PROGRAMACIÓN 4º ESO 2019-2020
VERSIÓN ANDALUCÍA

INGLÉS SECUNDARIA

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1.1. JUSTIFICATION OF THE PROGRAMME

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 and for the Foreign language Area. The LOMCE was concreted in the Royal Decree 1105/2014, 26th December which establishes the C.S.E and Bachillerato curriculum and thirdly, The Decree of our autonomous community: Order of July 14, 2016, by which the curriculum corresponding to Compulsory Secondary Education in the Autonomous Community of Andalusia is developed.

The LOMCE (Ley Orgánica de la Mejora de la Calidad Educativa) is a revised version of the existing educational law called LOE (Ley Orgánica de Educación). The objectives of the LOMCE are:

- Improve knowledge of core subjects by placing greater emphasis on these subjects.
- 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.
- Create more proactive citizens prepared for today’s society through an ‘interdisciplinary’ vision, as well as incorporating values.
- Promote autonomy within schools to address specific student and family needs.
- Implement necessary corrective measures early and reduce dropout rates through established testing.
- A renewed focus on ICT.
- Encourage improvement in education and promote excellence in line with international educational standards.
- 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 4th YEAR OF COMPULSORY SECONDARY EDUCATION. It is a compulsory stage for all students and I have decided to focus the programme on 4th of ESO as this level gives us the opportunity to transmit elements and attitudes in class.

C.S.E. comprises 4 academic years which together with the six-school-year stage of Primary Education, covers the Spanish Compulsory decade ranging from 6 to 16 years of age. At the same time, we must consider that at this stage most of the students are 15 or 16 years old, age that must be considered when elaborating the activities as most of them are
suffering deep changes, both in the physical and psychological domain, in order to choose materials and activities which would meet better the new interest and to make the learning of English as attractive and motivating as possible.

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 cross curricular aspects, assessment procedures and percentages, plans for students who fail the subject in previous years, 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 and 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.

2. OBJECTIVES

MUESTRA SESGADA
Regarding the legal framework, this Unit 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 and for the Foreign language Area. The LOE was concreted in the **Royal Decree 1105/2014**, 26th December which establishes the C.S.E and Bachillerato curriculum and thirdly, The **Decree** of our autonomous community: **Order of July 14, 2016**, by which the curriculum corresponding to Compulsory Secondary Education in the **Autonomous Community of Andalusia** is developed.

This Unit is based on the **4th YEAR OF COMPULSORY SECONDARY EDUCATION**. It is a compulsory stage for all students and I have decided to focus the Unit on **4th of ESO** as this level gives us the opportunity to transmit elements and attitudes in class.

The **Royal Decree 1105/2014**, establishes several goals that the students will have acquired by the end of the Compulsory Secondary Education. 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 didactic objectives are present in our didactic unit: contents, key competences, evaluation criteria, etc. they are defined as the main features implicit in all the activities worked in the units in order to reach our planned goals. Throughout them, we will evaluate all the four communicative abilities, listening, writing, speaking and reading; as well as grammatical and lexical aspects.
3. Key Competencies

Key Competencies are those concepts that students are supposed to have developed as they finish every cycle of education, in order to become responsible citizens and adults and to be able to continue with their future learning.

This Unit contributes to achieving the following competences: 1, 3, 4, 6, 7.


MUESTRA SESGADA