

PROGRAMACIÓN 1º BACHILLERATO

VERSIÓN ANDALUCÍA



INGLÉS SECUNDARIA

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INDEX

1. INTRODUCTION

1.1. JUSTIFICATION OF THE PROGRAMME

1.2. CONTEXTUALIZATION: STUDENTS AND CENTRE

2. OBJECTIVES

2.1. STAGE OBJECTIVES

2.2. AREA OBJECTIVES

2.3. DIDACTIC OBJECTIVES

3. KEY COMPETENCES

3.1. GENERAL CONSIDERATION

3.2. TYPES OF COMPETENCES

4. CONTENTS, EVALUATION CRITERIA AND STANDARDS OF EVALUATIVE LEARNING

4.1. RELATIONSHIP AMONG CONTENTS, EVALUATION CRITERIA, STANDARDS OF EVALUATIVE LEARNING

5. DIDACTIC UNITS: ORGANIZATION & TIMING

5.1. ORGANIZATION OF THE UNITS

5.2. TIMING DISTRIBUTION OF THE 15 DIDACTIC UNITS

UNIT 1: LIVING IN A FOREIGN COUNTRY

UNIT 2: TRADITIONS OR LEGENDS?

UNIT 3: FASHIONMANIA

UNIT 4: A COOK CONTEST

UNIT 5: WHAT'S NEXT?

UNIT 6: CHRISTMAS DAY

UNIT 7: PROTECT YOUR PLANET

UNIT 8: ADVERTISING

UNIT 9: AMERICAN WORLD

UNIT 10: ARE YOU SUPERSTITIOUS?

UNIT 11: MAKE A WISH!

UNIT 12: FANTASTIC PLACES

UNIT 13: OUR LANGUAGE

UNIT 14: WELCOME TO THE COMPUTER

ERA

UNIT 15: DON'T DRIVE IF DRINK

6. METHODOLOGY

6.1 TYPES OF ACTIVITIES

6.2 STUDENTS' ORGANIZATION

6.3 TIME ORGANIZATION

6.4 COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

7. CRITERIA AND PROCEDURES OF EVALUATION

7.1 TYPES OF EVALUATION

7.2 ASSESSMENT CRITERIA OF THE ENGLISH DEPARTMENT

7.3 PROCEDURES AND INSTRUMENTS OF EVALUATION

7.4 REINFORCEMENT MEASURES FOR NEGATIVELY ASSESSED STUDENTS IN PREVIOUS YEAR CYCLE OR FORM

7.5 A RUBRIC: A NECESSARY TOOL IN OUR EDUCATION

7.6 STANDARDS AND RESULTS OF EVALUATIVE LEARNING

8. ATTENTION TO STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

8.1 INTRODUCTION

8.2 TYPES OF ADAPTATIONS

8.3 TYPES OF STUDENTS

9. TRANSVERSAL ELEMENTS

9.1 READING ENCOURAGEMENT PLANNING

9.2 AUDIOVISUAL COMMUNICATION AND CONTENTS RELATED TO NEW TECHNOLOGIES: TICs

9.3 THE SENSE OF INITIATIVE AND ENTREPRENEURSHIP

9.4 CIVIC AND CONSTITUTIONAL EDUCATION

10. EVALUATION OF THE TEACHING PRACTICE AND INDICATORS OF ACHIEVEMENT

11. MATERIAL RESOURCES

11.1 SELECTION CRITERIA

11.2 TYPES OF MATERIAL RESOURCES

12. CONCLUSION

13. BIBLIOGRAPHY

14. ANNEXES

1. INTRODUCTION



A Teaching programme is defined as the document which includes all the answers and decisions taken by the English department related to the teaching-learning process and represents a powerful tool for the teacher in order to organize their lessons. This document will help us in planning and directing the education and it will be considered the perfect guide for every teacher.

Regarding the legal framework, this English Teaching Programme is based on the new **Organic Law for improvement of Quality (LOMCE) in Education 8/2013 of 9th of December**, which is the current educational law in Spain, where you can find the general objectives for Secondary Education, for Bachillerato and for the Foreign language Area.

The **Royal Decree 1105/2014**, 26th December which establishes the C.S.E and Bachillerato curriculum .

The **Decree 110/2016, June 14th** which establishes the order and curriculum of Bachillerato in Andalusia.

Resolution May 4th, 2017 on which the rules that govern the school calendar for the school year 2017/2018 are dictated in all public educational centers and private, except for university students.

The objectives of the **LOMCE** are:

- ② Improve knowledge of core subjects by placing greater emphasis on these subjects.
- ② Foreign language learning and multilingualism is a priority, because of the importance of languages in a globalized society, reinforced by the European Union's goals for education.
- ② Create more proactive citizens prepared for today's society through an 'interdisciplinary' vision, as well as incorporating values.
- ② Promote autonomy within schools to address specific student and family needs.
- ② Implement necessary corrective measures early and reduce dropout rates through established testing.
- ② A renewed focus on ICT.
- ② Encourage improvement in education and promote excellence in line with international educational standards.



- ② Integrate Key Competences into everyday learning and apply knowledge to real world concepts, with continuous evaluation of these competences.

This teaching programme is based on the **1st YEAR OF BACHILLERATO**. It provides our students the opportunity to continue their further studies. This is the end of the compulsory education and the beginning of performing their future labour world or university studies. Here our students will acquire an intermediate level of knowledge and skills, and their interests and needs will be more complete and specific.

One of the most outstanding features to be taken into account is its flexibility. It can and must be adapted according to a real teaching-learning situation becoming the most useful and permanent guide for the teacher throughout the educative course.

A didactic programme can be classified as: "It is an official document included in the School Curricular Project based on the decisions and conclusions taken by each Didactic Department, in this case, English Language didactic department.

And it consists of the following parts: **the key competences, the objectives, the contents to be included, the methodological criteria and the evaluation criteria**. Other contents included in didactic programmes are assessment procedures and percentages, attention to diversity, materials and other resources and additional and out-of-school activities such as extra-curricular and complementary activities.

As we can see, the different levels of curricular development are a set of interrelated decisions, ranging from general, open and flexible plans to the very specific and particular decisions of the classroom.

To sum up, the Classroom Teaching Programme involves a set of ordered and sequenced didactic units for each group of students.

It is worldwide known that English has become an **international language**. So, we will transmit our students a huge interest in it because it is the main language of books, newspapers, cinema, airports and air-traffic control, international business and academic conferences, technology, diplomacy, sports, international competitions, pop music, advertising, the Internet and a long etc. Almost everybody needs English at a certain moment of his/her life in further studies or labour field.

1.2 CONTEXTUALIZATION: STUDENTS AND CENTRE

In the elaboration of this Teaching Planning and my **15 didactic units** I will consider the school design because of its direct influence upon the school organization and success. The High school to which this Teaching Plan is addressed to *is located in It has got over students, and the facilities are: (language Lab, audiovisual room, gym...)*

The selection and sequencing of contents as well as specific methodology used, will all consider the characteristics of our school and of our students which, on the other hand, are outlined and developed in the **School Educational Project** and **School Curricular Project**.

The socioeconomic background is a middle class one, although the increasing growth of immigrant population in the past years has brought about many immigrants mainly from Eastern Europe and South America origin. Even though, we can highlight the existence of two native students from London and Manchester.

Bachillerato comprises two academic years -1st and 2nd - which together with the Compulsory Secondary Education which covers the Spanish Compulsory decade ranging from 6 to 16 years of age and the Post-compulsory education (17-18 years old) our students will be led to university studies.

Our students will demonstrate us how they are able to employ all the different contents acquired, that means, concepts, procedures and attitudes in order to achieve an integral formation of the student.

In short, we will train our students not only in all the aspects related to the knowledge of technical and scientific goals but also as a civic person. This implies the recognition and practice of civic and intellectual attitudes including respect for the citizens, to work in teams, etc

On the other hand, to continue using competences permit to face a permanent renovation of knowledge in whatever educational field. Certainly, their academic formation is limited in a specific time (academic age) but in fact, this formation never finishes. A clear example could be the usage of the new technologies TICs as a necessary methodology in their daily life. Hence, in our curriculum we will always take into account the competence learning to learn or the linguistic competence where our students will be taught to elaborate different and useful strategies of learning in an autonomous way, to become an independent person.

2. OBJECTIVES



The Royal Decree 1105/2014, 26th December which establishes the Bachillerato curriculum. In this section we will point out the consolidation of the contents already known and learnt by the students and the incorporation of new ones, more professional and academic which will be considered as a guide in the future of our students.

They are known as aims or objectives and they are considered in all the activities created in **the 15 didactic units**. There are two types of objectives: Stage Objectives and English Area Objectives. The former aims are those shared by all the areas in Bachillerato whilst the latter are the aims related only to the English area. Besides the didactic objectives which are included into the 15 didactic units.

2.1 STAGE OBJECTIVES

They are common in all the subjects of 1st Year of Bachillerato during the whole learning-teaching process.

- A. To make use of a democratic citizenship from a global perspective and to acquire a responsible civic awareness inspired by the values of the Spanish constitution and by human rights, which encourage shared responsibility in the construction of a right society.
- B. To consolidate personal and social maturity that allows to behave in a responsible and autonomous way and develop critical awareness. To anticipate and peacefully resolve personal, family and social conflicts.
- C. To promote equal rights and opportunities between men and women to analyse and critically assess existing inequalities and strive for real equality and non-discrimination of handicapped people.
- D. To reinforce reading, study and discipline habits as necessary conditions for efficient learning and as a means of personal development.
- E. To control both oral and written form the Castillian language and, when it is the case, the language of the autonomous community.
- F. To express themselves accurately and fluently in one or more foreign languages.
- G. To use the technologies of information and communication (TIC) in a responsible and reliable way.
- H. To be aware of the realities of the contemporary world, former historical events and the main factors of their unfolding –and critically assess them-. Participate actively in the development and enhancement of the social environment.
- I. To reinforce an enterprising spirit and show creativity, flexibility, initiative, teamwork skills, self-confidence and critical awareness.

2.2 AREA OBJECTIVES

1. To use the foreign language in order to be able to communicate in interactive situations more and more diversified and authentic, orally, using the appropriate communicative and discursive strategies.
2. To understand and interpret –critically- oral texts, uttered in daily communicative situations and in the mass media, and to analyse them from the point of view of the values involved in these oral texts.
3. To read in an autonomous way with different goals: search and select pieces of information, acquisition of knowledge related to different ranges of interest and aesthetic pleasure.
4. To read pragmatic and fiction texts, about general and specific topics, identifying the essential elements in each type of text. To deduce their discursive function and organization in order to be able to understand the texts, to interpret them critically and, if it is the case, to enjoy them.
5. To produce written texts with different purposes, planning and arranging them coherently, adapting them to the communicative situation.
6. To think about the linguistic and communicative working of the foreign language to be able to produce more complex and accurate messages, adapted to the different situations and understand other people's oral productions, within situations more and more varied and unforeseen.
7. To obtain and develop several learning strategies, by means of all the means available, including the technologies of information and communication. The aim of this objective is to use the foreign language in an autonomous way and to improve in its process of learning.
8. To value, from a critical point of view, other forms when organizing the experience and to structure the personal relations, understanding the relative value of the cultural and conventional norms.
9. To recognize, interpret and amplify the knowledge of the cultural referents, which are included in the texts. The goal of this objective is to better know the essential aspects of the socio-cultural context inherent to the language studied. Moreover, it this objective pursues a better communication, comprehension and interpretation of cultures different to the students' own.
10. To appreciate the richness of the concept of plurilinguism, as a means of contrasting and amplifying knowledge and values, and to respond to them in a respectful, open and critic manner so that the student recognises the importance the foreign language has as a means of international communication and understanding within a multicultural world.

2.3 DIDACTIC OBJECTIVES

MUESTRA SESGADA

GUIDE FOR THE EXPOSITION OF THE TEACHING PROGRAMME – LOMCE 1st bachillerato

Good..... My name is and I am going to explain the teaching programme I have elaborated.

As an **INTRODUCTION** I would like to say that it is based on the following legislation:

- the new Organic Law for improvement of Quality (LOMCE) in Education 8/2013 of 9th of December** which regulates the current Educational System at the Educational centres.
- Royal Decree 1105/2014**, 26th December
- Decree 110/2016, June 14th** which establishes the order and curriculum of Bachillerato in Andalusia.

I have decided to focus the programme on 1st year of Bachillerato because it is a necessary level if our students want to continue in university studies and it gives us the opportunity to transmit elements and more mature attitudes in class and provide our students with the necessary skills to face the labour world.

This document must be flexible as it must be adapted to a real situation becoming a permanent guide for the teacher.

This document contains the following parts: key competences, the objectives, the contents to be included and related to learning standards, the methodological criteria and the evaluation criteria together with transversal elements, assessment procedures, attention to diversity and materials.

English is nowadays an international language, aspect that must be transmitted in or teaching-learning process.

In the elaboration of this Teaching Planning and my 15 didactic units I will consider the school features because of its direct influence upon the school organization and results.

The High school to which this Teaching Plan is addressed to *is located in**with a* middle class socioeconomic background.

KEY COMPETENCES are considered one of the most outstanding aspects in the educational curriculum being knowledge that students must acquire through the educative process in order to reach their personal and professional goals. Thus, their academic formation will not be limited in the academic ages but this formation will never finish.

The key competences not only will be practiced in a particular area but in all the areas and stages. That is why they are called transversal ones. They are the following:

1- COMPETENCE IN LINGUISTIC COMPETENCE

Its aim is the usage of the language as a method of oral and written communication and as a tool of learning and control of thoughts, feelings, and behavior. It allows to know other cultures, to solve problems and to learn how to live with other people. As English teachers this is our main competence as it is directly related to a language and it is essential for the transmission of the other competences.

The contribution of English to the development of this competence is basic in the oral speech through the two oral skills: listening, speaking.

2. MATHEMATICAL COMPETENCE AND SCIENCE AND TECHNOLOGY COMPETENCE

It consists on the skill of using the numbers and basic problems in general terms. When we deal with this competence we consider this competence as a way of improvement in the interpretation of mathematic problems in a correct way, to solve them and to achieve a good understanding and control on all the information given. This competence will be essential in all the educational stage because of its great advantages in this field. Here, we as teachers will bear in mind press articles, songs, tales, texts, .. all of them related to health habits, environmental education and consumerism.

3. DIGITAL COMPETENCE

MUESTRA SESGADA

WARM UP ACTIVITY

I will present a quiz about personal information. It is a pair work activity where students A will answer the questions of student B. After finishing the quiz they will compare their answers and discuss them.

A PERSONAL QUIZ

Ask your partner these questions & complete the chart

STUDENT A

QUESTIONS

ANSWERS

Do you prefer studying or working?	
Do you always get up early?	
How much hours do you usually study a day?	
Do you use the internet in order to improve your learning?	
Are you practicing any sport now?	
How many famous people do you know?	
Do you usually travel abroad?	
Do you often use the mobile phone?	
ADD OTHERS...	

STUDENT B

QUESTIONS

ANSWERS

Do you often use the mobile phone?	
Do you prefer watching films or reading books?	
What is your favourite meal and do you know the main ingredients?	
Do you normally eat unhealthy food such as McDonalds or Pizza Hut?	
Do you like driving motorbikes or skateboarding?	

Have you finished your quiz? Now, discuss with your partners all the answers and give reasons about your answers.

Then you can write a list of the most amazing or surprising opinions.

READING ACTIVITY

I will present my students a text called “ John & Mary’s blog”. The text is about how these two friends live in a different country, in this case London. They will read the text in class, then we will practice the new vocabulary and finally, my students will work in small groups making a list of advantages and disadvantages of living abroad. After that, they will think about possible solutions to the problems found.

Teenagers' BLOG
JOHN AND MARY'S BLOG



Hi, welcome to my blog!! We're John and Mary. We are from Mexico and now we're living in London as exchange students. We are 17 years old and we are studying here. We are very sporty and

our hobbies are to practise rock climbing, basket and reading comics or listening to music- especially pop music. My favourite singers are Madonna and Beyoncee.

We like travelling quite a lot and are interested in photography and computers. The climate here is colder than in my country. As you can see, we are quite outgoing and we don't like serious people. Every Saturday night, we go out with our friends to have dinner or to watch a film. Despite John is sometimes pessimistic, he would like to be a film-maker in a future. I'm sure he will reach his dream!

On the other hand, I would like to study medicine. My dream is to be a surgeon in a hospital in Mexico. I will learn English as well as to become a doctor.

Would you like to know more about ourselves? Well, check out our blog tomorrow and we will try to find out more personal information and ...

Kisses

Read the whole blog. Write John and Mary's similarities and differences from you.

Similarities

Differences

--	--

Then write advantages and disadvantages of living in Mexico or in London.

MUESTRA SESGADA