

# programación

## ■ ■ ■ LENGUA EXTRANJERA INGLÉS

3<sup>er</sup> curso

27-16541-12

**Hemos seleccionado un fragmento especialmente significativo del modelo de programación didáctica de la especialidad de Lengua extranjera: inglés para la Comunidad de Madrid, que ofrece cenoposiciones en el curso 2009-2010.**

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# Didactic program for English

## 3<sup>rd</sup> year of CSE

### JUSTIFICATION

The present document refers to the programming of the third year of Compulsory Secondary Education (CSE) for the subject matter of English. The didactic programming serves to aid the instructor in planning and directing the education of the students in specific course subject matter. In this programming we will set the goals we intend to reach (*key competences and objectives*); the knowledge, procedures and conduct on which we will work (*contents*); the strategies, methods, activities, instruments and means that will help obtain them (*methodology*); and finally, the way in which we are going to show that the process we have designed serves to reach what we have planned (*evaluation*).

In the development of this didactic programming we will consider the characteristics of the pupils, their surroundings, their interests, their capacity, etc. Since the characteristics of the students are not uniform, the programming contemplates measures of attention directed at the diverse nature of the pupils in order to help those, who need it, realize the objectives and basic competencies of the subject matter.

## 1. CONTEXT

### ► Legislative frame

This programming of **English** of the 3<sup>rd</sup> year of Compulsory Secondary Education (CSE) adheres to the rules and values of the Spanish Constitution of 1978 and is based on the Statutory Law 2/2006, May 3, Education (LOE), (BOE of 4-05-2006), as well as on the Royal Decree 1631/2006, December 29 (BOE of 5-01-2007), by which the minimum lessons corresponding to the Compulsory Secondary Education are established.

The Royal Decree of minimums fixes the common lessons and defines the basic competencies that the pupil should reach at the end of the educative stage, assuring a common formation for all the Spaniards within our educational system, permitting geographic mobility and guaranteeing the validity of the corresponding titles.

**The Autonomous Community of Madrid**, within the framework of its educative competencies by means of the **Decree 23/2007, May 10, (BOCM of 29-05-2007)**, has established the curriculum of the Compulsory Secondary Education. This Decree develops the stage objectives, the contribution of the different subject matters to the acquisition of the basic competencies, as well as the objectives, contents and evaluation criteria of these.

The calendar of application of the arrangement of the educative system of the LOE (Royal Decree 806/2006, June 30) establishes that, in the academic year 2007-2008, the lessons corresponding to the 1<sup>st</sup> and 3<sup>rd</sup> years of the Compulsory Secondary Education should be implanted.

The Decree of curriculum of the **Autonomous Community of Madrid** establishes that the teaching of the subject matter of English (as a foreign language) is common and compulsory. The **Order 3320-01/2007, June 20** (BOCM of 6-08-2007) regulates the implantation and the development of the Compulsory secondary education in the **Community of Madrid**.

The former Decree contains the instructions that need to be followed when dealing with:

- Organization and schedule for every single level of the CSE.
- Final Aim of the Stage.

- Objectives of the CSE.
- Evaluation and Promotion criteria.
- Attention to Diversity, including Curricular Diversification.
- Programmes of Initial Profesional Qualification.
- Evaluation of the centers
- Catholic Religion and its alternatives.
- Objectives, contents and evaluation criteria for all CSE subjects.

The **Order 1029/2008, 29th February**, from the Regional Ministry of Education, establishes for the Autonomous Community of Madrid the Process of Evaluation for the Compulsory Secondary Education and the documents related to be applied.

The **Resolution dating back 21<sup>st</sup> July 2006** from the Regional Vice ministry of Education states the corresponding instructions for the organization of how to carry out the educative competence within those centres financed with public funds in the Community of Madrid.

The offer of Optional subjects from the Compulsory Secondary Schools will be acted according to the norms established in the Resolution 27<sup>th</sup> June 2007, released by General Department for Academic Planning, the administrative department which has widened the list of optional subjects to be taught in Compulsory Secondary Education (see BOCM 14<sup>th</sup> March).

Rules about the organization and functioning of the centres:

- **Royal Decree 83/1996, 26<sup>th</sup> January** in which the Organic Ruling for the Secondary Schools is passed (BOE 21<sup>st</sup> February), except for the appointment and dismissal of the headmaster or headmistress, nor the single governing posts of the centres.
- **Order from the Ministry of Education and Science, 29<sup>th</sup> June 1994** in which the organization and functioning of the Secondary Schools is passed (BOE 5<sup>th</sup> July), later modified by the 29<sup>th</sup> February 1996 Order (BOE 9<sup>th</sup> March).
- **Order 5559/2000, 17<sup>th</sup> October**, Regional Ministry of Education, through which the current law is expanded on certain aspects regarding the students' timetable.



Didactic programming is an instrument for curricular planning Specific to our subject matter. It is elaborated by our department teachers and then is reviewed by our committee of faculty members for subsequent approval..

## ► Characteristics of the Center

### ■ Physical Aspect

The Institute of Secondary Education (IES) is situated in the west zone of the city in a densely populated working class district close to an old industrial park that is becoming integrated in the urban development of the city that has already reached 150,000 habitants. In the surrounding area there is a small, poorly kept park and a few zones dedicated to sport and exercise.

It is a relatively new center of creation that began in the year 1999-2000. It consists of a three story building, an outdoor patio for sports and a small covered pavilion. Inside there are 18 classrooms, most with the students' desks distributed in pairs, a multi-use room, a library with computers, an audiovisual room, three electrical workrooms, three laboratories: Physics, Chemistry, and Sciences with tables for six students and specific classrooms for Music, Technology, Computer Science,

Language and Art. The patio has a small garden area with different species of bushes and plants that enrich the environment of our building, situated in a neighborhood with few green zones.

■ **Social-economic and cultural aspect**

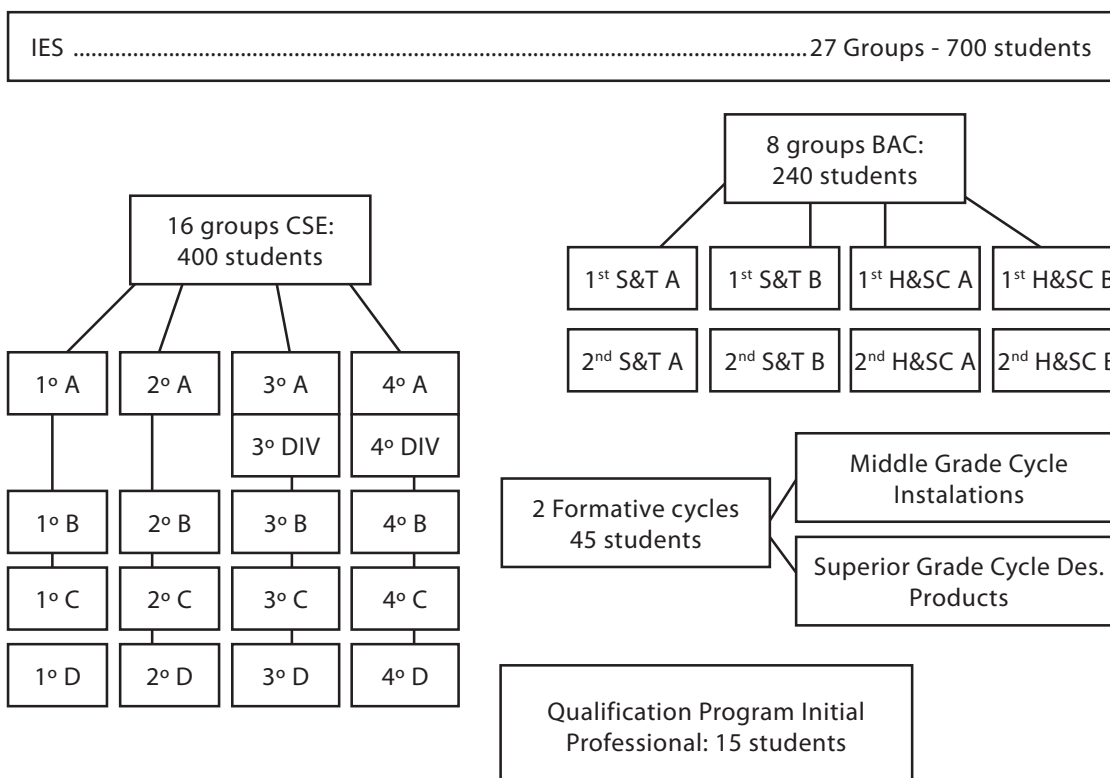
In the Educational Project of our Institute figures a study realized on the social surroundings (economic and Cultural). From this we determine that a high percentage of the families of our students are considered, due to economic profits, middle class or low middle class, that, that the parent's and sibling's levels of studies is low and that there is a high percentage of unemployment. This paints an unfavorable social-cultural environment. It has also been observed that there is a reduced immigrant population in our institute.

The Neighbors Association where the institute is located sponsor frequent activities in nearby cultural center and many of the students participate in them. The mother and fathers association usually take charge of some excursions or field trips, sport-related activities of the center in collaboration with the faculty of Physical Education, as well as provide aid and reinforcement during the afternoons in the library.

■ **Studies**

In our institute, Compulsory Secondary Education (CSE) lessons are taught with a total of four groups per year. There are also two small groups of Curricular Diversification which integrate into the groups of 3<sup>rd</sup> A of CSE and 4<sup>th</sup> A of CSE. In Baccalaureate there exist the modalities of English and of Health and Humanities and Social Sciences; both Baccalaureates have two groups per course. The professional formation maintains in the center a cycle of Middle Grade of Equipment and Electro technical Installations and another of Superior Grade of Electronic Products Development. There is also a program of Initial professional qualification of Electronic Installations Operator.

A total of about 700 students study in the center distributed among 27 groups. The groups of CSE and those of the Formation Cycles have about 25 students each and those of baccalaureate have about 30. There are 57 teachers in the center.



CSE, A stage where we realize the program, is made up of four grades: from 1<sup>st</sup> to 4<sup>th</sup>. All of the grades have 30 weekly reading periods. In the 3<sup>rd</sup> year of CSE, the four groups are identical, except in the optional subject matter and the small diversification group which makes group 3° A have fewer students in some subjects.

The subject matter that the students study in the 3<sup>rd</sup> year of CSE are: Natural Sciences (Physics & Chemistry and Biology & Geology form 'a common feature regarding promotion criteria' –see BOCM 6-8-2007), Social Sciences (Geography and History), Physical Education, Art and Visual Education, Castilian Language and Literature, Foreign Language (English), Mathematics, Music, Technology and an Optional Subject to choose among three: a Second Foreign Language (French), Classic Culture or Theatre (for those centres offering it as such). And then Catholic Religion or one of its two alternatives: History and Culture of the Religions or Educative Attention Measures.



The optional subjects are defined by the Educational Administrations of each community. The teaching centers can include in their offer of optional courses one or more subjects as well as those contained in the Royal Decree of minimums.

#### ■ The organization of IES

The structure of an IES in its administrative didactic aspects is complex. For this reason we include a diagram explaining it in the annex 1.

The didactic program is an aspect of the pedagogical managing of the IES, which are under control of the Pedagogic Commission of the Center (CCP), consisting of the director, the head of studies and the heads of the didactic departments, orientation and complementary activities. The Heads of Studies are in charge of the teaching aspects organizational inside the Directive team and are the ones who solicit and follow up on the didactic program.

#### ■ Departments

The didactic departments are made up of the teachers that teach a common subject matter and have as a principal mission the elaboration, following and evaluation of the programs which are the guides of the teaching process. There are didactic Departments of: English, Plastic Arts, Economy, Physical Education, Philosophy, and, French, Geography and History, Latin, Greek, English, Language Literature, Mathematics, Music, technology and FOL.

Aside from the didactic departments, in our institute, as in all the IES, one can find the Department of Orientation and the Department of Extracurricular Activities.

English Department: is made of three teachers with definite roles, one of them with the condition of head professor whose functions include Head of Department and who belongs to the Commission of Pedagogic Coordination.

Our department imparts classes during the second cycle of CSE and in the Baccaureate of Health and English. It is not instructed in the first cycle of CSE, because there is a specialized teacher in English integrated in the Department of Biology and Geology which teaches them.

All levels receive foreign language education (English) for 3 hours a week, and the subject is compulsory and common for all.

#### ■ Schedules

The institute's morning hours are from 8:30 to 14:20 h., with six 50 minute classes a day and a 30 min recess. In the afternoon there are classes for the students with pending subjects: our

department has an hour each week for the students of the 4<sup>th</sup> of CSE with pending subjects from the 3<sup>rd</sup> year of CSE and another hour for those students of the second year of Baccaulaureate with and from the first year of Baccaulaureate pending. The library is also used for study activities and education reinforcement in collaboration with the AMPA. Sports and extracurricular activities are also done in the afternoon.

#### ■ Rules of the center

In the Educational Project of the institute figure, among other things, the following recommendations: special attention of the teachers and students to new students, specially to immigrant students, which corresponds to a social and citizen competence; care of the nearby physical surroundings as a practice of environmental protection and factor of development of the competence of interaction with the physical environment; and of the support of reading and of the library of the center, for the advancement of our students in the basic competence of communication.

For this course, in the Annual General Programming (PGA) a project of augmentation and improvement of materials (books and magazines) of the library has been introduced as an idea for all the departments that have been asked to collaborate. Our department will prepare a list of scientific groups to incorporate into the library and will collaborate in the revision and order of those already in existence.

The number and date of the evaluations, which have been established as three per trimester carried out during the last days of the trimester also figure into the PGA. For CSE there is also a pre-evaluation without grades the last week of October.

#### ■ Complementary activities and other programs

Under the coordination of the Department of Extracurricular Activities, diverse programs with cultural activities are planned. Our Department also realizes a detailed activity program per grade that we will develop ahead.

During the Cultural weeks of the Institute, our Department usually collaborates with some exposition, conference or specific activity. It also participates in some institutional programs such as "strengthen reading" through the maintenance of a cared bibliography in the library of the center and in the program "The Newspaper in the school", introducing into the programming and into the development of the courses of CSE, activities that require support of the daily press.

#### ■ Characteristics of the students of the group

The children ages 14-15, age when they attend the 3<sup>rd</sup> year of CSE, are beginning the age of adolescence, more so the boys because the girls tend to begin a year or two earlier. This is a period of notable physical, emotional and behavioral changes, etc. The adolescent reaches a new manner of thinking: formal thinking, with which the student can affront problems in an organized way, facilitating learning and better retention of what is learned and a formulation of abstract and structured questions. It is a very important time for the configuration of one's own identity.

As well, the student of Compulsory Secondary Education in our institute has some very specific characteristics, which have been recently analyzed and figure into our Educational Project. Among them all, and for the 3<sup>rd</sup> year of CSE, two stand out: the lack of motivation to study and the paternal obligation to attend class. These students have not acquired proper study habits; the average time they dedicate to books and exercises is about an hour and a half a day outside of the center.

The disruptive conduct of the students of the 3<sup>rd</sup> year of CSE are not frequent, mainly because of the strict discipline set forth by the Educational Authority and the special tutorial attention that the students receive from the teachers and the Department of Orientation. The behavioral problems in the institute are concentrated in the first cycle, especially in the 1<sup>st</sup> year of CSE. It has been

asked, in the School Assembly, that special attention be paid to the cases of harassment among students of the 3<sup>rd</sup> and 4<sup>th</sup> years of CSE, and a teacher has been named in charge of Coexistence in the Center to collaborate with the Educational Authority.

In the 3<sup>rd</sup> year of CSE there are four groups with 25-30 students, the majority of which ascend from the 2<sup>nd</sup> year of CSE in our institute. Eight new students have matriculated and have been randomly distributed. The educational Authority has informed us that those students who have repeated are distributed in all groups and there will be five in each except in group B where there are only two. It has been agreed upon internally that all the teachers of and will teach at least one group of the 3<sup>rd</sup> year of CSE.

## 2. KEY COMPETENCES

Key competences may be defined as the ability to combine the knowledge, skills and attitudes acquired through the Compulsory Secondary Education stage in a way which is appropriate to different contexts and situations, and to do so in an integrated way.

The inclusion of key competences into the curriculum is a guide to the teaching process, since it allows teachers to identify the essential, indispensable contents and assessment criteria which must be present in the teaching-learning process. Key competences are also useful in the sense that they integrate different kinds of learning into our discipline: formal, informal and non-formal.

There are eight key competences listed by the European Commission:

1. Competence in Linguistic Communication.
2. Mathematical Competence.
3. Knowledge and Interaction with the Physical World.
4. Digital Competence and Information Treatment Competence.
5. Social and Civic Competence.
6. Cultural and Artistic Expression Competence.
7. Competence on Learning to Learn.
8. Competence on Autonomy and Entrepreneurship.

The official curricular document explains how the English Language subject contributes to the acquisition of key competences. The English Language subject clearly contributes to the social, cultural and linguistic elements of these competences, whereas little can be done regarding mathematical and scientific competences, although this scheme of work tries to approach these subjects as far as possible. However, English may be much relevant in order to contribute to the digital competence, in the sense that it may introduce ICT into everyday classroom use, as well as because of the importance of English as the language for international communication in business, research and for social purposes. Though all matters do contribute to the achievement of key competences, informal and non-formal learning may be transmitted by means of organizational measures taken by the Secondary school and inside the classroom, by means of rules for students' participation, through the implementation of diverse methodologies and the resources available for learners. The physical environment, the tutorial action on the part of the teacher, and the complementary activities do also reinforce the development of key competences.

The Contribution of the English Language Subject to the Acquisition of Key Competences

The **Decree 23/2007, May 10 (BOCM of 29-5-2007)**, which establishes the curriculum of the Compulsory Secondary Education stage for the Autonomous Community of Madrid, shows a detailed list of the contribution of every subject to the acquisition of key competences. On the basis of the official text, we have defined those corresponding to the 3<sup>rd</sup> year of CSE.

COMPETENCE	OUR SUBJECT CONTRIBUTES WITH
<b>Knowledge and interaction with the physical world</b>	Inviting students to be aware of the importance of contributing to preserve our environment. The subject focuses on the human body, on nutrition, health, ecology, atmospheric phenomena and other relevant issues as point of interest when dealing with oral and written comprehension and expression activities. These phenomena are studied at a local, national and global level.
<b>Mathematical competence</b>	The subject is not directly implied in the development of this competence. However, by contributing to linguistic competence we enable students to reason, argue, formulate hypotheses, carry out processes of deduction and induction, etc., which will be of use to the achievement of the mathematical competence. The same may be said about activities in which comprehension of global and specific information is required, through which students acquire abilities to understand the main issues in a mathematical problem. Finally, numbers and dates are part of the contents of the subject.
<b>Digital competence and treatment of information</b>	The subject aims at developing the student's ability to search, process and transmit information obtained from the Internet and other ICT, and on different supports. The subject also requires the execution of tasks and projects by means of ICT tools, not only for the English Language class, but also to other school subjects or topics which are interesting for students.
	The subject contributes to the interaction and information of exchange with people from other places, possessing diverse linguistic models, and creates real, functional communicative situations: chats, forum, image recording, on-line auditions, interactive tasks, etc., taking advantage of multimedia environments. The contents of all four blocks contribute to this task.
<b>Social and civic competence</b>	Block IV, "Socio-cultural aspects and intercultural awareness", promotes knowledge and respect for different lifestyles and other social and cultural organizations, fostering tolerance and non-biased acceptance of different points of view. The study of a foreign language conveys the knowledge of rules, laws, customs, traditions, festivities, etc. of the societies in which the language is spoken, and that facilitates the overcoming of prejudice and social and cultural stereotypes.
	The subject also stimulates the recognition of similitude between countries and cultures, and the respect for and acceptance of cultural and behaviour differences, by encouraging a critical reflection on the students' own culture, specially when taking into account the influence of aspects, traditions and festivities imported the foreign language speaking countries.  Similarly, students are faced with historical, cultural, social and artistic characteristic of other countries, so that they may appreciate other ways of life, both critically and reflexively, avoiding racist attitudes and developing a feeling of global citizenship, in parallel to, and compatible with that of local identity.
<b>Cultural and artistic competence</b>	The subject favours the discovery, comprehension and critical appreciation of the cultural and artistic manifestations of the foreign language cultures and countries. These expressions enrich the cultural background of students, awakening the aesthetic sense and the sensibility to understand and appreciate a work of art, as well as the conveyance of emotion and pleasure associated with it.

COMPETENCE	OUR SUBJECT CONTRIBUTES WITH
<b>Competence in Linguistic Communication</b>	<p>Contribution to this competence is the main aim of the subject. The learning of communicative skills is carried out in different domains, among which stand out that of personal relationships (including family relationships and habitual social practices); the school domain, associated with everyday situations and actions within the school and linked to it; and the academic domain, related to the contents of the subject and to other matters of the curriculum.</p>
	<p>Procedures are the core of the curriculum. They are aimed at achieving effective oral and written communicative competence. This procedural approach is based on both productive skills (speaking and writing) and receptive skills (listening and reading) which will allow the student to express him/herself with progressive fluency and correctness in diverse communicative situations, by using the more usual registers.</p>
	<p>At the end of the course, students must be able to use linguistic knowledge to transmit, in a comprehensible way, their ideas, thoughts and feelings, and to participate in communicative exchanges using a simple, though varied, model of language. They will also be able to carry out diverse language functions: for example, to ask for and give personal information, to understand the main ideas of texts in standard English, etc.</p>
	<p>The subject encourages the use of self-evaluation and self-regulation learning strategies, so that attitudes of entrepreneurship, trust and responsibility are stimulated; similarly, it develops qualities and values against discrimination, be it linguistic or cultural. The learning of a foreign language contributes openly to the education of students in a holistic point of view, much beyond the mere acquisition of linguistic knowledge.</p>
<b>Competence on learning to learn</b>	<p>The subject especially contributes to this competence, since it aims at students being progressively aware of their own abilities, and of the necessary strategies to develop them. Block II promotes strategies to develop attention capacities, as well as to improve concentration, motivation, memory, by means of activities which are designed to develop the necessary abilities for leaning. Similarly, the use of basic strategies in order to arrange, acquire, remember and use vocabulary, by means of learning tools such as dictionaries, reference books, conceptual maps and ICT resources is also fundamental to the subject.</p>
	<p>Study techniques, observation and note-taking strategies, as well as peer- and self-correction, cooperative working, and organization and planning strategies will be encouraged and fostered in the subject. Learning a foreign language teaches students about the importance of attitudes of perseverance, effort, responsibility and acceptance of others' contributions. Autonomy for lifelong learning of the foreign language requires an attitude of permanent self-evaluation, accepting error as a fundamental part of the learning process and associating it with a positive attitude to overcome it.</p>

COMPETENCE	OUR SUBJECT CONTRIBUTES WITH
<b>Competence on autonomy and entrepreneurship</b>	The subject promotes responsibility, perseverance, self-esteem, creativity, and the acceptance of errors as a source for learning, together with the encouragement of a positive attitude to taking risks. Similarly, it relies on the role of motivation in order to carry out tasks successfully, and in the appropriateness of having a healthy ambition for personal and academic improvement. On the other hand, interaction is essential to communicate in a foreign language. In order to do so, it is essential to have social skills, as well as being able to cooperate and work as a team, assuming someone else's points of view and ideas, so that dialogue and negotiation of ideas can be made cooperatively and in a flexible way. To achieve these aims, students are asked to plan and organize their work responsibly, taking advantage of the learning opportunities created both within the classroom and outside it. Activities such as interviews, using audiovisual media, and performing small plays, do reinforce self-esteem, self-confidence and creativity, and allow students to become aware of their ability to communicate, despite the appearance of errors.

### 3. OBJECTIVES

#### 3.1. STAGE OBJECTIVES

**Decree 23/2007, May 10 issued on May 29 by** Education Authority in the Autonomous Community of Madrid. They are developed in the second annex of this program.

#### 3.2. OBJECTIVES OF THE ENGLISH LANGUAGE SUBJECT

The objectives for the English Language subject in Compulsory Secondary Education are those mentioned by the Annex I of the **Decree formerly mentioned (see previous paragraph)**. They are developed in the second annex of this program.

#### 3.3. COURSE OBJECTIVES

For this program, being based on the objectives defined in the curriculum, and according to the context and to the characteristics of our students, we have defined the following objectives for the subject of English Language:

- To recognise the influence of language upon each other: linguistic heritage, loans, scientific and technological language, etc.
- To use and appreciate the foreign language as a tool for learning about the English-speaking countries and cultures.
- To compare and recognise the influence of British and American cultures on the Spanish society. To analyze and recognize the influence of the English language on Spanish.
- To appreciate the foreign language and languages as a means of communication with people from other countries in real communicative situations, by using communicative strategies, in order to discover the foreign language culture first-hand and avoid discrimination and stereotypes.

- To reflect on the ability to interact with other people from different countries and cultures by means of English. To identify the different lifestyles of these countries, and to appreciate the cultural richness of this diversity.
- To show an attitude of respect toward Anglo-Saxon cultures.
- To identify the specific politeness rules associated to English, and to appreciate and respect different lifestyles, promoting tolerance and cohabitation.
- To assume responsibility for the learning process, by means of self-assessment; to integrate the knowledge from other linguistic areas and the strategies of communication into the use of the foreign language in real and simulated conversation exchanges.
- To plan and arrange the time necessary for study outside school. To assess the success of planning.
- To organize a course notebook and portfolio, including well separated sections: tasks, vocabulary, self-assessment, etc.
- To use and develop learning strategies, including use of digital devices and dictionaries and grammar books, in order to build up learning strategies which help establish personal relationships. To obtain, select and present information in oral presentations, on everyday topics, as well as writing simple texts following genre and register conventions.
- To organize vocabulary by means of semantic maps or by personal strategies: suffixes to form nouns, synonyms and antonyms, parts of speech, nouns and verbs with the same form, cognates, compounds, false friends, etc.
- To develop strategies for autonomous learning: use of previous knowledge; use of visual aids and support; use of context for inference; use of dictionaries; correct procedure for obtaining specific information from speech or a text; transfer concepts from oral comprehension to oral expression; to deduct rules and formulate hypotheses; to transfer concepts from written comprehension to written expression; to use and arrange the resources and didactic materials to improve output (notebook, portfolio, summaries, vocabulary, tests, etc.); self-correction and self-assessment; to integrate knowledge from other areas to the use and practice of the foreign language.
- To show a positive, receptive attitude towards interaction between equals, appreciating dialogue and negotiation as key elements of peaceful cohabitation within the community and with others.
- To appreciate the use of the English language in the classroom, in our society and in communication to speakers from other languages and countries, taking into account the existence of prejudice and stereotypes, both linguistically and socially, and avoiding them in real and simulated communicative situations.
- To understand global and specific information from moral messages from the teacher and by classmates, with reference to usual communicative situations (classroom instructions, etc.) and to the topics included in the course.
- To understand global and some relevant data from oral recorded messages, as well as semiauthentic recordings.
- To identify meaning with the support of non-linguistic elements (intonation, pictures, previous knowledge, context, etc.).
- To identify the illocutionary force of the oral message (giving opinions, introducing him/herself, reporting, asking for and giving permission, etc.).
- To participate in interaction, in a semicontrolled way, with the teacher and classmates, in order to introduce him/herself, suggest, describe, and the other functions included in the course.
- To express the purpose of every communicative exchange.