

| DIDACTIC SYLLABUS | |
|---|---|
| Introduction, context and justification MAXIMUM: 1,5 points | <ul style="list-style-type: none"> ● Introduction: Focussing, School Documents and compliance with current regulations and related legislation. ● Developing context of the school, level and students. ● Justification of decisions. |
| Objectives and Basic Knowledge MAXIMUM: 1,5 points | <ul style="list-style-type: none"> ● Sections/index: highlighted aspects. ● Stage objectives: Relevant ones and its specification. ● Basic Knowledge: Concretion, grouping and sequencing... ● Key Competences: appointment and appropriate integration. ● Specific Competences: appointment and appropriate integration. |
| Assessment MAXIMUM: 1,5 points | <ul style="list-style-type: none"> ● Evaluation criteria, specification and its importance. ● Evaluation procedures and instruments. ● Meaning of evaluation ● Evaluation of the learning process and the teaching practice. ● Initial assessment: items, criteria, characteristics and consequences. ● Evaluation instruments. ● Grading criteria. |
| Attention to diversity MAXIMUM: 1 points | <ul style="list-style-type: none"> ● Measures for attention to diversity: ORDER ECD/913/2023, of July 11th (Modifies Order ECD/1005/2018, of June 7th, that regulates general and specific inclusive interventions). ● Personalized monitoring plan. ● UDL guidelines ● Teaching and methodological strategies. ● Support, reinforcement, and expansion programmes. |
| Methodology and Didactics MAXIMUM: 2 points | <ul style="list-style-type: none"> ● Current Legislation (Order 1112/2022 article 9) ● Methodological principles: UDL, ICTS, Communicative Approach, Flipped Learning, CLIL, Action-oriented approach, Cooperative Learning... ● Materials and resources. ● Grouping ● Proposed activities in accordance with the proposed methodology. |
| Other elements MAXIMUM: 1 point | <ul style="list-style-type: none"> ● Specific reading plan. Strategies and evolution. ● Cross-curricular elements (SDGs...) ● Complementary programmes (Pale, Comenius, Etwinning...) ● School Improvement or development plan. ● Complementary and extracurricular activities |
| Language proficiency, coherence, and cohesion. Debate. MAXIMUM: 1,5 points | <ul style="list-style-type: none"> ● Language level, fluency, and command. ● Oratory and diction. ● Non-verbal language. ● Coherence and mastery of the topic. ● Adjustment and organization |

PENALTIES:

1. 2 points will be deducted from the score that would correspond to the defense of the Syllabus (this penalty will be applied only once) if:
 - The Syllabus does not list/number the Didactic Units (it does not include an index in which the Didactic Units are listed).
 - It presents:
 - Less than 9 units.
 - More than 60 pages DIN- A4 format (excluding annexes, cover, and back cover)
 - Less than 30 pages DIN-A4 format.
2. Both the Syllabus and the teaching units into which it is divided are valued with 0 points if:
 - The contents are not personal.
 - The Syllabus is not presented in paper format.
 - The Syllabus does not correspond to the subjects or levels of the speciality.

| DIDACTIC UNIT | |
|---|---|
| <p>Introduction, context and justification</p> <p>MAXIMUM: 1 point</p> | <ul style="list-style-type: none"> ● Organization and structure. ● Contextualization and relationship with the Didactic Syllabus. |
| <p>Objectives and Basic Knowledge</p> <p>MAXIMUM: 1,5 points</p> | <ul style="list-style-type: none"> ● Didactic objectives. ● Key Competences. ● Specific Competences. ● Basic knowledge. ● Timing. ● Integration and concretion of the Basic Knowledge. ● A coherent relationship is established with the evaluation criteria. |
| <p>Methodology and Didactics</p> <p>MAXIMUM: 3,5 points</p> | <ul style="list-style-type: none"> ● Quality of activities (Innovation, motivation, diversity, originality...) ● Methodology ● Teaching-learning strategies. ● Timing. ● Resources and teaching materials. ● Both the objectives and the basic knowledge are reflected in the activities. ● Strategies to encourage reading. ● ICT integration. |
| <p>Attention to diversity</p> <p>MAXIMUM: 1 point</p> | <ul style="list-style-type: none"> ● Measures for attention to diversity: general and specific actions (ACNEAES). Support, reinforcement, and expansion programmes, UDL. ● Inclusion intervention proposals. |
| <p>Assessment</p> <p>MAXIMUM: 1,75 points</p> | <ul style="list-style-type: none"> ● Evaluation criteria ● Procedures and instruments ● Initial assessment of the Didactic Unit: items, criteria, characteristics and consequences. ● Qualification requirements in association with evaluation criteria. ● Evaluation of the learning process and the teaching practice. |
| <p>Language proficiency, coherence, and cohesion. Debate.</p> <p>MAXIMUM: 1,25 points</p> | <ul style="list-style-type: none"> ● Language level, fluency, and command. ● Oratory and diction. ● Non-verbal language. ● Coherence and mastery of the topic. ● Adjustment and organization. |

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