DIDACTIC PROGRAMMING 5th GRADE PRIMARY ENGLISH . COURSE 2014/2015.

TEACHER.-------------------------------------------------------------

1.-INTRODUCTION.-Characteristics of the area and the PLURILINGUALISM PROMOTION PLAN

|  |
| --- |
| Language Iniciation Programme-Language Development Programme-Language Excellence Programme |

2.-OBJECTIVES (photocopy)

|  |  |
| --- | --- |
| OBJECTIVES | KEY COMPETENCES |
| Primary education will contribute to the children development of the skills that will enable them to: |  |
|  1.-Understand and appreciate the values ​​and standards of living, learn to act in accordance with them, prepare for active citizenship and respect for human rights and pluralism inherent in a democratic society  | Social & civic competence. |
|  |  |
|  |  |
|  |  |

|  |
| --- |
|   |

|  |
| --- |
|  |

3.-CONTENTS

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1st EVALUATION | 2nd EVALUATION | 3rd EVALUATION |
| **BLOCK1****UNDERSTANDING ORAL &WRITTEN TEXTS****Learning strategies in oral texts:**- Activating previous knowledge, identifying clues and inference, testing and reformulation of hypotheses.**Sociocultural and sociolinguistic aspects:** social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.**Communicative functions:**- Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans.- Descriptions of people, activities, places, objects, habits, plans.- Narration of past and recent events.- Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. **Syntactical structures[[1]](#footnote-1)****High frequency oral vocabulary (reception)[[2]](#footnote-2)****Sound, stress, rhythm and intonation patterns.****BLOCK 2:PRODUCTION OF ORAL & WRITTEN TEXTS****Production strategies for oral texts:**Planning, carrying out and checking oral texts through the use of linguistic, paralinguistic and paratextual procedures**Sociocultural and sociolinguistic aspects:** social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.**Communicative functions:**- Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans.- Descriptions of people, activities, places, objects, habits, plans.- Narration of past and recent events.- Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. **Syntactical structures****High frequency oral vocabulary (production)****Sound, stress, rhythm and intonation patterns.** |  |  |  |

4.-ASSESSMENT CRITERIA and ASSESSABLE LEARNING STANDARDS

|  |  |
| --- | --- |
| ASSESSMENT CRITERIA* Know and apply the most appropriate basic strategies in order to understand the general sense, the essential information or the main points of the text.
 | ASSESSABLE LEARNING STANDARDS3. Understands what is said in simple everyday situations (daily routines, instructions, directions, requests, feedback on classroom activities, etc.). |
| CONTENTS **Learning strategies in oral texts:**- Activating previous knowledge, identifying clues and inference, testing and reformulation of hypotheses.**Sociocultural and sociolinguistic aspects:** social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.**Communicative functions:**- Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans.- Descriptions of people, activities, places, objects, habits, plans.- Narration of past and recent events.- Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. **Syntactical structures[[3]](#footnote-3)****High frequency oral vocabulary (reception)[[4]](#footnote-4)****Sound, stress, rhythm and intonation patterns.****BLOCK 2:PRODUCTION OF ORAL & WRITTEN TEXTS****Production strategies for oral texts:**Planning, carrying out and checking oral texts through the use of linguistic, paralinguistic and paratextual procedures**Sociocultural and sociolinguistic aspects:** social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.**Communicative functions:**- Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans.- Descriptions of people, activities, places, objects, habits, plans.- Narration of past and recent events.- Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. **Syntactical structures****High frequency oral vocabulary (production)****Sound, stress, rhythm and intonation patterns.** | ASSESSMENT CRITERIA- Know and apply the most appropriate basic strategies in order to understand the general sense, the essential information or the main points of the text.- Identify basic, specific and important cultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations), living conditions (housing, surrounding environment), interpersonal relationships (family, friendships, classmates), behaviour (familiar gestures, use of voice, physical contact) and social conventions (rules of courtesy), and apply the knowledge gained to a proper understanding of the text.- Identify the general meaning, the essential information and the main points in short, simple oral texts using standard language, with simple structures and high frequency vocabulary, which is clearly and slowly expressed and transmitted either orally or through the use of technical resources. The oral texts are about

|  |
| --- |
| **PRODUCTION OF ORAL TEXTS:** **EXPRESSIONS AND INTERACTIONS** |
| - Know and apply the most appropriate basic strategies to produce short, simple oral texts, either monologues or dialogues, using, for example, ‘prefabricated’ language or memorized expressions or supporting what they want to express with gestures.- Learn about basic, specific and important cultural and socio linguistic aspects, and apply the knowledge acquired about these to produce oral texts relevant to the context, respecting the most basic communicative conventions.- Interact in a basic way, using simple techniques, linguistic and non-verbal (e.g. gestures and physical contact) to initiate, maintain, or conclude a short conversation fulfilling the main communicative function of the text, (for example, a greeting, congratulating, an information exchange).- Participate in a simple and comprehensible way in very short conversations requiring an exchange of information in immediate areas of need or about familiar topics (themselves, their surrounding environment, peoples, places, objects and activities, likes and opinions) in a neutral or informal register, using simple expressions and high frequency sentences, even though sometimes the pronunciation is not very clear, there are noticeable pauses and hesitations, and repetition, paraphrasing and the cooperation of the speaker is necessary to maintain the communication.- Be understood in short simple speeches, although hesitations, repetitions or pauses to reorganize what they want to say occur.- Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as "and") although basic systematic errors may still occur, for example, with verb tenses or concordance.- Know and use a limited selection of high frequency oral lexis related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs.- Articulate a limited selection of basic sound, stress, rhythm and intonation patterns, adapting them to the relevant communicative function, in a generally comprehensible manner though with the clear influence of the first, or other, languages. |

 | ASSESSABLE LEARNING STANDARDS1. Understands the general meaning and some specific details of simple advertisements about products that interest them (games, computers, music, clothes etc.). 2. Understands messages and public announcements containing instructions, directions or other information (e.g., numbers, prices, timetables, in a sports centre or a department store).3. Understands what is said in simple everyday situations (daily routines, instructions, directions, requests, feedback on classroom activities, etc.)4. Understands informative oral texts and is able to extract global information and some specific data5. Identifies the topic of a simple and predictable conversation about familiar topics that takes place in their presence in a real public or imagined space. 6. Distinguishes changes in topic and infers the general meaning of television programs or other audiovisual material in which they are interested (e.g. where young or well-known people are interviewed about familiar topics (e.g. their favourite clothes, sports or music, etc.).

|  |
| --- |
| **PRODUCTION OF ORAL TEXTS: EXPRESSIONS AND INTERACTIONS** |
| 1. Gives short and simple presentations, that have been previously prepared and rehearsed, about everyday topic or subjects in which they are interested (introduce themselves or other people; give basic information about themselves, their family and their class; talk about their main daily activities, give a short and simple description of their room, their favourite meal; a person’s physical appearance; talk about a topic that interests them (their favourite singer or musical group) or say what they like and don’t like using simple structures). 2. Manages to participate well in simple everyday situations, either real or simulated, e.g. introducing themselves at a party.3. Responds appropriately in communicative situations (greetings, very simple questions about themselves, requesting or offering objects, expressing what they like or don’t like, say what they are doing, talk about the place where something is located, etc.). 4. Participates in conversations either in face-to-face or by technical means (telephone, Skype) in which they establish social contact(saying thank you, hello and goodbye, addressing someone, apologising, introducing themselves, showing interest in how someone is, congratulating someone), exchange personal information about everyday topics, express feelings, offer something to someone, borrow something, etc. |

 |

5.-KEY COMPETENCES & STANDARDS(photocopy)

|  |
| --- |
| KEY COMPETENCES |
| What are the key competences?Write them and a brief explanation of each one. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| STANDARDS | % | MIN | KEY COMPETENCES | TERMS | Inst of Eval |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1-. Understands the general meaning and some specific details of simple advertisements about products that interest them (games, computers, music, clothes etc.). |  |  |  | 1st term |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

6.-EVALUATION

|  |
| --- |
| TYPES OF EVALUATION |

|  |
| --- |
| Student´s assessment |

|  |
| --- |
| STRATEGIES & INSTRUMENTS TO ASSESS STUDENTS |

|  |
| --- |
| The teaching-learning process evaluation |

|  |
| --- |
| Student´s self-assessment.The portfolio |

|  |
| --- |
| RUBRICS |

|  |
| --- |
| DOCUMENTS FOR THE EVALUATION |

7.-QUALIFICATION CRITERIA and PROMOTION

|  |
| --- |
|  |

8.-TEACHING METHODOLOGY

|  |
| --- |
| TEACHING & ORGANISATIONAL RESOURCES-ORGANIZATION in the classroom /seating students, etc-Methodology-Communicative and cooperative learningCLILATTITUDES & VALUESICT(use of information & communication technologies ICT applicationsATTENDING DIVERSITY -reinforcement and extension activitiesMEASURES TO cater for students with specific educational needsREADINGDecree 18735-18736 |

9.-RESOURCES & MATERIALS

|  |
| --- |
|  |

10.-COMPLEMENTARY ACTIVITIES

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| COURSE | ACTIVITY | DATE | MATERIALS | PLACE | TEACHERS |
|  |  |  |  |  |  |

BIBLIOGRAPHY

|  |
| --- |
| OrderDecree, etc |

1. See list of syntactical structures in paragraph 4.B) [↑](#footnote-ref-1)
2. See list of high frequency vocabulary in paragraph 4.B) [↑](#footnote-ref-2)
3. See list of syntactical structures in paragraph 4.B) [↑](#footnote-ref-3)
4. See list of high frequency vocabulary in paragraph 4.B) [↑](#footnote-ref-4)