TABLE OF CONTENTS – A FAITHFUL PROPOSAL TO THE ORGANISATION OF THE CURRICULUM

1. INTRODUCTION AND JUSTIFICATION

2. CONTEXTUALISATION *(suggestion of possible subsections below)*

2.1. The School and the English Department

2.2. The students' profile *(in this proposal we include initial evaluation here, instead of in the evaluation section proper).*

2.3. Description of the level and general objectives

3. ACTIVITIES

3.1. Comprehension of oral texts

3.1.1. Objectives

3.1.2. Evaluation criteria

3.2. Production and co-production of oral texts

3.2.1. Objectives

3.2.2. Evaluation criteria

3.3. Comprehension of written texts

3.3.1. Objectives

3.3.2. Evaluation criteria

3.4. Production and co-production of written texts

3.4.1. Objectives

3.4.2. Evaluation criteria

3.5. Mediation

3.5.1. Objectives

3.5.2. Evaluation criteria

4. METHODOLOGY

You must organize this section and include the contents we cover during the course, including subsections where necessary: co-operative learning, project-based learning, flipped classroom, bloom's taxonomy, ICTs, etc. ***There must necessarily be a section on digital competence).***

5. COMPETENCES AND CONTENTS *(with the 9 subsections included in the curriculum)*

6. PLURILINGUAL AND PLURICULTURAL STRATEGIES

Sections 6, 7 and 8 in this table of contents correspond faithfully to how the curriculum is organized. However, they are rather short, so it might make more sense to opt for the organization of the second proposal).

TABLE OF CONTENTS – A FAITHFUL PROPOSAL TO THE ORGANISATION OF THE CURRICULUM

7. LEARNING STRATEGIES

8. ATTITUDES

9. COURSE DEVELOPMENT *(suggestion of possible subsections below)*

9.1. Time, frequency and duration of the lessons

9.2. The tutor's timetable

9.3. The school year's calendar

10. COMPLEMENTARY AND OUT-OF-SCHOOL ACTIVITIES

11. MATERIALS AND RESOURCES *(suggestion of possible subsections below)*

11.1. Materials and resources within the classroom

11.2. Spatial resources of the School

11.3. ICTs

11.4. Readers assigned for the course

12. ATTENTION TO DIVERSITY *(suggestion of possible subsections below)*

12.1. General classroom strategies

12.2. Specific measures to cater for diversity

13. EVALUATION

13.1. Continuous assessment and feedback

13.2 Evaluation sessions

13.2. Certification exams (PEC) *(if applicable to your level)*

13.3. Self-assessment (students', teacher's, the entire CP).

14. TEACHING UNITS / DIDACTIC PROPOSALS

14.1 Teaching Unit 1: _____

14.2. Teaching Unit 2: _____

14.3. Teaching Unit 3: _____

14.4. Teaching Unit 4: _____

14.5. Teaching Unit 5: _____

14.6. Teaching Unit 6: _____

14.7. Teaching Unit 7: _____

14.8. Teaching Unit 8: _____

14.9. Teaching Unit 9: _____

TABLE OF CONTENTS – A FAITHFUL PROPOSAL TO THE ORGANISATION OF THE CURRICULUM

14.10. Teaching Unit 10: _____

14.11. Teaching Unit 11: _____

14.12. Teaching Unit 12: _____

15. LEGISLATION / LEGISLATIVE FRAMEWORK

16. BIBLIOGRAPHY

16.1. Reference works

16.2. Materials for students

16.3. Selected websites