



PROGRAMMING EXTRACT COURSE 2023-2024

DEPARTMENT OF SPANISH LANGUAGE
AND LITERATURE

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1 SPANISH LANGUAGE AND LITERATURE

1.1 BASIC KNOWLEDGE AND TIMING

1.1.1 PRIMERO DE ESO

QUARTERLY LEARNING SITUATION <i>For a healthier life</i>	
PROGRAMMING UNIT 1	TIMING: September/October
UP 1 (T1 and T2) Feel at ease In this unit we will work on the languages of the world; textual properties; the use of upper and lower case letters; text types and literary genres. We will invent a myth and as a project “Urban Legends”.	
BASIC KNOWLEDGE	
A.The language and its speakers. The languages of the world. B. Communication B1 Components of the communicative event. Communication elements. B2 Discourse genres. B2.1 Types of texts: narrative, descriptive, dialogue, expository, argumentative and prescriptive. B2.2 Coherence, cohesion and adequacy. B2.3 The conversation B3 Processes B.3.1 to B.3.6: Oral expression and comprehension; written expression and comprehension; media literacy. B4 Recognition and discursive use of linguistic elements. B.4.1, B.4.2, B.4.4, B.4.5, B.4.6: Adequacy, registration, spelling. C. Literary education C1 . Autonomous reading. C.1. a C.1.6: Reading workshop. C2 . Guided reading. The literary genres. The literary figures. The narration.	

PROGRAMMING UNIT 2	TIMING November December
UP 2 (T 2 and T3) Learn for life In this unit the languages of Spain will be addressed; textual properties, narrative elements and techniques; the structure of the word; storytelling and the media. We will invent a legend and as a project “Multiple narrative approach”.	
BASIC KNOWLEDGE	
A.The language and its speakers. A.1. The linguistic biography.	

A.2. The languages of Spain.
B. Communication
 B2 Discourse genres.
 B2.1 Types of texts.
 B2.3 The conversation
 B2.5. The media.
 B3 Processes
 Expression and oral comprehension; written expression and comprehension; media literacy.
 B4 Recognition and discursive use of linguistic elements.
 B.4.3, B.4.4, B.4.5, B.4.6: cohesion, coherence, spelling.
C. Literary education
 C1 Autonomous reading. Reading workshop.
 C2 Guided reading.
 C.2.1 to C.2.7. The literary genres. The narrative subgenres. The narrative techniques.
D. Reflection on language.
 D2, D3 The structure of words.

QUARTERLY LEARNING SITUATION <i>Our legend: 1, 2, Recording.</i>	
PROGRAMMING UNIT 3	TIMING January/February
UP 3 (T4 and T5) We are not equal In this unit we will work on the linguistic heritage of Spain; the description; advertising; The subject and the adjective; spelling of b/v and we will check the accentuation. In literature, we will delve into the lyric. As a project we will make a limerick.	
BASIC KNOWLEDGE	
A. The language and its speakers. A2. Dialectal diversity. A3. The dialects B. Communication B1. Context. The social and private spheres. B2. Discourse genres. B2.1 Types of texts. The description B2.4 Texts from the educational field. B2.5. Advertising. B3 Processes Expression and oral comprehension; written expression and comprehension; media literacy. B4 Recognition and discursive use of linguistic elements. B.4.1 to B.4.6. Correction in oral and written expression. C. Literary education C1 . Autonomous reading. Reading workshop. C2 . Guided reading: the lyric. D. Reflection on language. D3, D5. Grammatical categories (I).	

PROGRAMMING UNIT 4	TIMING February March
<p>UP4 (S5 and S6) Feeding hope In this unit we will work on formal and informal registration; the dialogue; advertising; we will review the determiners and pronouns; the verb; the spelling of g/j; the measure and rhyme of the verses and the theatrical genre. As a project we will invent a comic monologue or theatrical text.</p>	
BASIC KNOWLEDGE	
<p>B. Communication B1. Context. The social and private spheres. B2. Discourse genres. B2.1 Types of texts. The dialogue. B2.4 Texts from the educational field. B2.5. Advertising. B3 Processes Expression and oral comprehension; written expression and comprehension; media literacy. B4 Recognition and discursive use of linguistic elements. B.4.1 to B.4.6. Correction in oral and written expression. C. Literary education C1 . Autonomous reading. Reading workshop. C2 . Guided reading: theater. D. Reflection on language. D3, D5. The grammatical categories (II).</p>	

QUARTERLY LEARNING SITUATION <i>Last News!</i>	
PROGRAMMING UNIT 5	TIMING April May
<p>UP5 (T 7 and T8) Sowing future In this unit we will work on the use of language in social networks and stereotypes; we will review the invariable grammatical categories; the prescriptive text; The search of information; The use of h; theatrical shows. As a project we will perform a small play.</p>	
BASIC KNOWLEDGE	
<p>A. The language and its speakers TO 5. Linguistic prejudices. B. Communication B1. Context. The social and private spheres. B2. Discourse genres. B2.1 Types of texts. The prescriptive text. B2.4 Texts from the educational field.</p>	

B2.5 Language and texts in social networks.
 B3 Processes
 Expression and oral comprehension; written expression and comprehension; media literacy.
 B4 Recognition and discursive use of linguistic elements.
 B.4.1 to B.4.6. Correction in oral and written expression.
 C. Literary education
C1 . Autonomous reading. Reading workshop.
C2 . Guided reading: theater. Theatrical techniques.
D. Reflection on language.
 D3, D5. The grammatical categories (III).

PROGRAMMING UNIT 6	TIMING may June
<p>UP6 (S8 and S9) Now is the time In this unit we will work on linguistic prejudices and stereotypes; the locutions; the discontinuous text; the graphics; the use of ll/y - x/s; literature and other arts. As a project we will create a comic. Finally, we will review the main contents of the course.</p>	
BASIC KNOWLEDGE	
<p>A. The language and its speakers TO 5. Linguistic prejudices. B. Communication B1. Context. The social and private spheres. B2. Discourse genres. B2.1 Types of texts. The discontinuous texts. B2.4 Texts from the educational field. B2.5 Language and texts in social networks. B3 Processes Oral expression and comprehension; written expression and comprehension; media literacy. B4 Recognition and discursive use of linguistic elements. B.4.1 and B. Correction in oral and written expression. C. Literary education C1 . Autonomous reading. C2 . Guided reading: the comic book. D. Reflection on language. D3, D5 The grammatical categories (IV).</p>	

1.1.2 SEGUNDO DE ESO

QUARTERLY LEARNING SITUATION <i>True or fake news?</i>	
PROGRAMMING UNIT 1	TIMING September October
UP 1 (T1 and T2) DIFFERENT BUT EQUAL In this unit we will deal with the linguistic biography of the students; dialect varieties; typology and textual properties; words; the punctuation; literary genres and figures. We will create a traditional story and an urban legend. As a project we will work on "Stories to understand the world."	
BASIC KNOWLEDGE	
A. The language and its speakers A3. The linguistic biography. The dialect varieties. B. Communication B1. Context. The communicative exchange. B2. Discourse genres. B2.1 Types of texts. Narrative, descriptive, dialogue, prescriptive, expository and argumentative text. B2.2 Coherence, cohesion and adequacy. B3 Processes Expression and oral comprehension; written expression and comprehension; media literacy. B4 Recognition and discursive use of linguistic elements. B.4.1 to B.4.6. Correction in oral and written expression. Punctuation marks. C. Literary education C1. Autonomous reading. Reading workshop. C2. Guided reading. Figures and literary genres.	

PROGRAMMING UNIT 2	TIMING November December
UP 2 (T2 and T3) UNSTOPPABLE In this unit we will work on bilingualism and multilingualism; the news and the chronicle; digital media; the word and the phrases; the accent and the narrative genre. We will invent a story and do the project "Playing with the plot".	
BASIC KNOWLEDGE	
A. The language and its speakers A4. Monolingualism and bilingualism. B. Communication B2. Discourse genres. B2.5 The news. The chronic. Digital media.	

B3 Processes
 Expression and oral comprehension; written expression and comprehension; media literacy.
 B4 Recognition and discursive use of linguistic elements.
 B.4.1 to B.4.6. Correction in oral and written expression. Orthography. Punctuation marks.
C. Literary education
 C1. Autonomous reading. Reading workshop.
 C2. Guided reading. Literary characters and narrative techniques.
D. Reflection on language
 D2, D3, D4. Words, phrases and constituents of the sentence.

QUARTERLY LEARNING SITUATION

my music is your voice

PROGRAMMING UNIT 3

TIMING

January February

UP 3 (T4 and T5) **AWARENESS**

In this unit we will address linguistic prejudices; formal and informal registration; verbal complements, the use of b/v and h; the advertisement and publicity; the elements of the lyrical genre.

We will invent a calligram and as a project we will do a "Literary Route".

BASIC KNOWLEDGE

A. The language and its speakers

A2. Sign language.

TO 5. Linguistic prejudices.

B. Communication

B1. Context. Formal and informal registration.

B2. Discourse genres.

B2.5 The announcement. Institutional advertising.

B3 Processes

Expression and oral comprehension; written expression and comprehension; media literacy.

B4 Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6. Correction in oral and written expression. Orthography.

C. Literary education

C1. Autonomous reading. Reading workshop.

C2. Guided reading.

C.2.1 to C.2.7. The lyric: elements of the lyrical genre.

D. Reflection on language

D2, D3, D4, D6. The complements of the verb (I)

PROGRAMMING UNIT 4

TIMING

February March

UP 4 (T5 and T6) WITH EXTRA CARE

In this unit we will work on linguistic registers; the dialogue; the attribute and complements of regime, predicative and circumstantial; the verses and stanzas; dramatic characters.

We will invent a verse and as a project “Dismantling stereotypes”.

BASIC KNOWLEDGE

B. Communication

B1. Context. Politeness.

B2. Genders

discursive.

B2.1 The dialogued text.

B3 Processes

Expression and oral comprehension; written expression and comprehension; media literacy.

B4 Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6. Correction in oral and written expression. Spelling.

C. Literary education

C1. Autonomous reading. Reading workshop.

C2. Guided reading.

C.2.1. to C.2.67. The poem, the verses, the stanzas. Characters of the dramatic genre.

D. Reflection on language

D2, D3, D4, D6. The complements of the verb (II)

QUARTERLY LEARNING SITUATION

Disinform@d@

PROGRAMMING UNIT 5

TIMING

April May

UP 5 (T7 and T8) A PLAN FOR THE PLANET

In this unit we will work on interlinguistic reflection; social networks; the expository text; the kinds of sentences; concordances and theatrical forms.

We will dramatize a narrative text and as a project we will do a “Kamashibai”.

BASIC KNOWLEDGE

A. The language and its speakers.

A4. Interlinguistic reflection.

B. Communication

B2. Genders

discursive.

B2.1 The expository text

B2.5 Social networks.

B3 Processes

Expression and oral comprehension; written expression and comprehension; media literacy.

B4 Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6. Correction in oral and written expression.

C. Literary education

C1. Autonomous reading. Reading workshop.

C2. Guided reading.

C.12.1 to C.2.7. The current theater. Literature and other arts.

D. Reflection on language

D1. Statements and modality.

PROGRAMMING UNIT 6

UP 6 (T8 AND T9) QUALITY OF LIFE

In this unit we will address the language of young people; the classes of statements; the argumentative text; literature and other arts.

We will invent a cyberpoem and as a “Sustainable World” project.

Finally, we will review the main contents of the course.

BASIC KNOWLEDGE

B. Communication

B1 Context

B.1.1 The language of the young.

B2 Genres

discursive.

B2.1. The argumentative text.

B2.5. The misinformation.

B3 Processes

Oral expression and comprehension; written expression and comprehension; media literacy.

B4 Recognition and discursive use of linguistic elements.

B.4.1 and B. Correction in oral and written expression. The syntactic errors.

C. Literary education

C1 Autonomous reading. Reading workshop.

C2 Guided reading.

C.12.1 and C.2.7. Literature and other arts.

D. Reflection on language

D1 Statements and modality.

1.1.3 TERCERO DE ESO

PROGRAMMING UNIT 1

LEARNING SITUATION 0: *Escape literature.*

LEARNING SITUATION 1: *Information pill.*

LEARNING SITUATION 2: *Escape book .*

TIMING

September October

UP 1 (T1 and 2) INEQUALITIES. In this unit, we will take a tour of the following basic knowledge and skills:

We begin Learning Situation 0, which extends throughout the quarter: *Escape Literature*.

We will delve into medieval narrative, learning about its most important works and authors.

We will learn to analyze the elements of verbal and non-verbal communication. Regarding the text, we will make an introduction to the textual properties and we will practice the outline of ideas, the summary and the writing of the topic.

Accompanying this unit, we will carry out Learning Situation 1 (Information Pill) in which we will put into practice the oral presentation and dissemination of British values.

We will start Learning Situation 2 (Reading workshop: *escape book*), which will last throughout the quarter.

BASIC KNOWLEDGE

B. Communication

B1. Context. The communication process. Communication elements. Non-verbal communication.

B2. Discourse genres.

B2.1. The expository text.

B2.2. Adequacy, coherence and cohesion.

B2.5. Social networks and media. The information pill.

B3. Processes.

Oral and written interaction. Comprehension and oral expression. Planning and adaptation. Comprehension and written expression (inferences, intention, discriminatory uses of language). Planning: outline of ideas, summary, concept map. Media literacy.

B4. Recognition and use of linguistic elements.

B4.2, B4.4, B4.5, B4.6, B4.7. Correction in oral and written expression.

C. Literary education.

C1. Autonomous reading (C1.1 to C1.6). Reading workshop.

C2. Guided reading (C2.1 to C2.8). Medieval literature.

PROGRAMMING UNIT 2

LEARNING SITUATION 3: *Timeline 3.0*
LEARNING SITUATION 4: *Various dictionaries workshop.*
LEARNING SITUATION 5: *Infographic against sexist violence.*

TIMING

November December

UP 2 (T.2 and 3) GENDER EQUALITY. In this unit, we will take a tour of the following basic knowledge and skills:

Medieval lyrical and cultured poetry, focusing on Jorge Manrique and his work. In addition, we will get to know *La Celestina*, its plot and main characters. We will launch Learning Situation 3 by creating a Timeline 3.0.

We will finish learning about the elements involved in non-verbal communication and we will get closer to sign language and Braille, thanks to a dictionary workshop (Learning Situation 4).

In the text workshop we will put the infographic into practice to disseminate the different sexist violence that women suffer in the 21st century (Learning situation 5).

Regarding knowledge of the language, we will know the internal structure of the word and its formation processes.

BASIC KNOWLEDGE
<p>B. Communication B1. Context. The communication process. Communication elements. Non-verbal communication. Language and signs and braille B2. Discourse genres. B2.1. The infographic. B3. Processes. Oral and written interaction. Comprehension and oral expression. Planning and adaptation. Comprehension and written expression (inferences, intention, discriminatory uses of language). Planning: outline of ideas, summary, concept map. Media literacy. B4. Recognition and use of linguistic elements. B4.2, B4.4, B4.5, B4.6, B4.7. Correction in oral and written expression.</p> <p>C. Literary education. C1. Autonomous reading (C1.1 to C1.6). Reading workshop: <i>escape book</i> . C2. Guided reading (C2.1 to C2.8). Medieval literature (II).</p> <p>D. Reflection on language. The statement. The constituents of the word. The formation of words.</p>

PROGRAMMING UNIT 3	TIMING December
THE LANGUAGE AND ITS SPEAKERS I	
BASIC KNOWLEDGE	
<p>A1. The origin of the languages of Spain. TO 5. Bilingualism A2. The formation of Spanish. A4. Dialects and linguistic registers. TO 5. Linguistic prejudices.</p>	

PROGRAMMING UNIT 4	TIMING
LEARNING SITUATION 6: News about climate change.	January February
<p>UP 3 (T 4 and 5) News for climate change. This programming unit nourishes <u>learning situation 6</u> (Climate change news)</p>	
BASIC KNOWLEDGE	
B. Communication	

B2. Discourse genres.
 B2.1. The news and the report.
 B2.5. Digital media.
 B3. Processes.
 Oral and written interaction. Comprehension and oral expression. Planning and adaptation. The live broadcast and the podcast. Comprehension and written expression (inferences, intention, discriminatory uses of language). Planning: outline of ideas, summary, concept map.
 Media literacy.
 B4. Recognition and use of linguistic elements.
 B4.2, B4.4, B4.5, B4.6, B4.7
C. Literary education.
 C1. Autonomous reading (C1.1 to C1.6). Reading workshop.
 C2. Guided reading (C2.1 to C2.8). The Renaissance. Renaissance lyric.
D. Reflection on language.
 (D1 to D6) Word classes. The syntagms.

PROGRAMMING UNIT 5 LEARNING SITUATION 7: <i>Spring short stories</i> .	TIMING February March
UP 5 (T 5 and 6) Women scientists and news with rigor	
BASIC KNOWLEDGE	
<p>B. Communication B2. Discourse genres. B2.1. The interview. B2.5. Fake news. B3. Processes. Oral and written interaction. Comprehension and oral expression. Planning and adaptation. Comprehension and written expression (inferences, intention, discriminatory uses of language). Planning: outline of ideas, summary, concept map. Media literacy. B4. Recognition and use of linguistic elements. B4.2, B4.4, B4.5, B4.6, B4.7 C. Literary education. C1. Autonomous reading (C1.1 to C1.6). Reading workshop. C2. Guided reading (C2.1 to C2.8). The Renaissance. The narrative. Cervantes. D. Reflection on language. (D1 to D6) Prayer. Complements of the verb (I)</p>	

PROGRAMMING UNIT 6	TIMING March
THE LANGUAGE AND ITS SPEAKERS II	
BASIC KNOWLEDGE	

A4. Dialects and linguistic registers.
 TO 5. Linguistic prejudices.
 TO 5. The Spanish of America
 A4. Social varieties of the language. The linguistic records.

PROGRAMMING UNIT 7 LEARNING SITUATION 8: <i>Booktuber</i>	TIMING April May June
UP 7 (T 7 and 8) Linguistic self-defense	
BASIC KNOWLEDGE	
<p>B. Communication B1. Linguistic courtesy. B2. Discourse genres. B2.1. The opinion article. The chronic. The criticism. B3. Processes. Oral and written interaction. Comprehension and oral expression. Planning and adaptation. The oral argument. Comprehension and written expression (inferences, intention, discriminatory uses of language). Planning: outline of ideas, summary, concept map. Media literacy. B4. Recognition and use of linguistic elements. B4.2, B4.4, B4.5, B4.6, B4.7</p> <p>C. Literary education. C1. Autonomous reading (C1.1 to C1.6). Reading workshop. C2. Guided reading (C2.1 to C2.8). Baroque.</p> <p>D. Reflection on language. (D1 to D6) The complements of the verb (II).</p>	

PROGRAMMING UNIT 9. FINAL REVIEW	TIMING Last week of June
UP 9 (T9). THE FINAL BLOW. In this programming unit, we will take a tour of the key concepts and skills of the course.	
BASIC KNOWLEDGE	
<p>A. The language and its speakers B. Communication C. Literary education D. Reflection on language.</p>	

1.1.4 CUARTO DE ESO

PROGRAMMING UNIT 1	TIMING
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LEARNING SITUATION: <i>Literary knolling</i>	September October
<p>UP1 (T1,2) Spaces for life . In this unit we will work on narration, description, exposition and dialogue. The learning situation linked to this unit will consist of the exposition of the chosen reading through the design of <i>knolling</i> and the application of the aforementioned typologies. Reflection on correctness in expression, coherence and cohesion will be essential to achieve competence in communication.</p>	
BASIC KNOWLEDGE	
<p>B. Communication B2. The discursive genres. B.2.1. The types of texts: narration, description, dialogue and exposition. B.2.2. Coherence, cohesion and adequacy. B.2.3. The conversation. B.3. Processes B.3.1 to B.3.6: Oral and written comprehension and expression. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. Coherence and cohesion. Objectivity and subjectivity. C. Literary education C1 Autonomous reading. Reading workshop. <i>Literary knolling</i> . C2 Guided reading. (Neoclassical literature.) D. Reflection on language D1, D2, D3, D6. The simple prayer</p>	

PROGRAMMING UNIT 2 LEARNING SITUATION: <i>A romantic video poem.</i>	TIMING November December
<p>UD2 (T2,3) Idealists and realists . This programming unit focuses primarily on the study of 19th century literature. The learning situation with which it begins is the creation of a romantic video poem.</p>	
BASIC KNOWLEDGE	
<p>B. Communication B2. The discursive genres. The expository text. (B2.1, B2.2, B2.4). B3. Processes B4. Recognition and discursive use of linguistic elements (B4.1, B4.2, B4.3, B4.4, B4.5, B4.6, B4.7) C. Literary education C1 Autonomous reading. Reading workshop C2 Guided reading. (19th century literature)</p>	

PROGRAMMING UNIT 3 LEARNING SITUATION 3: <i>Escape literature.</i>	TIMING January February
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LEARNING SITUATION 4: <i>The debate and the campaign.</i>	
<p>UD3 (T4,5) And what do you think? This unit starts with two learning situations that address the blocks of knowledge that will be worked on; on the one hand, the argumentation with the debate and the campaign, and on the other, the literature of the end of the century with the literature of escape. The syntactic analysis block will serve to reflect on linguistic correctness and the elaboration of arguments.</p>	
<p>BASIC KNOWLEDGE</p>	
<p>B. Communication B2. Discourse genres: the argumentative text. Persuasion in advertising. The misinformation. (B2.1, B2.2, B2.4). B.3. Processes B.3.1 to B.3.6: Oral and written comprehension and expression. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.7: correction in oral and written expression. Coherence and cohesion. Objectivity and subjectivity. C. Literary education C1 Autonomous reading. Reading workshop. C2 Guided reading. Modernism and generation of '98. D. Reflection on language D1, D2, D3, D4, D5, D6 The compound sentence I.</p>	

PROGRAMMING UNIT 4	TIMING February March
<p>UD4 (T5,6) Conscious consumers . This title will lead students to reflect on consumerism, responsibility and sustainability. These concepts will be worked on through argumentation and persuasion in the media. The study of literature advances in time until Franco's regime.</p>	
<p>BASIC KNOWLEDGE</p>	
<p>B. Communication B2. The discursive genres. The CV and motivation letter (B2.6). B.3. Processes B.3.1 to B.3.6: Oral and written comprehension and expression. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. Coherence and cohesion. Objectivity and subjectivity. C. Literary education C1 Autonomous reading. Reading workshop. <i>Escape book</i> . C2 Guided reading. Avant-garde and generation of '27; literature during the Franco regime. D. Reflection on language D1, D2, D3, D5 D6. Denotation and connotation</p>	

PROGRAMMING UNIT 5 LEARNING SITUATION 5: <i>Escape book</i> .	TIMING April May
<p>UD5 (T 7,8) Creation and democracy . In this unit literature will be studied from democracy to the present day. In turn, from the discursive genres of the social sphere, the instance and the claim will be worked on as ways to defend the rights of citizens.</p>	
BASIC KNOWLEDGE	
<p>B. Communication B2. The discursive genres. B.2.5. The genres of the social sphere: the instance, the claim. B.3. Processes B.3.1 to B.3.6: Oral and written comprehension and expression. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1, B.4.2, B.4.4, B.4.5, B.4.6, B.4.7: correction in oral and written expression. Punctuation marks C. Literary education C1 Autonomous reading. Reading workshop. <i>Escape book</i> . C2L guided reading. Literature from the 70s to the present day. D. Reflection on language D1, D2, D3, D4, D5 D6 Subordinate clauses II.</p>	

PROGRAMMING UNIT 6 LEARNING SITUATION 6: <i>Timeline 3.0</i>	TIMING may June
<p>UD6 Spanish from here and there (T8+ The language and its speakers). The idea of democracy continues in this unit with respect and appreciation of linguistic variety. The learning situation linked to this unit is the preparation of a dialect book. In literature we will travel to America and read fragments of the most significant works of Latin American literature. Likewise, the possibility of listening to the authors in Internet recordings will put students in contact with the features of American Spanish.</p>	
BASIC KNOWLEDGE	
<p>A. The language and its speakers A.1 to A.6. The linguistic variety. Prejudices and stereotypes. Linguistic rights. B.Communication B2. The discursive genres. B.2.5. Speeches from the social sphere. The graduation speech. B3 Processes. B.3.1 and b. Oral and written comprehension and expression. B4. Recognition and discursive use of linguistic elements (B4.1, B4.2, B4.4, B4.5, B4.6, B4.7) C. Literary education C1 (autonomous reading). <i>Escape book</i>. C2 (guided reading) Hispanic literature. D. Reflection on language</p>	

(D1, D5, D6)

1.1.5 PRIMERO DE BACHILLERATO

PROGRAMMING UNIT 1 SITUATION OF LEARNING: <i>A literary campaign</i> .	TEMPORALIZATION September/October
UP 1 (T1-4) A literary campaign. This programming unit is part of the communication block. The learning situation of this unit consists of preparing a campaign to present a writer who will visit the center. The elements of communication, language functions and textual typologies will be worked on.	
BASIC KNOWLEDGE	
B. Communication B.1. Context. Components of the communicative fact. The functions of language. B.2. Discourse genres. B.2.1 to B.2.3: Textual properties; academic texts: exposition and argumentation; the media. B.3. Processes B.3.1 to B.3.6: Oral and written comprehension and expression. Information literacy. The cyberbait. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. Coherence and cohesion. Objectivity and subjectivity. D. Reflection on language (D1)	

PROGRAMMING UNIT 2 LEARNING SITUATION: <i>The legends of the Camino de Santiago.</i>	TIMING November December
UP 2 (T 12 and 13) The legends of the Camino de Santiago . This unit focuses on the study of medieval literature. The learning situation will start from the investigation of the Camino de Santiago as a means of communication between the French troubadours and the Catalans, Castilians and Galicians and the legends to which medieval customs, characters and beliefs gave rise.	
BASIC KNOWLEDGE	
B. Communication. B.3. Processes B.3.3 to B.3.6: Oral expression, oral and written comprehension. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: Correction in oral and written expression. Spelling and punctuation. C. Literary education C.1. Autonomous reading.	

C.1.1 to C.1.6: Reading workshop.
C.2. Guided reading.
C.2.1 to C.2.7. Medieval literature.

PROGRAMMING UNIT 3 LEARNING SITUATION: <i>Decalogue for correct expression.</i>	TIMING January February
UP 3 (S5, 6, 7). The structure of language: units and relationships. Decalogue for a correct expression. This unit focuses on contents of block D, Reflection on the language, as the levels of the language and the relationships between grammatical categories, their syntactic function and their meaning are studied. The learning situation consists of the development of a corpus of common errors of expression at all levels of the language and the writing of a decalogue of correctness in expression.	
BASIC KNOWLEDGE	
B. Communication . B.3. Processes B.3.3 to B.3.6: Comprehension and expression and writing. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. Coherence and cohesion. Objectivity and subjectivity. D. Reflection on language. D.1 to D.6: Language as a system; morphology, semantics, syntax. Denotation and connotation. Use of dictionaries and grammars.	

PROGRAMMING UNIT 4 LEARNING SITUATION: <i>A guide to the museum.</i>	TIMING February March
UP 4 (S14, 15). Renaissance literature. This unit focuses on the “Literary Education” block. The learning situation “A guide for the museum” proposes the design and preparation of a catalog for a museum. The study of Renaissance literature and its relationship with the other arts will be the starting point of this situation.	
BASIC KNOWLEDGE	
B. Communication. B.3. Processes B.3.3 to B.3.6: Oral expression, oral and written comprehension. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: Correction in oral and written expression. Spelling and punctuation. C. Literary education C.1. Autonomous reading. C.1.1 to C.1.6: Reading workshop.	

C.2. Guided reading.
C.2.1 to C.2.7. Renaissance literature.

PROGRAMMING UNIT 5 LEARNING SITUATION: <i>Untangle the ball.</i>	TIMING April
UP 5 (T8) Untangle the ball. Compound sentence . This unit focuses on the study of the higher relationships of the structure of the language. The compound sentence. As a learning situation, the reading of texts constructed with different types of syntactic organization is proposed. It is about reflecting on the relationship between communicative intention, the choice of a specific type of syntactic construction and the effect on the receiver. This SA will be called “ Untangle the ball. ”	
BASIC KNOWLEDGE	
B. Communication . B.3. Processes B.3.3 to B.3.6: Comprehension and expression and writing. Information literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. Coherence and cohesion. Objectivity and subjectivity. D. Reflection on language. D.1 to D.4: Language as a system; morphology, semantics, syntax. The compound sentence.	

PROGRAMMING UNIT 6 LEARNING SITUATION: <i>Tell me how you speak and I will tell you who you are.</i>	TIMING First week of May
UP 6 (T 9, 10). The linguistic variety. SA: Tell me how you talk and I'll tell you who you are . In this unit, the knowledge of the block “The language and its speakers” is addressed. The learning situation that arises is the development of a dialect map of the varieties of Spanish present in the classroom.	
BASIC KNOWLEDGE	
A. The language and its speakers. A.1 to A.6: Linguistic plurality in Spain and America. Linguistic prejudices. Linguistic rights.	

PROGRAMMING UNIT 7 LEARNING SITUATION: A guide to the museum.	TIMING May
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UP 7 (T 17 and 18). Baroque. A guide to the museum. This unit continues with the preparation of the exhibition catalogue. On this occasion, the period that will be studied will be the Baroque.

BASIC KNOWLEDGE

B. Communication.

B.3. Processes

B.3.3 to B.3.6: Oral expression, oral and written comprehension. Information literacy.

B.4. Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6: Correction in oral and written expression. Spelling and punctuation.

C. Literary education

C.1. Autonomous reading.

C.1.1 to C.1.6: Reading workshop.

C.2. Guided reading.

C.2.1 to C.2.7. Baroque literature.

PROGRAMMING UNIT 8

LEARNING SITUATION: *The literary gathering.*

TIMING

June

UP 8 (T 19 and 20) Literature of the 18th and 19th centuries. SA: The literary gathering. This programming unit culminates the study of literature. The learning situation aims to bring together what has been read so far and organize a meeting of readers as a period literary gathering.

BASIC KNOWLEDGE

B. Communication.

B.3. Processes

B.3.1 to B.3.6: Oral expression, oral and written comprehension. Information literacy.

B.4. Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6: Correction in oral and written expression. Spelling and punctuation.

C. Literary education

C.1. Autonomous reading.

C.1.1 to C.1.6: Reading workshop.

C.2. Guided reading.

C.2.1 to C.2.7. Literature of the 18th and 19th centuries.

1.1.6 SEGUNDO DE BACHILLERATO

LEARNING SITUATION: *The literary tree .*

PROGRAMMING UNIT 1.

TIMING

September October

UP 1. Blue verses

This unit addresses the knowledge of the “Communication” block related to textual typology, specifically argumentative texts. In addition, the quarter begins with the review of the simple sentence, its classification and the study of the compound sentence (coordinated sentences) begins. This knowledge is framed within the “Reflection on language” block. Regarding “Literary Education”, students will study the literature of modernism.

BASIC KNOWLEDGE

B. Communication

B.2. Textual properties.

B.2.1, B.2.3. The argumentative texts. Media (opinion articles).

B.3. Processes.

B.3.1 to B.3.6: oral and written expression; media literacy.

B.4. Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6: correction in oral and written expression.

C. Literary education.

C1. Autonomous reading

C2. Guided reading.

C2.1 to C2.7: readings of the last quarter of the 19th and early 20th centuries: modernism

D. Reflection on language.

D.2, D.3, D.4, D.6: The simple sentence, classification of sentences. Coordinated prayer.

PROGRAMMING UNIT.

TIMING

October November

UP 2. React after the disaster.

This unit addresses the knowledge of the “Communication” block related to textual typology, specifically expository texts. Regarding the “Reflection on the language” block, students will review inflectional and derivational morphology and reflect on the units that make up the language. In relation to the “Literary Education” block, students will study the literature of the generation of '98.

BASIC KNOWLEDGE

B. Communication

B.2. Textual properties.

B.2.1, B.2.2: Expository texts. **B.3. Processes.**

B.3.1 to B.3.6: oral and written expression; media literacy.

B.4. Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6: correction in oral and written expression.

C. Literary education.

C1. Autonomous reading

C2. Guided reading.

C2.1 to C2.7: readings from the last quarter of the 19th century and the beginning of the 20th: the generation of '98.

D. Reflection on language.

D.2, D.3, D.6. Inflectional and derivational morphology: internal structure of words, formation processes, cultured compositional elements.

PROGRAMMING UNIT 3.	TIMING November December
<p>UP 3. The dehumanization of letters The quarter closes with the study of section B.1 of the “Communication” knowledge block: the components of the communicative event. The study and reflection on grammatical categories and communicative intention will be completed with verbal periphrases, within the “Reflection on language” block. Finally, in “Literary Education” fragments of relevant essays from the first half of the 20th century will be read and commented on:</p>	
BASIC KNOWLEDGE	
<p>B. Communication B.1. Context. Components of the communicative event. Elements of communication and language functions. B.3. Processes. B.3.1 to B.3.6: oral and written expression; the intention of the issuer; media literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. C. Literary education. C1. Autonomous reading C2. Guided reading. C2.1 to C2.7. The essay in the first half of the 20th century. D. Reflection on language. D.1, D.3. Verbal periphrases.</p>	

LEARNING SITUATION: <i>The literary tree II</i> .	
PROGRAMMING UNIT 4.	TIMING January February
<p>UP 4. Verses at the forefront This unit focuses on the study of the syntactic structure of the language and its relationship with communication. Specifically, we will work on the relative and substantive subordinate clauses. In literature, the literary and artistic manifestations of Noucentisme and the avant-garde will be studied, along with the poetry of the generation of '27.</p>	
BASIC KNOWLEDGE	
<p>B. Communication B.3. Processes. B.3.1 to B.3.6: oral and written expression; media literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression. C. Literary education. C1. Autonomous reading C2. Guided reading.</p>	

C2.1 to C2.7: Noucentisme and avant-garde. The poetry of the generation of '27.
D. Reflection on language.
 D.3, D.4, D.6. The compound sentence: relative subordinate clauses and substantive subordinate clauses. Consultation of grammar manuals.

PROGRAMMING UNIT 5.	TIMING February March
<p>UP 5. Walking on the boards In this unit, textual grammar is addressed with the study of coherence, cohesion and adequacy of texts, which falls within the block of discursive genres. In relation to literature, students will recite and analyze poems by 20th century and contemporary authors. On the other hand, you will begin the study of theater and dramatization with the playwrights of the first third of the century.</p>	
BASIC KNOWLEDGE	
<p>B. Communication B.1. Context. The communicative situation: adequacy of the register. B.2. Discourse genres. B.2.1 Textual properties. Coherence, cohesion and adequacy. B.3. Processes. B.3.1 to B.3.6: oral and written expression; the intention of the issuer; media literacy. B.4. Recognition and discursive use of linguistic elements. B.4.1 to B.4.6: correction in oral and written expression; resources for text cohesion. C. Literary education. C1. Autonomous reading C2. Guided reading. C2.1 to C2.7. Theater before 1939 and poetry after 1939. D. Reflection on language. D.5, D.6. The semantic relationships between words. Denotation and connotation.</p>	

LEARNING SITUATION: <i>The literary tree III</i> .	
LEARNING SITUATION: <i>Literary constellations</i> . (Throughout the year)	
PROGRAMMING UNIT 6.	TIMING May
<p>UP 6. The narrative of our days In this unit, the multilingual reality of Spain and the varieties of Spanish will be analyzed. Likewise, students will work on the lexicon of Spanish, its origin and training. The reflection block on the language will culminate with the study of sentence constructions. The study of 20th and 21st century literature focuses on the genres of the novel and theater.</p>	
BASIC KNOWLEDGE	

A. The language and its speakers.

A.1 to A.6. The multilingual reality of Spain. Detection of stereotypes and linguistic prejudices.

B. Communication**B.3. Processes.**

B.3.1 to B.3.6: oral and written expression; the intention of the issuer; media literacy.

B.4. Recognition and discursive use of linguistic elements.

B.4.1 to B.4.6: correction in oral and written expression.

C. Literary education.**C1. Autonomous reading****C2. Guided reading.**

C2.1 to C2.7. Theater and the novel after 1939.

D. Reflection on language.

D.3, D.4, D.5, D.6. The Spanish lexicon: origin and formation. Sentence constructions. The values of "what".

1.2 QUALIFICATION CRITERIA

Below is a table with the relationship between evaluation criteria, grading instruments and their weighting in the final grade.

Qualification criteria for ESO

EVALUATION CRITERIA	GRADING INSTRUMENTS	FINAL NOTE WEIGHTING
1.1, 1.2 (this can go to the next section), 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 8.1, 8.2, 9.2, 9.3	Written tests (or oral if necessary), assignments, projects, oral presentations.	70%
2.1, 2.2, 3.2, 5.1, 5.2, 8.2, 8.3, 9.1, 10.1, 10.2	Daily student tasks (concept maps, summaries, application exercises, etc.), debates, oral interventions, creation, notebook. Direct observation, assessment scales, rubrics.	twenty%
7.1, 7.2	Autonomous readings. Interviews, digital products, literary constellations, summaries, exhibitions, etc. They will be evaluated with a rubric and rating scale.	10%

The final grade of the subject in the ordinary call will be obtained with the average of the grades of the three evaluations.

Qualification criteria for Primero de Bachillerato

EVALUATION CRITERIA	GRADING INSTRUMENTS	FINAL NOTE WEIGHTING
1.1, 1.2 (this can go to the next section), 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 8.1, 8.2, 9.1, 9.2, 9.3	Written tests (or oral if necessary), assignments, projects, text analysis, oral presentations.	80%
2.1, 2.2, 3.2, 5.2, 8.2 (for class text comments?), 8.3, 10.1, 10.2	Daily tasks for students (concept maps, summaries, application exercises, writing texts, etc.), debates, oral interventions, creation. Direct observation, assessment scales, rubrics.	10%
7.1, 7.2	Autonomous readings. Interviews, digital products, literary constellations, summaries, exhibitions, etc. They will be evaluated with a rubric and rating scale.	10%

The final grade of the subject in the ordinary call will be obtained with the average of the grades of the three evaluations.

Qualification criteria for Segundo de Bachillerato

EVALUATION CRITERIA	GRADING INSTRUMENTS	FINAL NOTE WEIGHTING
1.1, 1.2 (this can go to the next section), 3.1, 4.1, 4.2, 5.2,, 8.1, 8.2, 9.1, 9.2, 9.3	Written tests (or oral if necessary), assignments, projects, oral presentations.	90%
2.1, 2.2, 3.2, 5.1, 5.2,6.1, 6.2, 6.3, 7.1, 7.2, 8.2, 8.3,10.1, 10.2	Daily student tasks (concept maps, summaries, application exercises, etc.), debates, oral interventions, literary constellations, creation. Direct observation, rating scales, rubrics,	10%

The final grade of the subject in the ordinary call will be obtained with the average of the grades of the three evaluations.

General observations about tests, daily work and readings:

- a) Written tests (or oral if necessary):

- There will be at least two per quarter. The first of them will be carried out before the half term holidays and the other before each evaluation.

- Regarding spelling, 0.20 points will be deducted for each spelling mistake and up to 0.10 points for accentuation and punctuation. The maximum discount for spelling will never exceed 2 points. The grade discount will be recovered with some specific reinforcement work that affects the correction. When grading, presentation, adequacy, lexical, morphological and syntactic correctness, coherence and cohesion will also be taken into account.

- Written tests may be carried out without prior notice or called with sufficient time (exams, written assignments, comments, etc.).

- Oral and written tests can be of different types: with objective questions, comments, development of a topic, tests, error correction, reading aloud, essays, work with ICT, on the readings, etc.

- The oral tests will be recorded in the teacher's notebook or files.

- Students who commit fraud during a written test will be graded with a grade of 0. In addition, a sanction will be applied in accordance with the center's coexistence rules.

- If the teacher has doubts about whether a student has copied, they reserve the right to ask the students again to solve the test to check whether they really have the knowledge or not.

- If a student cannot take any of the tests due to illness, he or she may repeat it as long as the absence is duly justified.

a) Daily work (student production. Essays, visual organizers, activities):

It will be evaluated using the following instruments:

- . Direct observation of work in the classroom and assessment scales.

- . Classroom activities.

- . Notebook rubric.

- Rubric of specific activities

b) Autonomous readings:

Students have freedom of choice for reading within the reading itinerary or the genre agreed for each quarter. A proposal is made to read a minimum of six literary works per year. Likewise, the voluntary reading of a greater number of works will be positively valued.

For the evaluation of these readings, students must attend to their completion in the time and manner established by the teachers.

Loss of continuous evaluation

A number of absences greater than 15% of the total teaching load of a subject may result in the loss of the application of continuous evaluation in that subject.

Students to whom continuous evaluation is not applied will have the right to an extraordinary evaluation system that will consist of taking, at the end of the course, tests that include the entire course programming.

The teaching staff of each subject, after informing the tutor and the head of studies, will notify in writing the students who respectively accumulate 5% and

10% of unjustified absences about their situation, warning them of the possible consequences. Upon reaching 15%, the head of studies, after notification from the teacher of the subject in question, will communicate the loss of continuous evaluation.

1.3 PROCEDURES AND ASSESSMENT TOOLS

Different evaluation procedures and instruments will be used to obtain precise information on the level reached by the students and the process followed in learning.

. **Written tests** . These may be: multiple choice questions, short answer questions, open questions, developmental questions, application exercises, analysis, understanding and commenting on texts, etc. They will be evaluated with weighted rating scales.

. **Oral tests** . This possibility will be available to the teacher whenever the nature of the content favors it, especially for readings.

. **Preparation of works, projects and learning situations** . Various projects will be carried out related to learning situations and topics addressed in the classroom, with cultural, social, literary content, etc. In them, the search, selection and preparation of information will be valued, with plagiarism severely penalized. These works may belong to the modality of written work, digital work or oral presentation, and all modalities can be combined.

. **Oral presentations, debates** . Their oral expression, the arguments used, the degree of participation and the effort made will be assessed.

For the oral presentations as well as for the aforementioned written works, the rubrics agreed upon for all the teaching staff of the center will be used in accordance with the Center's Linguistic Project and included in it.

. **Student tasks** . The teacher may request the tasks periodically and will assess the expression, spelling, order, clarity, presentation, cleanliness, correct performance of the activities, self-correction of the exercises by the students, etc. To do this, the assessment scale and the rubric of specific tasks will be used. Student assignments will not be accepted outside the established deadline. Students will also carry out co-assessment and self-assessment tasks of what they have worked on in class. The class notebook has its own rubric.

. **Direct observation for class notes** . The assessment scale will be used in classes while students work individually or in teams, participate in debates, correct activities, etc.

. **The readings** . Promoting the reading habit is a fundamental objective of the department. For this reason, the autonomous readings carried out well through conversations, works, reading sheets, exhibitions, etc. will be monitored. To this end, one weekly teaching hour will be dedicated to it in ESO courses. For the work on the readings, students may be asked for a final digital product that will be evaluated with a rubric. Guided reading will be worked on with the teacher in class and text comments, literary genres, comparisons and resources may be evaluated with a written test.

. **Multicompleteness tasks** . Works and projects that involve the convergence of several competencies will be evaluated with different evaluation instruments: assessment scales, rubrics, etc.

1.4 PROMOTION MEASURES AND ACTIVITIES

Recovery of the subject throughout the academic year.

Regarding the recovery of the subject, students who are negatively evaluated throughout the continuous evaluation process will receive the necessary information and guidance to be able to achieve the planned objectives. In addition, the teacher will propose specific recovery activities to the student to reinforce the negatively evaluated competencies. To this end, the student will be given an educational reinforcement plan (below) in which the organization, materials and resources, and pertinent observations will be indicated.

A make-up exam will be carried out for each of the quarters. Furthermore, if the student has not achieved the competencies evaluated in tasks or projects, they will have to submit them corrected on the assigned date. The grade obtained in the recovery will be taken into consideration to calculate the final July grade for the subject.

The student who, at the end of the course, fails the subject, will be able to recover it at the end of the third quarter by taking a final global exam as well as an exam of the readings or projects not passed (if the latter is necessary). Given that in Baccalaureate, the call for the extraordinary evaluation is in September, the last recovery will take place on that date.

On the other hand, the student who does not attend an exam on the scheduled date with justification may recover it on the date scheduled for the Quarterly Recovery and/or Final Recovery, if necessary.

Likewise, the student who wants to raise his/her grade in the subject may do so on the date scheduled for the Quarterly Recovery and/or Final Recovery. You will take the quarterly exam (which will cover all the basic knowledge of the aforementioned quarter) to raise the grade for a specific quarter and, if you consider it appropriate, the final exam (which will include all the basic knowledge of the academic year) to raise the grade. end of the course.

As mentioned in the previous section, continued absence may cause the loss of the right to continuous evaluation. In that case, the student will be evaluated through a single global test at the end of the course.

Recovery of pending material from the previous course.

2nd or 3rd year ESO students who have not passed the Spanish Language and Literature of the previous year can recover the subject by passing a test designed for this purpose and performing the "Review" exercises from the book of the previous year that will be given to them by their teacher. The information will be given to them in a form which will indicate the delivery date of the activities, the date of the exams and the units included in each one (the form model can be found in the Annexes). The first partial exam will be held in the

month of January and the second will be held during the month of May. This work will account for 40% of the grade and the exam, 60%. If they do not pass, they will be able to take a global exam in June.

2 AMPLIACIÓN DE LENGUA

2.1 BASIC KNOWLEDGE AND TIMING

2.1.1 PRIMERO Y SEGUNDO DE ESO

The subject of Language Extension is conceived by the Department as a subject whose main objective is the development and improvement of the students' linguistic communication competence. Its programming is parallel to that of the levels to which it serves as a complement, so, throughout each of the quarters, students will work individually or in groups on tasks that will delve into fundamentally linguistic aspects (morphological, syntactic and lexico-semantic) following the timing of the Spanish Language and Literature subject for 1st and 2nd ESO. Likewise, once the needs of each of the students have been detected, activities will be designed to address the heterogeneity of knowledge in the classroom.

Among the basic knowledge established for each programming unit of the subject of Spanish Language and Literature 1st and 2nd of ESO, in Extension the following will preferably be worked on throughout the course:

BASIC KNOWLEDGE

B. Communication

B1 Components of the communicative event. Communication elements.

B2 Discourse genres.

B2.1 Types of texts: narrative, descriptive, dialogue, expository, argumentative and prescriptive.

B2.2 Coherence, cohesion and adequacy.

B2.4. Discourse genres in the educational field.

B.2.5. Discursive genres of the social sphere.

B3 Processes

B.3.1 to B.3.6: Oral expression and comprehension; written expression and comprehension; media literacy.

B4 Recognition and discursive use of linguistic elements.

B.4.1, B.4.2, B.4.4, B.4.5, B.4.6: Correction in oral and written expression. Adequacy, record, spelling.

C. Literary education

C2 . Guided reading. The literary genres.

D. Reflection on language.

D1 to D.5: morphology, syntax and semantics.

2.1.2 TERCERO Y CUARTO DE ESO

The subject of Language Extension is conceived by the Department as a subject whose main objective is the development and improvement of the students' linguistic communication competence. Its programming is parallel to that of the levels to which it serves as a complement, so, throughout each of the quarters, students will work individually or in groups on tasks that will delve into fundamentally linguistic aspects (morphological, syntactic and lexico-semantic) following the timing of the Spanish Language and Literature subject for 3rd and 4th ESO. Likewise, once the needs of each of the students have been detected, activities will be designed to address the heterogeneity of knowledge in the classroom.

Among the basic knowledge established for each programming unit of the subject of Spanish Language and Literature 3rd and 4th of ESO, in Extension the following will preferably be worked on throughout the course:

BASIC KNOWLEDGE

B. Communication

B1 Components of the communicative event. Communication elements.

B2 Discourse genres.

B2.1 Types of texts: narrative, descriptive, dialogue, expository, argumentative and prescriptive.

B2.2 Coherence, cohesion and adequacy.

B2.4. Discourse genres in the educational field.

B.2.5. Discursive genres of the social sphere.

B3 Processes

B.3.1 to B.3.6: Oral expression and comprehension; written expression and comprehension; media literacy.

B4 Recognition and discursive use of linguistic elements.

B.4.1, B.4.2, B.4.4, B.4.5, B.4.6: Correction in oral and written expression. Adequacy, registration, spelling.

C. Literary education

C2 . Guided reading.

History of literature and its relationship with the context and other arts.

Literary creation.

D. Reflection on language.

D1 to D.5: morphology, syntax and semantics.

2.2 QUALIFICATION CRITERIA

Qualification criteria for Language Expansion

In the Language Expansion subject, all activities carried out in the classroom will have a percentage of 100%. These tasks will be collected in the student's notebook, which they will use as a learning diary.

The final grade of the subject in the ordinary call will be obtained with the average of the grades of the three evaluations.

2.3 PROCEDURES AND ASSESSMENT TOOLS

Different evaluation procedures and instruments will be used to obtain precise information on the level reached by the students and the process followed in learning.

. **Written tests** . These may be: multiple choice questions, short answer questions, open questions, developmental questions, application exercises, analysis, reading comprehension, etc. They will be evaluated with weighted rating scales.

. **Preparation of works, projects and learning situations** . Various projects will be carried out related to learning situations and topics addressed in the classroom, with cultural, social, literary content, etc. In them, the search, selection and preparation of information will be valued, with plagiarism severely penalized. These works may belong to the modality of written work, digital work or oral presentation, and all modalities can be combined.

. **Oral presentations, debates** . Their oral expression, the arguments used, the degree of participation and the effort made will be assessed.

For the oral presentations as well as for the aforementioned written works, the rubrics agreed upon for all the teaching staff of the center will be used in accordance with the Center's Linguistic Project and included in it.

. **Student tasks** . The teacher may request the tasks periodically and will assess the expression, spelling, order, clarity, presentation, cleanliness, correct performance of the activities, self-correction of the exercises by the students, etc. To do this, the assessment scale and the rubric of specific tasks will be used. Student assignments will not be accepted outside the established deadline. Students will also carry out co-assessment and self-assessment tasks of what they have worked on in class. The class notebook has its own rubric.

. **Direct observation for class notes** . The assessment scale will be used in classes while students work individually or in teams, participate in debates, correct activities, etc.

. **The reading** . Expressive reading, comprehensive and inferential reading will be worked on.

. **Multicompleteness tasks** . Works and projects that involve the convergence of several competencies will be evaluated with different evaluation instruments: assessment scales, rubrics, etc.

2.4 PROMOTION MEASURES AND ACTIVITIES

The same recovery measures are contemplated as for the Spanish Language and Literature subject of ESO.

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