



REPERE METODOLOGICE PENTRU APLICAREA CURRICULUMULUI LA

CLASA A X-A
LIMBA ENGLEZĂ

CONCEPT

- Lectura programei școlare și particularizarea demersului didactic prin:
 - contextualizarea învățării – capabile să faciliteze abordarea integrată a celor cinci competențe lingvistice, alături de competențele de alfabetizare, sensibilizare culturală, digitale, personale, sociale etc., abordarea cross-curriculară, utilizarea unei varietăți de abordări în contextul experiențial (de exemplu: învățarea aplicată, colaborativă, gândirea critică, inovativă etc.);
 - includerea elementelor de învățare diferențiată - în sensul proiectării activităților de învățare corespunzătoare scalei inferior- superior, și anume începând cu activități centrate pe aplicare de algoritmi, analiză, sinteză și terminând cu activități de analiză contrastivă, evaluare și creativitate (sarcini de lucru centrate pe matching, reading comprehension, selecting and reorganising information, summarizing, creating fact-files).
- Personalizarea documentelor de proiectare didactică, respectiv planificarea calendaristică anuală și proiectului unității de învățare
- Centrarea procesului predării- învățării – evaluării pe operaționalitatea achizițiilor dobândite și a competențelor formate, vizualizate ca instrumente, în rezolvarea unor sarcini de lucru în contexte similare/diferite de cele ale predării



STRUCTURA

- ▣ RESURSE DIDACTICE ASOCIATE LIMBII ENGLEZE L1, L1 INTENSIV, L1 BILINGV, L2
- ▣ RESURSE DIDACTICE ASOCIATE DISCIPLINEI NON-LINGVISTICE : ISTORIA MARII BRITANII ȘI A STATELOR UNITE ALE AMERICII
- ✓ Planificare calendaristică anuală
- ✓ Proiectul unității de învățare
- ✓ Test de evaluare

PLANIFICAREA CALENDARISTICĂ

Unități de învățare	Competențe specifice	Conținuturi	Număr de ore alocate	Săptămâna	Observații / Modul
REVISION		Evaluare inițială/ test predictiv	2	S1	Modul 1 Test predictiv
UNIT 1 MY SELF	1.1, 1.2 2.1, 2.3 3.1, 3.2 4.2	<p>Teme (la alegere)</p> <p>Relatii interpersonale: Virtual Friendships/ Family Ties;</p> <p>Viata personală: Outside The Box/ Mental Health And Well-Being/ Sleep And Relaxation/ An Active Lifestyle/ Mindfulness/ Learning To Learn;</p> <p>Universul adolescenței: SMART Goals For Life/ Hopes And Dreams For The Future/ The Digital Natives/ Generation Z/ Generation A;</p> <p>Funcții comunicative</p> <p>a da și a solicita informații/ a raporta</p> <p>a comenta păreri</p> <p>a exprima refuzul, a argumenta refuzul</p> <p>Elemente de construcție a comunicării</p> <p>Substantivul - Idiomuri corelate cu tema</p> <p>Verbul - Infinitivul, participiul, gerunziul</p> <p>Determinanți</p> <p>Test sumativ</p>	12	S2 S3 S4 S5 S6 S7	Modul 1

❑ RECOMANDĂRI

Elaborarea planificării calendaristice conform programei școlare;

Parcurgerea integrală a programei școlare;

Planificarea unității/unităților de învățare astfel încât să se încadreze integral în orizontul temporal al unui modul;

Integrarea unor conținuturi suplimentare, adecvate nivelului lingvistic, pentru clasele cu predare învățare a limbii engleze în regim intensiv și bilingv (inclusiv marcarea acestora cu un simbol);

Respectarea formatului/șablonului de redactare a planificării calendaristice propus.

PROIECTUL UNITĂȚII DE ÎNVĂȚARE

Conținuturi (detalii)	Competențe specifice	Activități de învățare	Resurse	Evaluare
Unit 1. Different Wonderlands - Turning Books into Places	1.1. 1.3. 1.5. 3.1.	<p>1.1. Speaking practice</p> <p>What famous book does the photo bring to your mind?</p> <p>Students read the text and try to guess where one could originally find this particular text. They also start a discussion from the following questions.</p> <p>1. Imagine how the story of Alice has been changed in order to fit into the new “medium” of a theme park?. Are there elements of the original story that have been omitted? Elements that should be preserved?</p> <p>2. To what extent is a theme park a storytelling medium or entertainment/a device? Does a theme park have anything in common with a novel?</p> <p>1.2. Reading practice Students read several short texts and do the accompanying task. As homework, students will read the entire chapter A Mad Tea Party from Lewis Carroll’s Alice’s Adventures in Wonderland.</p>	<p>Open discussion</p> <p>Reading Text - <i>Unlocking the fun at Adventure Wonderland</i></p> <p>https://www.thenewforest.co.uk/things-to-do/adventure-wonderland-p786761</p>	<p>Students are asked to watch a short extract from the movie <i>Alice’s Adventures in Wonderland</i> *, the screening of the chapter they are going to read and work with (A Mad Tea-Party), and answer several questions.</p> <p>https://drive.google.com/file/d/1vIKSBGXifKBgivzHYjL7gT-f-NYys_yZ/view?usp=sharing</p>



❑ **RECOMANDĂRI**

Selectarea unui număr realist de competențe;

Inter-relaționarea competențelor specifice;

Contextualizarea conținutului învățării - evaluării și crearea sarcinilor de lucru adecvate competențelor;

Utilizarea metodelor activ- participative și a formelor de organizare care să faciliteze interacțiunea lingvistică.



TEST

UNIT 1 *MY SELF*

General competences:1, 2

Specific competences: 1.2, 1.4, 2.3

Assessment objectives:

O.1. Students should be able to identify extra words in a 10-line text in which some lines are correct (Error correction)

O.2. Students should be able to complete a short text with the correct form of the missing 5 verbs. (Text completion)

O.3. Students should be able to choose the answer A, B or C that fits best according to what the students hear. (Listening for specific details)

O.4. Students should be able to write an argumentative paragraph of about 100 words to give opinion on a given topic, bringing two arguments to support the opinion (Paragraph writing)

TEST

TASK

1. There is one unnecessary word in most of the lines in the text below. Write the word in the numbered space or put a tick if the line is correct. (20 points)

The intimacy between each twins can sometimes be destructive. Psychologists	each
are trying to find out where closeness ends and pathology begins. From the	✓
time June and Jennifer could speak, they seldom did - except for one	1
rare simple sentences to adults and some words to other children. Eventually	2
they spoke only with both one another and around their home town in Wales and	3
became known as the other Silent Twins, developing a private language	4
that no another one else could understand. Jennifer was so jealous of June,	5
whom she thought prettier one and more loved by their parents that she forced	6
her into a childhood vow of silence. The one acquaintance said that Jennifer	7
seemed to have possessed her sister: with eye signals, she told June when	8
to talk, how to move, what to do. Each this one monitored the other so that	9
they could act in perfect unison. They even fell off horses at the same more time.	10



TEST

BAREM DE EVALUARE ȘI NOTARE

1. Error correction – extra word (determiners): 10 words × 2 points = 20 points

1. one
2. √
3. both
4. other
5. another
6. one
7. the
8. √
9. this
10. more

TEST

TASK AND GRID

- Starting from the video, write a paragraph of about **100 words to express your opinion on whether it is important for teenagers to develop an effective routine. Give two arguments to support your opinion. (25 points)**

- ASSESSMENT CRITERIA

- Writing a paragraph giving personal opinion: 25 points divided as follows:**
- task achievement: 5 points
- range of vocabulary: 5 points
- grammar structures: 5 points
- organization, coherence, cohesion: 5 points
- effect on reader: 5 points

Exceptional	Very good	Good	Adequate	Poor
5 points	4 points	3 points	2 points	1 point



RECOMANDĂRI

Selectarea competențelor relevante pentru test;
Crearea sarcinilor de lucru adecvate nivelului lingvistic al competențelor;
Stabilirea baremului de evaluare și notare, în vederea formării competenței de auto-evaluare.

TEST

ISTORIA MARII BRITANII ȘI A STATELOR UNITE ALE AMERICII

PLANIFICAREA CALENDARISTICĂ

UNITĂȚI DE ÎNVĂȚARE	COMPETENȚE SPECIFICE	CONȚINUTURI	NR. ORE	SĂPTĂMÂNA	OBS. / MODUL
UNIT 1 PEOPLES AND HISTORICAL AREAS	1.2	The First Inhabitants in the British Isles	4	S1-S4	Modul 1 (7 săptămâni)
	2.4	The Celts in Britain			
	3.1	Roman Britain			
	5.1	The Earliest Times in North America	3		
	4.3	The First Pilgrims. Colonial America		S5-S7	
UNIT 2 PEOPLES, SOCIETY AND THE WORLD OF IDEAS	1.1	Medieval Society in England	3	S8-S10	Modul 2 (8 săptămâni)
	2.1	Reason and Enlightenment in England: Peoples and Ideas			
	2.3	Victorian England. The British Imperialism	1		
	2.4	Rise of Industrialism in the U.S.A.		S11	
	3.1	Carefree Twenties. The Great Depression and Decline in the U.K. and the U.S.A. The New Deal in the U.S.A.	3	S12-S14	
	2.6	Reconstruction and Reshaping Postwar U.K. and U.S.A.	1	S15	
	4.3	Into the Future - the United Kingdom and the European Union			
	5.1				

ISTORIA MARII BRITANII ȘI A STATELOR UNITE ALE AMERICII

PROIECTUL UNITĂȚII DE ÎNVĂȚARE

Conținuturi	Competențe specifice	Activități de învățare propuse	Resurse	Evaluare
The Anglo-Saxon Supremacy and the Conversion to Christianity 1. Origins of Christianity in Britain 2. Invasion and the Coming of Germanic Paganism 3. The arrival of Christian Missionaries 4. Christianity Spreads from Kent 5. Relapse into Germanic Paganism 6. Christian Revival 7. Belief and slow process of Conversion in Anglo-Saxon Kingdoms	1.1 3.1 5.1 4.3	Reading selected texts which illustrate the impact of Christianity on Anglo-Saxons Presenting some historic events as consequences of Christianity Watching and discussing some scenes from historic films/ documentaries, following the chronological order of the events Presenting people's lifestyles between 450 AD - 1066 Arguing the fast expansion of Christianity within Anglo- Saxon civilisation, using historical sources	Skimming/scanning Open questions T-Ss, Ss-T, 10 min. Textbook/Collection of texts Powerpoint presentation T-Ss, 10 min. Video projector Brainstorming T-Ss, Ss-T, 15 min. https://www.thecollector.com/christianization-anglo-saxon-england-germanic-paganism/ / Matching/Fill-in Pair work, 5 min. Historical atlas Problem solving Group work, 10 min. https://www.historyextra.com/period/anglo-saxon/anglo-saxon-adoption-christianity/ / Brainstorming/Matching	Formative evaluation through questions Debate Devising and presenting a timeline to illustrate the sequence of the religious events between 450 AD - 1066



TEST

UNIT *RELIGION AND RELIGIOUS LIFE*

General competences: 1, 5

Specific competences:

1.1 Expressing opinion using adequate historical terms in English

5.1 Placing historical events correctly in the appropriate chronological context

4.3 Comparing different historical periods

Assessment objectives

O1 Choosing the correct answer out of 4 multiple choice questions

O2 Placing events in the correct chronological order

O3 Devising an accurate timeline

O4 Analysing the role of a monarch in the transition from Catholicism to Protestantism

TEST

DETAILED ASSESSMENT GRID

Content/ Assessment Objectives	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
O1 Choosing the correct answer out of 4 multiple choice questions	5	5					10
O2 Placing events in the correct chronological order	5	5	10				20
O3 Devising a timeline	5	2.5	2.5		10		20
O4 Analysing the role of a monarch in the transition from Catholicism to Protestantism	5	5	5	15	5	5	40
Total	20	17.5	17.5	15	15	5	90



TEST

TASK - ASSESSMENT

▮ **B. Place the events in the correct order. (4x5 marks= 20 marks)**

- ▮ 1. Henry VIII married Anne Boleyn.
- ▮ 2. Henry VIII refused allegiance with the pope, split with the Roman Catholic Church, and declared himself the Supreme Head of the Church of England.
- ▮ 3. The pope refused to annul Henry VIII's first marriage to Catherine of Aragon.
- ▮ 4. Henry VIII asked the pope to annul his marriage to Catherine of Aragon so he could marry the younger Anne Boleyn

▮ **B. Place the events in the correct order. (4x2.5 marks= 10 marks)**

- ▮ 4, 3, 2, 1.


TEST

TASK

- **D. Choose one monarch that highly influenced the transition from Catholicism to Protestantism and expand on his/her role in about 150 words. (up to 40 marks)**


ASSESSMENT


Explanation of criterion	Criterion	Exceptional	Very good	Good	Adequate	Poor
Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Knowledge of content	10	8	6	4	2
Explain and analyse historical events and periods studied, using second order historical concepts.	Giving reasons	10	8	6	4	2
Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Conclusions on different ways of seeing the past	10	8	6	4	2
Use the language accurately and appropriately.	Use of English	10	8	6	4	2



REPERE METODOLOGICE PENTRU APLICAREA CURRICULUMULUI LA CLASA A X-A LIMBA ENGLEZĂ

[https://rocnee.eu/images/rocnee/fisiere/curriculum/repere%20metodologice%202022-23/
REPERE_METODOLOGICE_LB_MODERNE_EN_JAP_FRANC_IT_SP_PORTUG_2022_2023_1.pdf](https://rocnee.eu/images/rocnee/fisiere/curriculum/repere%20metodologice%202022-23/REPERE_METODOLOGICE_LB_MODERNE_EN_JAP_FRANC_IT_SP_PORTUG_2022_2023_1.pdf)





RĂBDARE, OPTIMISM,
CREATIVITATE ȘI MULT
SUCCEȘ!