

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	University Master's Degree in Teaching Obligatory Secondary Education		
Faculty/School:	Postgraduate School and Vocational Training		
Course:	CURRICULAR DEVELOPMENT OF ENGLISH		
Type:	Compulsory Speciality	ECTS credits:	8
Year:	1	Code:	8318
Teaching period:	First-Second semester		
Area:	Complements fComplements for Disciplinary Training		
Module:	Specific		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	200		

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

The subject of curriculum development in English aims to equip students with the necessary knowledge of the curriculum of English foreign language subject in the secondary education stage. To this end, we will study the characteristics of English language subjects in compulsory secondary education and the Baccalaureate, taking into account not only the planning of the stage but also the objectives, competences, contents and evaluation criteria to be developed according to LOMCE and to the prescriptive curricular design established by the corresponding Autonomous Communities.

The curricular development course in English will also equip students with the necessary knowledge of the curriculum of the subject of English foreign language in the stage of Baccalaureate, Vocational studies and teaching of languages.

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## GOAL

The main objective of this course is the students to learn how to make a didactic program according to the new law of education in Spain, LOMLOE, both for Secondary School and for Vocational Training.

Secondary objectives: o Knowing LOMLOE and its application. o Being able to apply the terms of LOMLOE to the actual development of the class. o Being able to research into the laws of their own community (Decretos, Órdenes, Instrucciones, etc.).

NOTE: As the UFV is based on Madrid, we will work with the specific legislation of Madrid.

## PRIOR KNOWLEDGE

Students must demonstrate mastery of the foreign language (English) equivalent to level B1 of the Common European Framework of Reference for Languages, in accordance with Recommendation No. R (98) 6 of the Committee of Ministers of Member States of October 17 2000

## COURSE SYLLABUS

UNIT 1. Analysis of LOMLOE.

UNIT 2. Introduction. Justification. Context.

UNIT 3. Key competences. Attainment target. Operational descriptors.

UNIT 4. Transversal contents. LUD. Attention to diversity.

UNIT 5. Methodologies. Evaluation.

UNIT 6. Learning situations vs. Didactic Units

## EDUCATION ACTIVITIES

Firstly, we will use a methodology of class lectures for the explanation of theoretical aspects and of the activities in order to cover all the cycles (Secondary- Baccalaureate, Vocational Studies and Language Schools) and to provide a general overview of English specialty subject . In order to review each stage's main features, students

will work in groups. In addition, each student must hand in an autonomous work as a practical application of the content seen in class.

We will be working using a cooperative methodology to encourage interpersonal relationships among the students in our classroom, provide contrast of opinion and contribute to reach optimal choices. We will also develop the Flipped classroom methodology of teaching to provide a dynamic and further a collaborative environment with the aim of enhancing interaction among students and encourage creativity.

The teacher will support the students' work with face-to-face or virtual tutorials.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
80 hours	120 hours

## SKILLS

### Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

### General Skills

To be familiar with the syllabus content of subjects relating to the specific teaching specialisation, as well as the body of teaching knowledge centred on education and learning processes. In the case of professional training, this will include knowledge of the various professions.

To plan, develop and evaluate teaching and learning processes, promoting education processes that encourage the acquisition of skills linked to the various areas of teaching, according to the students' level and prior education as well as their orientation, both individually and in cooperation with other teachers and school professionals.

To seek out, obtain, process and convey (oral, printed, audio-visual, digital or multimedia) information, to transform it into knowledge and to apply it to teaching and learning processes in the specific subjects in the specialisation being taught.

To define the syllabus to be implemented in a teaching centre, taking part in its collective planning. To develop and apply teaching methodologies for groups and individuals, adapted to the various student backgrounds.

### **Specific skills**

To be familiar with the educational and cultural value of subjects linked to the specialisation and content followed in the respective teachings.

To identify problems linked to teaching and learning of subjects in the specialisation and to suggest alternatives and solutions.

In the case of psychopedagogical and professional orientation, to be familiar with the processes and resources for preventing learning and coexistence problems, as well as assessment, academic and professional orientation processes.

To be familiar with the theoretical and practical developments of teaching and learning the various subjects.

To transform syllabi into activity and work programmes.

To acquire criteria for choosing and preparing educational materials.

### **LEARNING RESULTS**

Completes continuous assessment class activities/tasks.

Develops assessment systems (formative-accumulative) marked by LOMCE (Organic Law 8/2013) or LOE (in the case of Vocational Studies and Language Schools) and incorporates them within the curricular design.

Connects the formative and cultural value of the subject of English as a Foreign Language with emphasis on

values and a person-centered education.

Designs, develops and evaluates the teaching and learning process, taking into account the general / specific competences and objectives / evaluation criteria established at each educational level.

Relates the curricular contents of English as a foreign language, being able to recognize and work with the evaluation objectives / criteria, general / specific competences, contents, blocks and learning outcomes marked by LOMCE (Organic Law 8/2013 ) or LOE (in the case of Vocational Studies and Language Schools) in its correspondent curricular design.

Demonstrates knowledge about the regulations, reference documents and organization of the Spanish educational system.

## **LEARNING APPRAISAL SYSTEM**

### **ORDINARY CALL:**

We will carry out a continuous and formative evaluation in which we will take into account the following aspects:

- Individual work, through a common evaluation rubric for all specialties: 90%
- Participation in activities and attitude shown: 10%.

Exceeding 20% of attendance (attendance that must be justified) will imply the loss of the right to continuous assessment and the student must submit the work in the September.

### **.EXTRAORDINARY CALL:**

The student will produce a complete "programación docente" of the subject as requested by the teacher. 100%

The student will have access to 100% of the grade.

**SECOND AND CONSECUTIVE SITTINGS:** The ordinary and extraordinary evaluation system will be maintained for these students. Those students who are unable to comply with the attendance requirements established by the university, as long as it is duly authorized by the Direction of this Masters, will be subject to the following evaluation system: The student will be required to turn in the a complete "programación docente" of the subject as requested by the teacher.

#### FURTHER NOTES:

All the evaluable activities will be subject to the UFV Normativa de Evaluación de la Escuela de Postgrado y Formación Permanente and the University's Normativa de Convivencia . In the event of plagiarism or other dishonest activity related to the evaluation process, the UFV regulations to the effect will be applied. Every lecturer has access to an antiplagiarism tool that he/she may use whenever deemed necessary. The student is obliged to accept the use of such tool to allow the lecturer to evaluate activities.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Boletín Oficial del Estado BOE Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.

Boletín Oficial del Estado BOE Real Decreto 243/2022, de 5 de abril, por el que se establece la ordenación y las enseñanzas mínimas del Bachillerato

Boletín Oficial del Estado BOE Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional Page 5

Boletín Oficial de la Comunidad de Madrid DECRETO 65/2022, de 20 de julio, del Consejo de Gobierno, por el que se establecen para la Comunidad de Madrid la ordenación y el currículo de la Educación Secundaria Obligatoria.

Boletín Oficial de la Comunidad de Madrid Decreto 64/2022, de 20 de julio, del Consejo de Gobierno, por el que se establecen para la Comunidad de Madrid la ordenación y el currículo del Bachillerato.