

A SYLLABUS PROPOSAL FOR THE 3rd LEVEL OF COMPULSORY SECONDARY EDUCATION (Madrid_LOMCE)

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FOREWORD

The aim of this piece of work is to provide candidates with a general model of a didactic programme. Please note that this is a much longer piece than the one you will be asked to present. Therefore, you will need to shorten it, adapt it, and redesign it in order to meet the public announcement requirements and your own interests.

1. INTRODUCTION

The present document is the annual syllabus of English as a foreign language for the 3rd year of Compulsory Secondary Education (ESO). The syllabus is an essential tool to adequately develop the teaching and learning process, with the aim of improving the quality of education and ensuring the integral development of the students.

The current regulations (LOMCE, section 9) establish programming, that is, the design of the teaching-learning process, as the first role of the teaching staff. This duty, in turn, implies other related functions among which we can mention:

- The objective assessment of the students' learning process and of the teaching processes;
- The students' tutorship, academic and professional guidance;
- The intellectual, affective, competence and ethic development of our students;
- The collaboration with the school and institutions towards the development of values such as respect, tolerance, integration, non-discrimination, democracy or freedom;

- The continuous investigation, improvement and research of teaching methodologies and strategies.

Therefore, this didactic programme is intended to be a useful tool to provide an educational answer which improves the teaching-learning process. A didactic programme is the result of a **plan**. By planning our work we avoid improvisation, we set the goals that underlie our teaching practice, and we foresee the most adequate conditions to reach our teaching objectives together with the criteria which are going to rule the whole learning process.

Nonetheless, this planning of the teaching-learning processes must fulfill some **features** in order to be a useful and functional instrument:

- Adequate to the context reality, that is, it needs to be based on the possibilities and realities of the context;
- Integrated, since it needs to include every and all the elements of the curriculum in a coherent way;
- Systemic, in the sense that it should be interactive and forming part of the context
- Sequenced, as it needs to organize objectives, contents and key competences in a sequenced and ordered way;
- Experiential, which means that it must include contents that allow the development of affective and social capacities;
- Assessed, in order to allow a process of information, control and improvement of work practices and results
- Known by the whole educational community

Finally, needless is to say that a didactic programme will be really useful if it is designed and carried out taking into account the real students and their context, peculiarities and their specific ways of learning.

As it has been pointed out, a didactic syllabus is **not an isolated document**, but it forms a part of a coherent plan which includes other programmes. In the first place, in this case, it belongs to General Programme for English, which is intended to cover the different subjects of English and levels taught at the school. This programme is included into the General Annual Programme of the School (“PGA”), together with the didactic programmes of the different subjects, and the school organization and management plans. In addition, the syllabus should answer to the priorities and the educational principles and values which have been agreed to form the School Educative Project (“PEC”). In fact, for this school year, the school community has agreed to focus on the development of the values, skills and strategies mentioned below, and which are reflected in the design of this Didactic Programme for Year 3:


- Development of teaching and learning strategies which improve the students’ oral expression, reading comprehension and integration of the ICT.
- Solving problems and conflicts by means of peer mediation.
- Improving subject teachers’ coordination and communication.
- Carrying out activities which take subjects out of the closed space of classrooms.

At the time of designing a Didactic Programme, great importance lies in a careful and coherent organization of the competences, contents, methodology, evaluation criteria and assessable learning standards. A syllabus must allow for a

degree of flexibility to be adapted to a variety of students, taking into account their cognitive, emotional and social characteristics, in order to help them achieve the established objectives and attain the competences, focusing, in this case, in communication. The aim goes beyond the teaching of English as a foreign language. Although the general goal is to develop students' competences which enable them to be citizens and future social and individual elements in society –and the rest of the stage general objectives, the ultimate goal is also to teach how to see and use the language as a communicative tool, as it is established in the Common European Frame of Reference for Languages (CEFR). The CEFR was designed to be a basis for the elaboration of language syllabuses, the design of materials, and the evaluation of foreign language proficiency. It presents an Action-Oriented Communicative Approach, which views language users as social agents that perform communicative acts and tasks.

This syllabus also reflects the Constructivist theories on learning and teaching; emphasizing the way students construct their knowledge of the world through experiencing and reflecting on those experiences. Meaningful learning is the deliberate effort to link new knowledge to the pre-existing cognitive structures already in the student's mind. Following Piaget's cognitive theory (as cited in Chapman, 1988), for the implementation of this syllabus it is crucial to take into account the students' active involvement in the teaching-learning process, encouraging them to discover the environment through spontaneous interaction, rather than through the presentation of isolated pieces of knowledge. Contents and objectives need to be consistent within the reach of the developmental level of the learner. The students are thus challenged with tasks that refer to skills and knowledge just beyond their current level of mastery so that the language they use

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A SYLLABUS PROPOSAL FOR THE 3rd YEAR OF SECONDARY EDUCATION (Madrid): DIDACTIC UNIT PLAN

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Didactic unit 3: Crime Stories

Number of sessions: 7 13th – 28th October (1st Term)

The Unit within the syllabus: In the previous units, students have worked on contents related to the following communicative functions: describing, expressing preferences, talking about future plans, and talking about past experiences.

1. DIDACTIC OBJECTIVES

- To understand global and specific information from oral and written texts about events involving crime
- To participate in conversations about crime stories
- To distinguish and perform the language functions required for the communicative function, employing the most common exponents and lexis.
- To produce well-organized narrative texts about past crime events
- To develop and use different learning strategies, including ICT, in relation to criminal events
- To value English as a means of communication in issues related to crime.

2. MAIN CONTENTS

Block 1. Comprehension of oral texts:

- Comprehension of information and attitudes in interaction and texts about crime reports.

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