



<b>CURSO 2018-19</b>	<b>DEPARTAMENTO: INGLÉS</b>	<b>MATERIA: Primer Idioma</b>
<b>ENSEÑANZA: ESO</b>	<b>NIVEL: 3º ESO</b>	<b>CARGA LECTIVA: 4</b>
<b>PROFESORAS: M<sup>a</sup> Carmen González Ruiz y Gema García Garrido</b>		

### 1. MATERIAL

- LIBRO DE TEXTO: **New Action 3**. Burlington
- CUADERNO espiral o carpeta anillas para apuntes de clase y tareas. Folios para entrega de trabajos o proyectos escritos. Bolígrafo azul o negro y rojo preferentemente. Opcional: lápiz, goma de borrar, sacapuntas y subrayador. Para los proyectos digitales, memoria USB.
- DICCIONARIO inglés/ español – español / inglés para casa o diccionario online tipo *Wordreference*.

### 2. OBJETIVOS

La enseñanza de la Primera Lengua Extranjera en la ESO tendrá como finalidad las **COMPETENCIAS CLAVE**:

- 1. Comunicación lingüística (CCL)** Interacción de destrezas o cuatro bloques de contenidos. Nivel B1 al terminar ESO.
- 2. Aprender a Aprender (CAA)** Autoevaluarse, motivarse, protagonista de su aprendizaje y solucionar problemas.
- 3. Sentido de iniciativa y espíritu emprendedor (SIEP)** Autonomía, cooperación, creatividad, autoestima.
- 4. Digital (CD)** Integración de los recursos multimedia en el proceso de aprendizaje.
- 5. Social y Cívica (CSC)** Respeto a los valores donde se habla la lengua inglesa y de los propios. Trabajo cooperativo.
- 6. Conciencia y Expresiones Culturales (CEC)** Conocimiento crítico de la cultura para los valores humanos.
- 7. C. Matemática Ciencia y Tecnología (CMCT)** Usamos razonamiento abstracto para aprender la lengua.

### 3. CONTENIDOS

- 1. Comprensión de textos orales. (Listening)**
- 2. Producción de textos orales (expresión e interacción). (Speaking and interaction)**
- 3. Comprensión de textos escritos. (Reading)**
- 4. Producción de textos escritos (expresión e interacción). (Writing)**

En estos bloques se organizan los criterios de evaluación y estándares de aprendizaje evaluables, así como los contenidos del currículo, es decir, **el conjunto de conocimientos, habilidades, destrezas y actitudes que contribuyen al logro de los objetivos y a la adquisición de competencias.**

### 4. TEMPORALIZACIÓN

**1er trimestre: Unidades 0, 1, 2** del libro de texto y primer libro de lectura.

**2º trimestre: Unidades 3, 4, 5** del libro de texto, y segundo libro de lectura.

**3er trimestre: Unidades 6, 7, 8 y 9** del libro de texto y tercer libro de lectura según el grupo.

Actividades complementarias: uso de material informático y del ordenador, visionado de vídeos, canciones, juegos, escenificaciones, actividades y proyectos culturales.

Las actividades contribuirán a preparar y/o reforzar los conocimientos necesarios para las ANL (Asignaturas no lingüísticas) y la temporalización podrá variar acorde con el desarrollo de esas actividades.

**5. EVALUACIÓN:** Según los indicadores de logro y los criterios de evaluación del contenido. Se evaluará mediante **RÚBRICAS** que graduarán el logro de conocimientos, destrezas y actitudes. En todas las rúbricas se evaluará la actitud.

EVALUACIÓN POR BLOQUES DE CONTENIDO			
<b>25% <u>Comprensión de textos orales.</u></b>		<b>25% <u>Comprensión de textos escritos. Reading</u></b>	
<b><u>Listening</u></b>		-Reading and Vocabulary exams. Rúbrica	75%
-Listening exams.	70%	-Reading/ Vocabulary Practice. Control trabajo de casa y clase.	20%
-Comprensión oral en clase. Observación (Rúbrica) Incluye interacción grupal	25%	-Cuaderno trimestral. Rúbrica.	5%
-Cuaderno trimestral. Rúbrica	5%		
<b>25% <u>Producción e interacción de textos orales.</u></b>		<b>25% <u>Producción de textos escritos. Writing</u></b>	
<b><u>Speaking</u></b>		-Writing/Grammar exams	50%
-Diálogos (Rúbrica)	80%	-Writing /Grammar practice. Trabajo en casa y en clase	45%
-Participación e interacción oral en clase.		Rúbrica para los writings.	
Observación (Rúbrica) Grupal	20%	-Cuaderno trimestral. Rúbrica.	5%

## 6. NORMAS para los archivos de inglés, apuntes, presentación de trabajos y tareas:

- Se incluirá esta lista de normas y planificación de la asignatura de inglés.
- La letra será clara y la presentación limpia. Se respetarán los márgenes.
- El cuaderno estará dividido por unidades. En la primera página de cada unidad, se indicará el número y título de la unidad en mayúsculas y destacado. En cada página se indicará la fecha, el número de página y el título de la actividad. Si se trata de un ejercicio del libro, se indicará la página y el nº del ejercicio.
- Los trabajos escritos se presentarán en hojas sueltas, indicando el nombre y el curso en la parte derecha superior del folio.
- Se tomarán los apuntes con un bolígrafo azul o negro. Se corregirán los ejercicios con un bolígrafo rojo.
- Se guardarán todos los apuntes y trabajos evaluados (redacciones, fichas de trabajo y otros) cuidadosamente hasta el final del curso escolar en un archivador con fundas de plástico para su repaso.

## 7. RECUPERACIÓN

**Alumnado que suspenda una evaluación de 3º de ESO:** Recuperará la asignatura al aprobar la siguiente evaluación. En el caso de la última evaluación, el alumnado tendrá la oportunidad de recuperar los contenidos mínimos en el examen extraordinario de septiembre.

**Para recuperar la materia del curso anterior,** el alumnado realizará las actividades de recuperación propuestas del libro de texto *English World 2* según este calendario: 1ª semana de noviembre: unidades 1,2,3, 1ª semana de febrero: 4,5,6, 1º semana mayo: 7,8. Si el alumn@ no presentara los trabajos con la corrección y esfuerzo pertinentes y no se esforzara en el curso actual, realizará un examen de los contenidos de las unidades vistas en el curso anterior en la segunda semana del mes de mayo de 2019.

**8. ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES.** Proyectos Erasmus+, Expoletras, Coeducación y Curso de Inmersión Lingüística en Broadstairs, UK.

**NOTA:** Este extracto de la programación (la programación completa se puede consultar en el plan anual del centro, en el departamento y en la web del centro) es una propuesta abierta y flexible basada en las previsiones del profesorado, con la finalidad de unificar criterios pedagógicos y didácticos en el departamento. Se revisará periódicamente y podrá modificarse dependiendo de la dinámica de trabajo y las necesidades de un grupo de alumnos. Estas modificaciones se comunicarán al alumnado y quedarán reflejadas en las actas del departamento y en la memoria final de curso.

## 9. RÚBRICAS

Bloque 1. Comprensión oral:

1. Rúbrica para la comprensión oral en clase.

Bloque 2. Expresión oral:

2. Rúbrica para la expresión y **participación oral** en clase
3. Rúbrica para **presentaciones orales**
4. Rúbrica para **monólogos**
5. Rúbrica para los **diálogos** e interacción

Bloque 3. Comprensión escrita:

6. Rúbrica para la **reading comprehension**

Bloque 4. Expresión escrita:

7. Rúbrica para las **producciones escritas**
8. Rúbrica para el **cuaderno** donde se evaluará la comprensión oral y la expresión oral y escrita

1. CLASS ORAL UNDERSTANDING RUBRIC	%	OUTSTANDING (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
1. Shows interest for class discussion	20	Full interest	Quite interested	Not lot of interest	Very little interest	No interest
2. Shows respect for teacher	20	Full respect	Quite respect	Not a lot of respect	Very little respect	No respect
3. Shows respect for peers	20	Full respect	Quite respect	Not a lot of respect	Very little respect	No respect
4. Do not interrupt the class. How many times a class the student interrupts the rhythm	20	Never interrupts	One interruption	2 interruptions	3 interruptions	More than 3 Interruptions
5. Understands teacher in English	20	Fully	Quite well	Not very much	Quite little	No it at all

<b>2.CLASS ORAL INTERACTION RUBRIC</b>	<b>%</b>	<b>DISTINCTION (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Takes part in class discussion with initiative</b>	10	Fully participative	Quite participative	Not very participative	Very little participative	Not at all participative
<b>2. Shows creativity in interaction</b>	10	Fully creative	Quite creative	Not very creative	Very little creative	Not at all Creative
<b>3. Answers teacher's questions appropriately</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>4. Asks questions about the topic</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>5. Uses relevant and consistent arguments</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>6. Helps partner or group peers</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>7. Studies and prepares the lesson</b>	10	Always does	Often does	Not very often does	Very few times does	Never does
<b>8. Communicates with fluency</b>	10	Fully fluent	Quite fluent	Not very fluent	Very little fluent	Not at all fluent
<b>9. Appropriate pronunciation, rhythm and intonation</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>10. Grammar and vocabulary is used appropriately</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors

<b>3.DIALOGUE INTERACTION RUBRIC</b>	<b>%</b>	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>6. Shows understanding of partner</b>	10	Full understanding	Quite good	Limited understanding	Very little understanding	Does not show
<b>7. Relevant and consistent production</b>	10	Very high production	Quite high	Limited production	Very limited production	No production
<b>8. Shows interest and initiative. Plays an active role</b>	10	Very active role	Quite active	Not very active role	Quite passive role	Completely passive
<b>9. Support, respect, engage, listen to peer</b>	10	Actively	Sincere effort	Limited interaction	Virtually no interaction	No interaction
<b>10. Shows creativity in production</b>	10	Very creative	Quite creative	Limited creativity	Very poor creativity	No creativity
<b>11. Assertive and confident role</b>	10	Very confident	Quite confident	Limited self-confidence	Very poor self-confidence	No self-confidence
<b>12. Fluency</b>	10	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
<b>13. Prepared dialogue in advance</b>	10	Fully prepared	Quite well	Somehow prepared	Very Little preparation	Not prepared
<b>14. Grammar and vocabulary</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>15. Pronunciation, rhythm, intonation</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors

<b>4.ORAL PRESENTATION RUBRIC</b>	<b>%</b>	<b>DISTINCTION (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Introduction to topic</b>	5					
<b>2. Fluency and communication</b>	15	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
<b>3. Pronunciation, rhythm, intonation</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>4. Grammar</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>5. Vocabulary</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>6. Relevant and consistent contents</b>	10	Fully relevant and consistent	Quite relevant and consistent	Not very relevant and consistent	Very poor relevancy and consistency	No relevancy or consistency
<b>7. Organization, length and research effort</b>	10	Fully prepared	Quite well prepared	Somehow prepared	Very little preparation	Not prepared
<b>8. Clarity of ideas, creativity, originality</b>	10	Fully creative	Quite well creative	Somehow creative	Very little creative	Not creative at all
<b>9. ICT tools and visual aids</b>	15	Great ICT tools	Quite good ICT tools	Limited ICT tools	Very poor ICT Tools	No ICT tools
<b>10. Conclusion of topic</b>	5	Relevant conclusion	Quite relevant conclusion	Not very relevant conclusion	Little relevant conclusion	No conclusion at all

<b>5.MONOLOGUE RUBRIC</b>	<b>%</b>	<b>DISTINCTION (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Introduction to topic</b>	5					
<b>2. Fluency and communication</b>	15	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
<b>3. Pronunciation, rhythm, intonation</b>	15	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>4. Grammar</b>	15	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>5. Vocabulary</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>6. Relevant and consistent contents</b>	15	Fully relevant and consistent	Quite relevant and consistent	Not very relevant and consistent	Very poor relevancy and consistency	No relevancy or consistency
<b>7. Organization, length and research effort</b>	10	Fully prepared	Quite well prepared	Somehow prepared	Very little preparation	Not prepared
<b>8. Clarity of ideas, creativity, originality</b>	10	Fully creative	Quite well creative	Somehow creative	Very little creative	Not creative at all
<b>9. Conclusion of topic</b>	5	Relevant conclusion	Quite relevant conclusion	Not very relevant conclusion	Little relevant conclusion	No conclusion at all

<b>6.READING COMPREHENSION RUBRIC</b>	<b>%</b>	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Comprehension.</b> Number of correct questions	20	100%	70%	More than half	Less than half	Any
<b>2. Form.</b> Wrote full answers	20	100%	70%	More than half	Less than half	Any
<b>3. Grammar, spelling and punctuation</b>	20	No mistakes	3 -4 errors	5-6 mistakes	More than 7 mistakes	More than 10 mistakes
<b>4. Detail.</b> Number of textual references included	20	All the answers	70%	More than half	Less than half	Any
<b>5. Format.</b> Handwriting, neatness, margins errors	20	No mistakes	1 error	2 errors	3 errors	More than 3

7. WRITTEN COMPOSITION RUBRIC	%	OUTSTANDING (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
<b>Grammar.</b> Syntax, tenses	30	-None or very few (1 or 2) errors in syntax and verbs tenses -Uses a wide variety of tenses -Writes many complex sentences	-Few errors (3 or 4) in syntax and verbs tenses that do not interfere with meaning -Uses a variety of tenses -Writes some complex sentences	-Some errors (5 or 6) in syntax and verbs tenses that sometimes interfere with meaning -Uses few tenses -Writes few complex sentences	-Many errors ( 7-8) in syntax and verbs tenses that interfere with meaning -Uses one or very few tenses. -Writes only simple sentences	-Many errors (more that 8) in syntax and verbs tenses -Uses all incorrect tenses -Writes very few and very simple sentences
<b>Vocabulary Spelling</b>	10	-Uses a wide variety of general and specific vocabulary -No spelling mistakes	-Uses a variety of general and specific vocabulary -Less than 3 spelling mistakes	-Uses mostly basic and some general vocabulary with few specific terms -Some spelling mistakes (4-6)	-Vocabulary is basic and general with no subject specific terms -Many spelling mistakes (6-8)	-Vocabulary is inadequate and very poor -More than 8 spelling mistakes
<b>Structure Introduction, main body, conclusión. Paragraphing</b>	20	-Introduction, body and conclusion clearly defined and presented	-Includes an acceptable introduction, body and conclusion. Only 1 paragraph is not clear	-Quite weak introduction, body and conclusion. 2 paragraphs not defined	-Very weak introduction, body and conclusion. 3 paragraphs not defined	-Lacks introduction, body and conclusion. or paragraphs
<b>Ideas Relevant to the task. Original ideas. Length range</b>	25	-Logical progression of ideas -Very relevant and original ideas -Correct length range	-Key ideas developed logically -Less or more than 15% of due length range	-Loosely developed key ideas -Not very relevant ideas -Less or more than 30% of due length range	-Difficult to understand ideas, repetitive or disorganized -Not relevant ideas -Copied ideas -Less or more than 50% of due length range	-Impossible to understand, repetitive or disorganized -Not relevant at all -Copied ideas -Less or more than 90% of due length range
<b>Formal aspects: Handwriting, margins, neatness</b>	5	-Very neat and clear handwriting -Margins and paragraphs well presented	-Mostly clear handwriting -Clear margins and paragraphs	-Mostly legible or clear handwriting -Poor margins and paragraphs	-Difficult to read handwriting -No margins and/ paragraphs	-Impossible to read handwriting -Smudges and crossing-outs -No margins or paragraphs
<b>Linkers.</b> Quality of linkers and number according to level. % of appropriate usages	5	-Uses appropriate, wide variety and number of linkers	-Uses quite appropriate, variety and number of linkers -Uses about 70% of appropriate usages	-Uses few and not very appropriate linkers -50% appropriate usages	-Uses only 1 or 2 linkers and not very well justified -Less than 10% Appropriate usages	-No linkers at all
<b>Punctuation</b>	5	-No errors in punctuation	-Few errors (1-3) in punctuation	-Some errors in punctuation (4-5) that do not interfere with communication	-Many errors in punctuation (6-7) that interfere with understanding.	-Many errors in punctuation (more than 7) that interfere with understanding.

<b>8.NOTEBOOK RUBRIC</b> Notebook reflects oral and written understanding of teacher's instructions and written performance. Notebook will be assigned with 5% to blocks 1,3 and 4	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
1. Appropriate <b>cover</b> . Visible student's <b>name, subject and class</b> 5%	Includes all the expected details and it is very neat	It lacks one detail or needs a better presentation	Cover lacks some details and /or is not neat	Cover does not have any of the requirements	No cover at all
2. The notebook is <b>only for English</b> , not other subjects 5%	Notebook is only for English. It looks very tidy.	Notebook is only for English. It is could be tidier.	Work has a section for English but notebook is used for other subjects. It is neat and tidy	Work has a section for English but notebook is used for other subject. It is not neat and tidy	Work is mixed within other subjects. Everything is very untidy
3. Respects <b>margins</b> . No <b>crossing-outs or smudges</b> 5%	Margins are always respected. Any crossing-out or smudge	Margins are not respected in 2 or 3 pages. 5 or 6 smudges or crossing-outs	Margins are not respected in 4 or 5 pages. 7 or 8 smudges or crossing-outs	Margins are not respected in 6 or 7 pages. 9 or 10 smudges or crossing-outs	Margins are never respected. More than 10 smudges or crossing-outs
4. Clear, legible <b>handwriting</b> and the work is <b>neat and organized</b> 5%	Handwriting is very clear and neat. Very well organized	Handwriting is quite clear and neat. Quite well organized	Handwriting is not very legible or neat. It needs more organization.	Handwriting is very difficult to read. It needs much more organization.	Handwriting is impossible to read. No organization at all.
5. Every unit in a <b>new page</b> with title in capital letters and visible and organized <b>contents</b> 5%	Includes all the expected details and it is very neat	It lacks one detail or needs a better presentation	Units lack some details and /or is not neat	Units lack many of the requirements	Units are not separated and everything is mixed up
6. The <b>dates</b> are written preferably in red 5%	100% dates, neatly written in red	85% dates and quite neatly written in red or other contrasting colour	65% dates and not very neatly written. No red or contrasting colour	30% dates and difficult to read. No red or contrasting colour	No dates at all
7. The exercise <b>statements</b> are written, the <b>pages</b> and the words <b>Classwork or Homework</b> also written before statements 5%	100% expected statements, pages numbers and classwork or homework stated	80% expected statements, pages numbers and classwork or homework stated	65% expected statements, pages numbers and classwork or homework stated	40% expected statements, pages numbers and classwork or homework stated	0% expected statements, pages numbers and classwork or homework stated
8. The notebook is handed in <b>on date</b> 5%	Notebook is handed in on date	Not handed in on time and the excuse is not fully acceptable but hands it in the next class	Not handed in on time and the excuse is not acceptable but hands it in shortly	Notebook is handed in only after many requirements by teacher	Notebook not handed in at all
9. The work is done even if <b>absent</b> . State absent when appropriate. When a student has not been absent at all, mark highest score 5%	100% of work is done when absent. Absent is stated when appropriate	80% of work is done when absent. Absent is stated when appropriate	60% of work is done when absent. Absent is not stated.	30% of work is done when absent. Absent is not stated.	Student has been absent but has not done the assigned tasks
10. Shows <b>feedbacks and corrections</b> made with red pen 10%	100% expected feedback and corrections and in red pen	85% expected feedback and corrections and in red pen	65% expected feedback and corrections and in red pen	40% expected feedback and corrections and in red pen	0% expected feedback and corrections and in red pen
11. <b>Completion of classwork and homework</b> . Notebook shows <b>quantity and order</b> expected work 20%	100% notes, tasks and activities expected and ordered	85% notes, tasks, activities expected and ordered	65% notes, tasks and activities expected and ordered	40% notes, tasks and activities expected and ordered	0% notes, tasks and activities expected and ordered
12. <b>Completion of classwork and homework</b> . Notebook shows <b>quality</b> and language accuracy of expected work. Use of English. Grammar, vocabulary, spelling, etc. <b>25%</b>	95% language accuracy. Practically no grammar, vocabulary and spelling errors.	75% language accuracy. Few grammar, vocabulary and spelling errors.	60% language accuracy. Quite many grammar, vocabulary and spelling errors.	30% language accuracy. Many grammar, vocabulary and spelling errors.	0% language accuracy. Far too many grammar, vocabulary and spelling errors.