

PROGRAMACIÓN 3º ESO

VERSIÓN ARAGÓN

INGLÉS SECUNDARIA

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1. INTRODUCTION

There are many reasons to learn English, but one is the most motivating for our students: **English is part of their world**. It is present for example in ads, songs, sports or Internet, just to mention some examples. However, many other reasons could be mentioned to justify the existence of this subject as we will see now.

The influence of the **Common European Framework of Reference** has also had a great impact. The European Union has defined itself as a multilingual community and therefore, it is obvious that Secondary Education curriculum will offer our students the possibility to study at least two languages. In addition, English is nowadays a **lingua franca**, an **invaluable tool for communication between different places, cultures and life styles** and an essential requirement when looking for a job or getting a degree. It is for that reason that we should encourage our students not to give up this subject in subsequent years.

To finish with this introduction, it is essential to mention here the cornerstone of all English teaching programmes: the **COMMUNICATIVE COMPETENCE**, that is, how our students can understand and produce oral and written messages related to daily conversations and interactions. That is, how to use language in real contexts. All this teaching programme has been designed and planned with one idea in mind: the acquisition of this competence, as well as the objectives and competences outlined in this syllabus.

2. JUSTIFICATION

a) GENERAL JUSTIFICATION

As the **Organic Law 8/2013 of the 9th December** of Improvement of Quality of Education, from now on (**LOMCE**) states, that only an integrating, demanding and inclusive educational system guarantees equal opportunities that promote the welfare of a country. The Article 27.2 of the Spanish Constitution states that: “... *Education shall be directed to the full development of human personality...*” Therefore in the twenty-first century society, education must prepare students to live in a world increasingly international, multicultural and multilingual.

b) LEGAL FRAMEWORK

The National **legislation LOMCE** in Secondary Education for the course that this syllabus is targeted is:

- **The Article 27 of the 1978 Constitution**, which proclaims the right to education. The Constitution contains the basic guidelines, governing all legislation in educational matters.
- **The Organic Law 2/2006 of the 3rd of May** in its new redaction given by **the Organic Law 8/2013 of the 9th of December**, for the improvement of educational quality (from now on LOMCE)
- **The Royal Decree 1105/2014 of the 26th of December** has been used which establishes the basic curriculum of Compulsory Education and Baccalaureate.

- **Order ECD/65/2015, of the 21st of January**, which describes the relations among the competencies, contents and assessment criteria of Secondary Education, and Baccalaureate.

The **legislative references of Aragón** that I have used in this syllabus are summarised as follows:

- **The Decree 73/2011 of the 22nd March**, which establishes the Charter of Rights and Commitments of the members in the educative community.
- **The Order ECD/489/2016 of the 26th May** which establishes the basic curriculum of Compulsory Education and its application in Aragón.
- **Resolution of 7th December of 2016**, of the General director of planning and vocational training, by which the assessment of Compulsory Secondary Education in secondary schools of Aragon is established.
- **The Order ECD/624/2018 of the 11th of April**, by which the assessment of Compulsory Secondary Education in educational centers is regulated.
- **Decree 188/2017 of the 28th November** that regulates the inclusive educational answer and the coexistence of all educational communities in the Autonomous Community of Aragón

Specifically, the main aim of the LOMCE is to get **integration**. That is why its **curriculum is designed on a flexible way** and always bearing in mind functionality during the teaching and learning process.

Depending on this area, this law talks about a **personalized education**. We, as teachers, should pay attention to those students with special needs as well as the diversity and particular features of our pupils. Consequently, tutorials and counseling have to be the responsibility of all teachers.

Thirdly, the **general organization** of the ESO will be treated. The compulsory secondary education is organized in different subjects, and it has two cycles: the first one comprises three school years (from 1st to 3rd ESO) and the second one only one school year (4th ESO). This second cycle has mainly a propaedeutic character.

Finally, the law talks about **promotion**. The decision to promote a student to the next course will be adopted entirely by all the teaching staff, when the objectives and contents have been properly acquired. A student will pass the school year if he/she has passed all subjects, or has negative results in two subjects. However, he/she will repeat the school year when having a negative mark in three or more subjects (or two when these subjects are Mathematics or Spanish Language). However, this decision is open to change taking into account the decisions adopted by the teaching staff.

The **second level of curricular of concretion** is specified in point 3 of the didactic syllabus, when we deal with the school, the class, and the level and features of the students.

Dealing with the didactic syllabus itself, we cannot forget that it is the planning and systematic development of the teaching-learning process addressed to a specific group of

students in a specific school year. It is for that reason that this didactic syllabus is the **third level of curricular concretion**.

10. DIDACTIC UNITS

a) UNIT 1: LET'S LISTEN TO MUSIC

- **TIMING:** 7 fifty-five minute teaching sessions (1st term).
- **JUSTIFICATION:** This unit tries to foster in our students a taste for different kinds of music as a means of catering for diversity and showing respect to varied music styles. As teachers of English, we cannot deny the importance of music and lyrics as a means of instilling our student into the study and knowledge of a foreign language.

DIDACTIC AIM	AC	AS	KC
-To listen and understand general and specific information from oral texts/songs .	1.1	AS 1.1.1 AS 1.1.2	LC
-To produce useful written texts related to the student's needs and interests (e.g. a letter to a fan club).	4.1 4.2	AS 4.1.1 AS 4.2.1	LC SCC
-To talk about the positive and negative aspects of being famous .	2.1 2.2	AS 2.1.1 AS 2.1.2 AS 2.2.1	LC SCC ACC
CONTENTS (ALL FOUR BLOCKS)			
SYNTACTIC-DISCURSIVE STRUCTURES AND VOCABULARY	PRODUCTION/COMPREHENSION STRATEGIES		
- Present simple, present continuous. - Adverbs of frequency (e.g. <i>hardly ever, twice</i>) - Music, physical description adjectives.	-Comprehension of general/specific information and identification of the text-type. -Clear organization of the written message.		
SOUND, ACCENT & RHYTHM ORTHOGRAPHIC PATTERNS	COMMUNICATIVE FUNCTIONS AND SOCIOCULTURAL ASPECTS		
- Present simple endings /s/, /z/, /iz/ - Recognition of punctuation marks; conventions of use.	- Expressing a contrast between what is happening now and routines. - Respecting different musical tastes.		

ACTIVITIES AND RESOURCES: Watching a video-clip, listening to songs, discussing about fame, writing an e-email to a fan club, kahoot activity.

ASSESSMENT TOOLS: Communicative tasks, specific tests, notebook, direct observation, speaking rubrics and portfolios.

METHODOLOGY: In this unit, **pair work** and **group work** will be used in order to discuss different ideas and points of view. In keeping with the guidelines laid down by the European Framework, **realia** has been used and in this particular unit.

ATTENTION TO DIVERSITY: **Extension, reinforcement and collaborative** activities. Also, I will cater for my student with a hearing impairment.

GUIDE FOR THE EXPOSITION OF THE TEACHING PROGRAMME

3rd ESO

Good morning/afternoon. My name is _____ and I am going to present the syllabus design of Secondary Education for English as a foreign language for a 3rd YEAR ESO. What is a didactic syllabus? **It is the planning and systematic development of the learning-teaching process addressed to a specific group of students in a specific school year.** It is for that reason that this didactic syllabus is the third level of curricular concretion. However, this is an open and flexible document and can be modified at any time.

To carry out the defense of this didactic syllabus I am going to briefly mention the following headings already mentioned and developed in the didactic syllabus.

1. GENERAL JUSTIFICATION:

Of course, it is needless to say that the presence of English in the actual curriculum is more than justified. English is now a lingua franca, an invaluable tool for communicating with different people from different countries. But more specifically, English is part of the daily lives of our students (songs, computer games, magazines ...)

2. LEGAL FRAMEWORK.

Mentioning the legal references that I have used to create this syllabus, you can see on page _____ a complete list of all legal references used, but here I am going to mention the most important ones:

- ✓ The Article 27 of the 1978 Constitution, which proclaims the right to education. The Constitution contains the basic guidelines, governing all legislation in educational matters.
- ✓ The Organic Law 8/2013 of the 9th December for the improvement of Quality in Education, from now on LOMCE has been used. This law is a modification of the Organic Law 2/2006 of education (from now on LOE).
- ✓ The Royal Decree 1105/2014 of the 26th December has been used to establish the basic curriculum of Compulsory Education.
- ✓ Finally, the Order ECD/489/2016 which established the basic curriculum of Compulsory Education and its application in Aragón and the Resolution of 7th December in which the assessment of Compulsory Secondary Education is established.

3. SITUATIONAL ANALYSIS

The situational analysis places this syllabus in a particular context. This didactic planning on English Language has been designed trying to carry out a co-operative and flexible

teaching and learning process in a Secondary Education School, placed in the centre of a small-sized town with different services, for example official school of languages.

The secondary school offers different FACILITIES such as library, Language Laboratory, arts and crafts classroom, computer classroom. As I have already mentioned, this syllabus is designed for a 3rd ESO group. In which we have 23 students, three of them have retaken the subject and we have a student with a moderate hear impairment. I will deal with him later, in the chapter of educational intervention strategies.

GUIDE FOR THE EXPOSITION OF THE DIDACTIC UNIT

3rd ESO

Once I have finished the exposition of my syllabus, I am going to start with the defense of the didactic unit. All the contents, objectives and assessment criteria are the ones mentioned in the Order ECD/489/2016 which establishes the basic curriculum of Compulsory Secondary Education and its application in Aragón. I would like to remember that this didactic unit which is called "**LET'S LISTEN TO MUSIC**" is for a 3rd ESO Group. It is interesting to note that the classroom in which this didactic unit is going to be developed is not very big, so we have to make a conscious organization of the space so that each student feels comfortable in the class. Also, my class is very talkative, so a conscious selection of the disposition in the classroom will prevent additional misbehaving.

The AIM of the didactic unit is to foster in our students a taste for different kinds of music as a means of catering for diversity. As teachers of English, we cannot deny the importance of music and lyrics as a means of instilling our students into the study and knowledge of a foreign language.

It is going to be taught during the 1st / 2nd / 3rd term.

It consists of 55minute-teaching sessions (in this particular case 7 sessions)

1. Didactic aims.

As you can see, I have provided the following didactic aims for this unit

1. To write texts related to the world of music, in this case, write a letter to a fan club.
2. To produce oral messages related to music, for example, to talk about the positive and negative aspects of being famous.
3. To understand oral messages coming from different sources: videoclip, songs...

4. To use the grammatical contents/vocabulary taught in this unit: present simple, present continuous, adverbs of frequency and physical/psychological adjectives.
5. To pronounce simple present endings: /s/, /z/, /iz/
6. To understand the importance of cultural traits to improve the learning of a foreign language.

2. Contents

In this part, I am going to show the different activities that are going to be worked in this didactic unit. It is important to remember that the four skills are always included and vocabulary and grammatical content as well.

There is a progression of contents, that is, they go from the easiest to the most difficult thus ensuring a coherent progression for the students. Needless to say that the last session entails a revision of the contents seen during this didactic unit.

EXAMPLE OF A TEACHING SESSION

In the first session of this didactic unit, I am going to start with a **warming up activity**. It will last **10 minutes**. In this case it is a **brainstorming** concerning Michael Jackson. To begin with, two images of this singer are going to be projected in class and students have to talk about what they know about him. Why is this activity important? It activates the students' previous knowledge, it is a good way to introduce to the topic and it fosters speaking skills.

Then, it comes the **core activity** that is usually divided into two parts. In the first part of the core activity (**15 minutes**) the students are expected to fill-in-a chart with different questions concerning Michael. The students, in pairs, are going to fill-in the different categories proposed. It is important because they foster their writing skills and at the same time they need to remember and talk with their partner.

In this particular session, the **second part of the core activity is linked to the winding up activity (30 minutes)**. In this case we are going to watch two videoclips: Thriller and Black or White (which can be considered essential pieces of world music). We are going to project the two video-clips on the projector and the students are expected to take notes to finally answer the questions proposed. This is a very motivating activity, because students like watching videos and music a lot. Listening skills are highly fostered, as well as writing skills. In addition, we are fostering learning in context and the acquisition of the ultimate goal in learning languages, **the communicative competence**.

BRAINSTORMING

As it can be appreciated in these two photographs, Michael Jackson underwent a tremendous physical change. Describe him and talk about his life and music using the following adjectives:



Adjectives:

Young, handsome, ugly, fat, thin, tall, happy, sad, interesting, gorgeous, plain, good-looking, curly hair, straight hair, medium-size, short, creative ...

Add some more adjectives you already know!

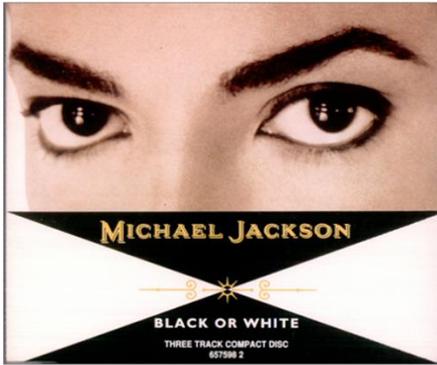
FILL-IN A CHART

What do you remember about Michael Jackson? Complete this CHART. Talk about what you wrote to your partner. Change partners and share what you hear.

	My memories
His songs	
Thriller	
His clothes	
His dancing	
His face	
His private life	

WATCHING VIDEOCLIPS

Now, you are going to watch two video-clips concerning Michael Jackson: Thriller and Black or White. Watch them very carefully and take notes.



To evaluate the videoclips you should consider the following questions:

- ❖ Does it suit the song?
- ❖ Is there a story-line?

Share your results with your group. Which is the best video clip?