love to take a fancy _____ and travel through the Bahamas.

- A. Hat
- B. Dog
- C. Cruise
- D. Man

The _____ was very bumpy. I was afraid.

- A. Flight
- B. Camel
- C. Pavement
- D. Conversation

It's best not to take too much _____ with you on your trip. The airline might lose it!

- A. Candy
- B. Medicine
- C. Luggage
- D. Gin

Be sure to _____ at least two hours before your flight.

- A. Drink something
- B. Eat
- C. Check-in
- D. Deplane

The _____ is a 747 by Boeing.

- A. Airport
- B. Car
- C. Plane
- D. Helicopter

The school _____ was a disaster. Some students got lost.

- A. Journey
- B. Trip
- C. Travel

My _____ to work is not long, just 15 minutes.

- A. Journey
- B. Trip

C. Travel

This writer mainly writes about his _____ around Asia.

A. Journey

B. Trip

C. Travel