

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.

The specific aims of the subject are:

CE17 . Understand the theoretical and practical developments of teaching and learning the corresponding subjects

CE18 . Transform curricula into activity and work programs.

CE20 . Promote an environment that facilitates learning and values the contributions of students.

CE21 . Integrate audiovisual and multimedia communication training into the teaching-learning process.

CE22 . Know assessment strategies and techniques and understand assessment as a tool for regulation and encouragement of effort.

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.

Furthermore, mastery to do with the terminology used in both Royal Decrees and Autonomous Decrees from Comunidad de Madrid are extremely convenient, connected to having taken Procesos y Contextos Educativos as part of the Master's curriculum.

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

LEARNING RESULTS

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

To be familiar with history and recent developments in subjects and their perspectives in order to convey a dynamic vision of them.

To be familiar with contexts and situations where a range of syllabus content is used and applied.

In vocational training, have an understanding of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require.

Demonstrate knowledge of the formative and cultural value of the subjects in the specialty and the content of these disciplines taught in Compulsory Secondary Education and Baccalaureate, and integrate these contents into the framework of science and culture.

Demonstrate knowledge of the history and recent developments of the subjects in the specialty and their perspectives, in order to transmit a dynamic view of them and give meaning to the school content.

Demonstrate knowledge of the contexts and situations in which the content covered in the specialty is used and applied, highlighting its functional nature.

Demonstrate knowledge of the Secondary Education curriculum.

Understand assessment as a tool for regulation and motivation of effort, and know and develop strategies and techniques for evaluating learning.

Know the curricular content of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge related to the respective teaching-learning processes.

Generate innovative and competitive proposals in professional activities and research within the specialized subjects.

Demonstrate the necessary learning skills to engage in continuous training both in the content and didactics of the specialty, as well as in the general aspects of the teaching profession.

Verify the acquisition of the necessary learning skills to carry out continuous training both in the content and didactics of the specialized subjects and in the general aspects of the teaching profession.

Demonstrate knowledge of the characteristics of students, their social contexts, and their motivations.

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Demonstrate an understanding of the development of students' personalities and the potential dysfunctions that affect learning.

Identify and plan solutions for educational situations affecting students with different abilities and learning paces.

Acquire social skills in family relationships and guidance.

Design and develop learning spaces with special attention to equity, emotional education and values, equality of rights and opportunities between men and women, civic education, and the respect for human rights that facilitate life in society, decision-making, and the construction of a sustainable future.

Identify issues related to teaching and learning and propose possible alternatives and solutions.

Demonstrate knowledge of and apply resources and strategies for academic and professional information, tutoring, and guidance.

Develop advanced communicative skills and strategies in English to adapt to the cognitive and communicative development level of learners and to make oneself understood in English by using scaffolding strategies effectively.

Adapt and write educational texts that match the cognitive and communicative development level of learners, in correct English and an appropriate register.

Demonstrate knowledge of the basic methodologies and techniques of educational research and evaluation in the field of foreign languages – English.

Be able to creatively solve problems related to tasks within this subject area.

Make effective use of information and communication technologies in the teaching and learning process of specialized subjects.

Search for, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge, and apply it in processes

Learn in a strategic, autonomous, and continuous manner throughout the master's studies.

Be able to specify personal and coherent learning objectives with respect to the subjects that make up this area.

Have strategic knowledge that allows for guiding one's own learning within the framework of this subject.
Demonstrate a varied repertoire of procedures for learning and be capable of making appropriate and effective use of them within the scope of the master's field of study.
Self-assess and co-assess one's own work and that of others in relation to tasks and academic performance within the framework of this subject.

SPECIFIC LEARNING RESULTS

Completes continuous assessment class activities/tasks.

Develops assessment systems (formative-accumulative) marked by LOMLOE (Organic Law 3/2020) 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 LOMLOE (Organic Law 3/2020) 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 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 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 Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional.

Boletín Oficial de la Comunidad de Madrid d 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.

Boletín Oficial de la Comunidad de Madrid DECRETO 63/2019, de 16 de julio, del Consejo de Gobierno, por el que se regula la ordenación y organización de la formación profesional en la Comunidad de Madrid.