

Course Program **CURRICULUM DESIGN AND LESSON PLANNING**

A. General Information

1. Academic Unit	FACULTAD DE EDUCACIÓN					
2. Program	PEDAGOGÍA EN EDUCACIÓN BÁSICA MENCIÓN INGLÉS					
3. Code	EBC414					
4. Location in the curriculum	7 TH SEMESTER / 4 TH YEAR					
5. Credits	10					
6. Type of course	Mandatory	X	Elective		Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	1	Practical	2	Teaching Assistance	
9. Class hours	CLASSES	102	TEACHING ASSISTANCE			
10. Prerequisites	ENGLISH LANGUAGE LEARNING III, ENGLISH PHONETICS, ENGLISH GRAMMAR					

B. Contribution to the Graduate's Profile

In this course the students will learn to thoroughly plan learning units and their respective classes, adjusting them based on the needs of their students. Also, they will make a careful and grounded selection of resources and materials. They will critically evaluate the plans under a framework of reflection and self-assessment. In addition, the students will prepare a plan intended to ensure the development of their students' higher thinking skills and assess learning outcomes to improve said skills. This implies developing the curriculum, which will be carried out in collaboration between peers since this is how the design and development of the curriculum is experienced at school every day.

The Curriculum Design and Lesson Planning course contributes to the generic competencies of Analytical Vision, Global Vision, Ethics, Autonomy, Efficiency and to the specific competencies of:

- 1. "Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery".*
- 2. "Systematically assesses, analyses, and communicates students' progress based on evidence, and uses the data to improve the teaching-learning process".*
- 5. "Demonstrates professionalism in their teaching for the benefit of student learning".*

This course is part of the curricula of the Major in English. The course is located in the bachelor's degree cycle of the Program.

C. Competencies and Learning Outcomes from the Course.

Generic Competencies	General Learning Outcomes
<i>Analytical Vision</i> <i>Global Vision</i> <i>Ethics</i> <i>Autonomy</i> <i>Efficiency</i>	1. Explain fundamentals of Curriculum Design and Lesson Planning. 2. Plan an 8-hour learning unit aligned to curriculum in force.
Specific Competencies	
C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery. C2. Systematically assesses, analyses, and communicates students' progress based on evidence, and uses the data to improve the teaching-learning process. C5. Demonstrates professionalism in their teaching in benefit of the student's learning.	3. Plan one class selection within the framework of the learning unit, making proper differentiation. 4. Implement the planning designed. 5. Plan by integrating the development of skills of the critical, creative, and metacognitive thinking within the learning unit and each class. 6. Distinguish the different curriculum approaches that curriculum may adopt. 7. Develop arguments that show understanding of curricular design as a social, global construct, in constant development. 8. Think critically about the planning of a learning unit and their class-to-class plans. 9. Select teaching and learning resources that allow the development of the objectives of the class. 10. Use TIC's as teaching-learning resources based on the objective of the class. 11. Justify selection of resources based on the achievements of learning objectives.

	12. Define learning indicators* that show achievement of learning objectives of a class. 13. Analyze the learning outcomes of a class. 14. Make timely decisions relating to learning outcomes. 15. Evaluate the planning and implementation process on the spot. 16. Justify planning decisions based on theoretical references.
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D. Units, Content and Learning Outcomes

Units of Contents	Competency	Learning Outcomes
Content based instruction and Content and Language Integrated Learning -The cross-curricular approach -Language and learning skills and strategies -Content based instruction (CBI) -What is Content and Language Integrated Learning (CLIL)? -Contextualized instruction: Planning thematic units	1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	1. Identify fundamentals of Curriculum Design and Lesson Planning 2. Plan one 8-hour learning unit aligned to curriculum in force. 3. Plan one class selection within the framework of the learning unit. 4. Implement the planning designed.

Using multiple intelligences to reach all learners. -The importance of learning styles and multiple intelligences in the English classroom -Adapting traditional lessons to multiple intelligences.	1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	5. Plan by integrating the development of skills of the critical, creative, and metacognitive thinking within the learning unit and each class. 6. Distinguish the different curriculum approaches that curriculum may adopt. 7. Develop arguments that show understanding of curricular design as a social, global construct, in constant development. 8. Think critically about the planning of a learning unit and their class-to-class plans.
Task based learning and project	1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	9. Define teaching and learning resources that allow the development of the objectives of the class
Based learning approaches. -Connecting topics and subjects in tasks and projects. -Stages in project-based learning -Planning tasks and projects in different subjects	2. Systematically assesses, analyses, and communicates students' progress based on evidence, and uses the data to improve the teaching-learning process.	10. Analyze the learning outcomes of a class. 11. Make timely decisions relating to learning outcomes. 12. Think about the planning and implementation process on the spot. 13. Select teaching and learning resources that allow the development of the objectives of the class. 14. Use TIC's as teaching-learning resources based on the objectives of the class.

Developing cognitive and metacognitive strategies -Characteristics of cognitive and metacognitive skills. - Stages in a metacognitive cycle -Types of cognitive strategies to organize learning in different subjects	5. Demonstrates professionalism in his/her teaching for the benefit of student learning.	15. Justify selection of resources based on the achievements of learning objectives. 16. Justify planning decisions based on theoretical references.
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E. Teaching Methods

The teaching methodology will include the development of practical work and elicit participation in classes. Students will analyze problems where they will be able to apply the conceptual knowledge acquired. Students will simultaneously and collaboratively share and stimulate their learning. They will do all above based on the research of reliable sources supporting their decisions and opinions. The reading of academic articles may be sections thereof and not necessarily as a whole.

The course is structured under different methodologies, including:

1. Group work and debates (E.g., poster presentations, collaborative feedback rounds, team planning, debates, peer teaching).
2. Written analysis of the different information sources.
3. Activities of case analysis and review (real and theoretical).
4. Lectures supported by technologies such as PowerPoint or Prezi.
5. Critical reading of bibliography to complement all the previous activities.
6. Independent research of new sources.

F. Evaluation

Course evaluation encompasses the following:

1. **Exam 1:** class planning and justification.
2. Presentation of teaching method and/or curriculum.
3. Reading test on the curriculum design.
4. **Exam 2:** Dossier of the learning unit and justification.
5. **Final Exam:** Reflection on lessons learnt along the course.
6. Cumulative grade of the activities done in class.

G. Learning Resources

Mandatory Bibliography:

- Ainsworth, L. (2011). *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment*. Amsterdam University Press.
- Arreola, R. A. (1998). *Writing learning objectives. A teaching resource document from the office of the vice chancellor for planning and academic support*.
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- Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, Principles, and Issues*. Pearson Education.

Complementary Bibliography:

- Alptekin, C., Erçetin, G., & Bayyurt, Y. (2007). *The effectiveness of a theme-based syllabus for young L2 learners*. *Journal of Multilingual and Multicultural Development*, 28(1), 1-17.
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- Kayalar, F. (2016). *Cross-cultural Comparison of Teachers' Views upon Integration and Use of Technology in Classroom*. *TOJET*, 15(2).

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- Nation, I. S. P., & Macalister, J. (2009). *Language Curriculum Design: An Overview*. In *Language curriculum design* (pp 1-13). Routledge.
- Pang, M. (2016). Pedagogical Reasoning in EFL/ESL Teaching: Revisiting the Importance of Teaching Lesson Planning in Second Language Teacher Education. *TESOL Quarterly*, 50(1), 246-263.
- Richards, J. C. (2001). Appendix 3 of Curriculum development in language teaching. ErnstKlett Sprachen.
- Stoller, F. L. (2004). 12. Content-Based instruction: perspectives on curriculum planning. *Annual review of applied linguistics*, 24, 261-283.
- Tomlinson, C. A. (2015). Teaching for excellence in academically diverse classrooms. *Society*, 52(3), 203-209.
- Xu, A., & Chen, G. (2016). A Study on the Effects of Teachers' Information Literacy on Information Technology Integrated Instruction and Teaching Effectiveness. *Eurasia Journal of Mathematics, Science & Technology Education*, 12(2).