

TEACHING GUIDE

DISEÑO CURRICULAR DE LA LENGUA INGLESA

**MÁSTER U. EN PROF. EDUC. SECUND. BACH., FP E
IDIOMAS (LENGUA INGLESA)**

ACADEMIC YEAR 2025-26

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 Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 1S semester
Nº of credits	3
Language in wich the subject is taught	English

II.-Presentation
<p><i>Diseño Curricular de la Lengua Inglesa</i> is part of the syllabus of the Master's Degree in Teacher Training for Secondary, Baccalaureate, Vocational Training, and Language Teaching in the specialty of English Language designed by the Universidad Rey Juan Carlos. The initial objective of the course is to know the current regulatory regulations at both state and regional level. This course will allow future teachers to know the English Language Curricula in the stages of Compulsory Secondary Education and Baccalaureate and to transform them into Programs (based on Didactic Units), so we will contribute to achieve the correct development of the teaching-learning process in the classroom. We will deepen in the development and evaluation of the key competences and, in particular, of the English competence.</p>

III.-Learning outcomes



CG01. Integrar los contenidos curriculares de las materias relativas a la especialización docente correspondiente en las respectivas programaciones didácticas. Emplear el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos para mejorar la calidad docente.

CG02. Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los estudiantes, así como a la orientación de estos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

CG04. Implementar el currículo que se vaya a implantar en un centro docente mediante la participación en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas y adaptarlas a la diversidad de los estudiantes.

CG05. Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos.

CE14. Manejar y actualizarse en relación con los desarrollos teórico-prácticos de la enseñanza y el aprendizaje de las materias correspondientes.

CE15. Transformar los currículos en programas de actividades y de trabajo.

CE24. Mejorar la experiencia de manera progresiva en la planificación, la docencia y la evaluación de las materias correspondientes a la especialización.

CONGEN38. Principales elementos curriculares. Teoría del currículo

CONGEN39. Diseño de una programación didáctica y su relación con el currículo. Recursos de aprendizaje

CONGEN40. La evaluación desde el punto de vista curricular.

CONGEN41. Diseño de una Unidad Didáctica

CONGEN42. El diseño curricular en la legislación, estatal y autonómica (referida a la Comunidad de Madrid).

CONGEN43. El diseño curricular de Centro, de Etapa (secundaria, bachillerato y formación profesional), de Materia y de Aula.

HAB13. Desarrollo de la capacidad de análisis de las diversas metodologías, herramientas, técnicas y estrategias de aprendizaje que el futuro profesor puede incluir en su aula.

HAB4. Destreza para extraer conclusiones sobre su práctica docente con la finalidad de poder realizar mejoras a futuro.

HAB1. Capacidad para observar, analizar y valorar el entorno educativo en el que imparte la docencia.

HAB6. Capacidad para desarrollar la creatividad en diversos planos de actuación: creación de unidades didácticas, materiales y sistemas de evaluación, así como en la resolución de conflictos dentro del aula.

HAB7. Habilidad para desarrollar un espíritu emprendedor, que permita al docente gestionar su libertad de cátedra mediante la toma de decisiones que se soporten en la autonomía individual, así como en el trabajo grupal que desarrolle en un determinado centro.

HAB10. Desarrollo de la autonomía de aprendizaje, de tal modo que el estudiante conozca las posibilidades formativas y propias para mantenerse actualizado a lo largo del paso de los años de ejercicio.

CONESP67. La influencia del entorno social, económico, territorial, etc. en el diseño curricular en ciencias sociales. Propuestas curriculares fuera del aula.

CONESP88. Aspectos de Lengua Inglesa aplicados en el diseño curricular.

HAB14. Capacidad para evaluar a su alumnado mediante una evaluación continua, equitativa y justa.

HAB15. Capacidad de análisis de la bibliografía académica y/o científica de las materias en las que se está habilitando para ejercer la docencia.

HAB16. Capacidad de aplicar las TIC en el aula y fomentar su uso ético y responsable

HAB22. Capacidad para comunicar y generar puentes y sinergias desde la igualdad real, la diversidad, la diferencia y la transculturalidad.

• Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.

• Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

THEMES	UNITS	CONTENTS
I.- Introduction: Elements of the curriculum	UNIT 0. Introduction of the subject	<ul style="list-style-type: none"> • Introduction of the subject. • Identification of objectives. • Methodology and evaluation. • Work schedule.
	Unit 1. The English Language Curriculum: Structure and Elements.	1.1. The curriculum, curricular elements, and educational legislation. 1.2. The English language curriculum in Compulsory Secondary Education and the Baccalaureate: structure and elements.
II.- Legislation: The official curriculum	Unit 2. Advanced English Curriculum	2.1. Foundations of bilingualism 2.2. Bilingual Education 2.3. Analysis and differentiating aspects of an innovative curriculum model.
	Unit 3. The curriculum in school documents: different levels of curricular concretion - analysis of the documents.	3.1. The curriculum and the Educational Project of the Centre. 3.2. The curriculum and the Annual General Programme. 3.3. The curriculum and the didactic programme. 3.4. Curricular adaptations in the area of English.
III- From the official curriculum to the classroom: Design and planning levels of the English Language curriculum.	Unit 4. Didactic programming: analysis.	4.1. Characteristics and structure. 4.2. Selection and sequencing of English Language content. 4.3. Assessment
	Unit 5: The didactic unit: analysis.	5.1 Characteristics and structure. 5.2 Elaboration process
	Unit 6. Curriculum and assessment	6.1. Assessment at different curricular levels.

IV.B.-Training activities

Type	Title
Theoretical sessions	Attendance to theoretical classes. Classes will have a theoretical and practical approach to encourage the active participation of students. Classes include the explanation of the main contents of each topic, practical activities, answers to questions, indications on how to find additional information and open, critical and constructive discussion.

<p>Resolution of exercises, problems, case studies</p>	<p>Resolution of exercises, problems and cases. They pose problems, exercises exercises, case studies, readings, videos, etc. for the student to try to analyse and/or and/or solve them individually or in group, using the knowledge acquired in the knowledge acquired in the theoretical and practical practical classes, enabling the acquisition of specific competences. Some of the activities could be solved outside the outside the classroom. In addition, it facilitates the acquisition of general skills.</p>
<p>Other activities</p>	<p>Other activities. Talks, conferences, round tables, screenings, exhibitions, etc.: attendance events of this nature which, due to their cultural or educational category, the teacher considers relevant.</p>
<p>Individual work</p>	<p>Individual works. They allow the development individually, a) a written report on a topic and/or b) a written report on a topic and/or b) an activity related to the contents of the subject on the approach of an exercise or an exercise or problem or in relation to any other with any other Formative Activity developed in a subject in accordance with guidelines of the lecturer or the university of the university. Facilitates the acquisition of general and specific competences.</p>
<p>Lectures</p>	<p>Reading and analysis of articles, texts, bibliography, bibliometrics, drawings, images, graphs, etc. This includes the analysis of texts in English or other languages.</p>
<p>Test and/or exams</p>	<p>Testing. Written or oral tests, individually or in groups, indicating the knowledge acquired. This includes face-to-face formative and summative assessment activities.</p>
<p>Group work</p>	<p>Group work. They allow for the collective development a) a written report on a topic and/or b) a written report on a topic and/or b) an activity related to the contents of the subject in the context of a group work on the group work on the approach of an exercise or problem or in relation with any other Formative Activity developed in a subject and in accordance the teacher's guidelines. It facilitates the acquisition of general and specific competences. specific competences.</p>

V.-Student workload	
Theoretical sessions	12
Resolution of exercises, problems, case studies, etc.	6
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	3
Related activities: conferences, seminars, etc.	3
Preparation of theoretical sessions and self-study	21
Preparation of practical tasks, exercises, case studies, projects, etc.	20
Preparation for tests and/or exams	4
Total student workload	75

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 10	Expository and questioning technique exercised by the teacher of the contents of the subject developed in the classroom. The main active agent is the teacher.
Academic tutorials	Week 1 to Week 10	They allow the development, exchange of ideas and resolution of doubts with the corresponding lecturer on the theoretical-practical contents of each subject and on the performance of individual and group activities. It also includes the development and resolution of doubts with the director of the Final Degree Project, the tutor in the company and/or the corresponding academic tutor on the development of the Final Degree Project and the work placement in a company, organisation or institution. It facilitates the acquisition of general and specific competences.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Análisis crítico del marco curricular	Capacidad para interpretar y aplicar legislación educativa estatal y autonómica en relación con el diseño curricular (CONGEN42 CONGEN38).	SE01	20%
Diseño de una programación didáctica	Elaboración coherente de una programación anual o por unidad, integrando competencias clave, objetivos, metodología y evaluación. (CONGEN39 CONGEN41, CE15, CG01)	SE04	30%
Presentación y defensa oral del diseño curricular	Capacidad de comunicar y justificar el diseño en público con recursos digitales y reflexividad pedagógica (HAB7, CE24, HAB22).	SE05	15%
E-Portfolio reflexivo	Recopilación y análisis crítico de evidencias de aprendizaje, autoevaluación y aplicación de teorías metodológicas (HAB4, HAB10, HAB13 CE14).	SE06	25%
Participación activa en clases presenciales	Implicación activa en tareas presenciales, debates dinámicos y simulaciones didácticas (HAB1, HAB16 CG04).	SE01	10%

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE).
 Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de Educación (BOE)
 Real Decreto 217/2022, de 29 de marzo, que establece la ordenación y enseñanzas mínimas de la Educación Secundaria Obligatoria (BOE)
 Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y enseñanzas mínimas del Bachillerato (BOE)
 Real Decreto 286/2023, de 18 de abril, por el que se regula la asignación de materias en ESO y Bachillerato a las especialidades docentes (BOE)
 Real Decreto 310/2016, de 29 de julio, que regula las evaluaciones finales de ESO y Bachillerato
 Decreto 65/2022, de 20 de julio, del Consejo de Gobierno, por el que se establece la ordenación y currículo de la Educación Secundaria Obligatoria en la Comunidad de Madrid
 Decreto 64/2022, de 20 de julio, del Consejo de Gobierno, por el que se establece la ordenación y currículo del Bachillerato en la Comunidad de Madrid
 Decreto 23/2023, de 22 de marzo, del Consejo de Gobierno, que regula la atención educativa a las diferencias individuales del alumnado en la Comunidad de Madrid
 Orden 457/2023, de 17 de febrero, de la Vicepresidencia, Consejería de Educación y Universidades, que concreta el procedimiento para la autonomía de los centros que imparten ESO y Bachillerato
 Orden 190/2023, de 30 de enero, que desarrolla la organización y currículo del programa de diversificación curricular en ESO en la Comunidad de Madrid
 Orden 1736/2023, de 19 de mayo, que establece los catálogos de materias optativas en ESO y Bachillerato en la Comunidad de Madrid
 Orden 2034/2023, de 9 de junio, que regula la oferta específica de Bachillerato para personas adultas en la Comunidad de Madrid
 Orden 2067/2023, de 11 de junio, que regula aspectos de organización, funcionamiento y evaluación en Bachillerato en la Comunidad de Madrid
 Orden 1177/2024, de 5 de abril, que establece el calendario escolar para el curso 2024¿2025 en centros no universitarios públicos de la Comunidad de Madrid
 Orden 2847/2024, de 30 de junio, del Consejero de Educación, Ciencia y Universidades (comunicado BOCM)

Consultation bibliography

- Glatthorn, A., Boschee, F., and Whitehead, B. (2008). *Curriculum leadership*. Thousand Oaks, CA: Sage Publications.
 - Hayes Jacobs, H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: Teachers College Press.
 - Hayes Jacobs, H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.
 - Hayes Jacobs, H. and Johnson, A. (2009). *The Curriculum mapping planner: Templates, tools and resources for effective professional development*. Alexandria, VA: ASCD. - Kay, K., & Greenhill, V. (2013). *The leader's guide to 21st century education: 7 steps for schools and districtis*. Upper Saddle River, NJ: Pearson.
 - Wiles, John and Bondi, Joseph. (2007) *Curriculum development: A guide to practice (7th edition)*. Upper Saddle River: NJ: Pearson.

Sitografía de interés

- OECD PISA
 - Red Eurydice
 - Ministerio de Educación
 - DAT Madrid Capital
 - SurveyLang on Language Competences
 - New England Association of Schools and Colleges
 - National Curriculum for England: English
 - The ALTE CAN DO Project
 - The European Language Portfolio



IX.-Professors	
Name and surname	REBECA MESAS JIMÉNEZ
E-mail address	rebeca.mesas@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Fuenlabrada
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	2
Number of sexennia	0
No. of positive evaluations by Docencia	1

