Cañada Blanch Spanish School
Founded 1972

SUMMARY OF TEACHING PROGRAMME 2023-2024

FRENCH DEPARTMENT

1 CONTENT

FOREIGN LANGUAGE (FRENCH).

1.1   BASIC KNOWLEDGE AND TIMING

The basic knowledge developed in orders EFP/754/2022 and EFP/755/2022 will be acquired through the following learning situations:

In 1st and 2nd years of ESO and in 1st year of Bachillerato:

- Learning situation 1: From September 11 to October 20
- Learning situation 2: From October 30 to December 20.
- Learning situation 3: From January 8 to February 9
- Learning situation 4: From February 19 to March 28
- Learning situation 5: From April 15 to May 24
- Learning situation 6: From June 3 to 28

In 3rd and 4th ESO:

- Learning situation 1: From September 9 to 29
- Learning situation 2: From October 2 to 20
- Learning situation 3: From October 30 to November 22
- Learning situation 4: From November 23 to December 20
- Learning situation 5: From January 8 to 24
- Learning situation 6: From January 25 to February 9
- Learning situation 7: From February 19 to March 13
- Learning situation 8: From March 14 to 28
- Learning situation 9: From April 15 to May 3
- Learning situation 10: From May 7 to 24
- Learning situation 11: From June 3 to 14
- Learning situation 12: From June 17 to 28

In 2nd year of Bachillerato:

- Learning situation 1: From September 11 to October 6
- Learning situation 2: From October 9 to November 14
- Learning situation 3: From November 16 to December 20
- Learning situation 4: From January 8 to February 7
- Learning situation 5: From February 19 to March 22
- Learning situation 6: From March 25 to May 15

1.2 QUALIFICATION CRITERIA

Qualification criteria for ESO

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

EVALUATION CRITERIA	GRADING INSTRUMENTS	FINAL NOTE WEIGHTING
1.1, 1.2, 6.2, 6.3	Oral comprehension tests (movies, dialogues, simulations of real situations, etc.) Direct observation.	20%
1.3	Written comprehension tests (texts, graded readings, news...) Assessment scales.	20%
2.1 3.1 3.2 4.2	Individual or group oral expression tests, interviews, exhibitions. Oral interventions. Audio recordings. They will be evaluated with a rubric and rating scale.	20%
2.2 2.3 4.1	Written expression tests, daily student tasks, notebook.	20%
5.1 5.2 5.3 6.1	Direct observation in the classroom. Self-assessment questionnaires. Portfolios and learning diaries.	20%

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

Qualification criteria for Bachillerato

EVALUATION CRITERIA	GRADING INSTRUMENTS	FINAL NOTE WEIGHTING
1.1 1.2 1.3	Written comprehension tests (texts, graded readings, news...) Assessment scales.	20%
2.2 2.3 4.2	Written expression tests, writing paper and digital works, summaries.	20%
2.1 3.1 3.2 4.1	Oral expression tests, individual or group mediation and interaction. Interviews, exhibitions. Oral interventions. Audio recordings. They will be evaluated with a rubric and rating scale.	20%
1.1	Oral comprehension tests (movies, dialogues, simulations of real situations, etc.) Direct observation.	20%
5.1 5.2 5.3 6.1 6.2 6.3	Direct observation in the classroom. Self-assessment questionnaires. Portfolios and learning diaries.	20%

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

In the development of their teaching practice, teachers may establish challenges and activities so that the student can improve their grade in each of the sections.

In the event that the teacher has doubts about whether a student has copied, they reserve the right to ask the student again to solve the test to check whether or not they have really acquired the skills and knowledge being evaluated.

During the written tests, spelling mistakes will be taken into account, with 0.1 points deducted from the final exam grade for non-repeated spelling mistakes and 0.05 points for accentuation or punctuation, up to a maximum of 1 point.

When any of the contents require it, specific controls will be carried out for its consolidation or, if necessary, recovery.

The student who wants to raise the final grade of the subject may do so on the date scheduled for the final recovery.

As provided by current legislation, 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.

In case of justified absence, the tests not carried out will not be repeated, as long as other evaluation instruments are available that allow qualification. If sufficient evaluation instruments are not available, all students who are in the same situation will be able to take these tests on a date determined by the teaching staff.

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.

Mención de honor in Bachillerato

In accordance with current regulations, at the end of each course, mención de honor (ME) may be awarded to students who have obtained a grade equal to or greater than 9 in the final evaluation and, in addition, have demonstrated an interest especially remarcable. It will be decided by the teaching staff of the subject. For its granting, taking into account that the number of mentions for each subject may not exceed one for every five students or a fraction greater than two of the enrolled students, aspects such as:

- Final grade obtained by the students.
- Grades obtained in the different evaluations.
- Average of the grades obtained in the different evaluation instruments throughout the course.
- Notable interest in the development of some projects or activities that are consider relevant.

1.3 PROCEDURES AND EVALUATION METHODS

1.3.1 PROCEDURES AND TEACHING MATERIALS

The evaluation of the Foreign Language (French) will guarantee the implementation of specific competencies in an integrated manner. The evaluation will be carried out taking into account the evaluation criteria determined in the legislation for each of the competencies. To assess the acquisition of these skills we will use as instruments:

- Weighted assessment scales for student work, carried out physically or through *Classroom* (dramatizations, readings, debates, participation and interactions, presentations, exercises and tests of comprehension and oral and written production)
- Student notebooks
- Interviews
- Evidence Portfolios
- Checklists
- Observation guides
- Audio recordings
- Theater plays
- Quizziz
- Questionnaires

1.3.2. RUBRIC FOR THE DEPARTAMENTAL LINGUISTIC PROJECT

Evaluación del cuaderno de clase de:

NIVELES DE LOGRO (máx. 4; mín. 1)	PRIMERA EVALUACIÓN				SEGUNDA EVALUACIÓN				TERCERA EVALUACIÓN			
	1	2	3	4	1	2	3	4	1	2	3	4
1. PRESENTACIÓN (25%) La presentación es correcta en cuanto a limpieza y claridad. Contiene portada. Respeta los márgenes y los espacios entre epígrafes o ejercicios. Es legible.												
2. ORGANIZACIÓN (20%) La información está organizada de manera temporal. Anota la fecha de la sesión y el inicio del tema. El enunciado del ejercicio está copiado literalmente o abreviado.												
3. CONTENIDOS (25%) El cuaderno presenta todo el contenido aprendido en clase, con anotaciones, todos los ejercicios, redacciones, fotocopias y fichas entregadas por el profesor/a.												
4. ERRORES Y AUTOCORRECCIÓN (20%) Los errores están bien señalados y corregidos. No suele volver a repetirlos. Se corrigen las faltas de ortografía y acentuación. No comete errores de expresión.												
5. BANCO DE VOCABULARIO (10%) El alumbank ha creado un *wordbank* con el vocabulario enseñado en clase o el vocabulario clave de los temas.												

Rúbrica de evaluación de exposiciones orales

Exposición oral	4	3	2	1
Contenido y estructura (25%)	Demuestra un completo conocimiento del tema expuesto. No lee durante la exposición. La estructura es correcta.	Demuestra un buen conocimiento del tema. Apenas lee. La estructura presenta alguna deficiencia.	Hace una exposición de ideas superficial y, a veces, lee. La estructura del contenido presenta deficiencias.	No domina el contenido. Se apoya constantemente en la lectura. El contenido no está bien seleccionado ni trabajado.
Vocabulario y registro lingüístico (25%)	Usa vocabulario apropiado y específico de la materia. Aumenta el vocabulario de la audiencia definiendo las palabras que podrían ser nuevas. Utiliza un registro formal y evita las muletillas.	Usa vocabulario apropiado y específico de la materia pero no tiene soltura. Incluye algunas expresiones que podrían ser nuevas para la audiencia, pero no las explica. Utiliza un registro formal en buena parte de la exposición y evita las muletillas casi siempre.	Usa parcialmente un vocabulario apropiado y específico de la materia pero no tiene soltura. No incluye vocabulario que podría ser nuevo para la audiencia. Combina el registro formal e informal y hace uso de muletillas.	No usa vocabulario apropiado ni específico de la materia o usa palabras o frases memorizadas sin comprender su significado. Utiliza un registro informal y abusa de muletillas.
Estrategias de comunicación (expresión verbal y no verbal) (25%)	. Habla con ritmo, entonación y pronunciación siempre adecuados. . La postura y el gesto son adecuados. . Establece contacto visual con la audiencia. . Se percibe naturalidad en la exposición.	Cumple con la mayoría de los requisitos anteriores, pero tiene que mejorar algunos.	Tiene que mejorar bastante la mayoría de los puntos anteriores, pero cumple con algunos.	Habla muy rápido o muy despacio y sin la entonación o pronunciación adecuadas. No mantiene la postura o gesto adecuados. No establece contacto visual y no capta la atención de la audiencia.
Soporte para la exposición (15%)	El soporte elaborado es correcto, bien seleccionado y un buen apoyo para la exposición.	El soporte es correcto pero es superficial o tiene algunas deficiencias en el diseño de las diapositivas y el equilibrio entre imagen y texto.	Se nota que ha elaborado un soporte deprisa y sin profundizar ni sincronizar con la exposición oral.	No utiliza soporte audiovisual o el que presenta es muy deficiente.
Uso del tiempo (10%)	Se ajusta al tiempo previsto.	Se ajusta al tiempo previsto pero se precipita.	Se excede del tiempo previsto o no llega por poco.	No desarrolla la exposición en el tiempo previsto.

Rúbrica para la evaluación de trabajos escritos

Trabajos escritos	4	3	2	1
Presentación (15%)	Respeta todos los elementos de presentación establecidos: portada, título, márgenes, índice, legibilidad, limpieza, orden, coherencia tipográfica y formal.	Respeta casi todos los elementos de presentación establecidos: título, márgenes, legibilidad, limpieza y orden.	Respeta los elementos de presentación básicos establecidos: título, legibilidad, limpieza y orden.	No respeta los elementos de presentación básicos establecidos y, además, hay errores.
Contenido (20%)	Demuestra un gran conocimiento del tema tratado. Es capaz de valorarlo críticamente.	El contenido es correcto pero no profundiza.	Trata las ideas principales de manera muy básica.	Muestra alguna evidencia relacionada con la temática del trabajo pero no se ajusta a lo que se pide.
Estructura (20%)	Están claramente diferenciadas la introducción, el desarrollo y la conclusión. El contenido está bien estructurado en epígrafes, párrafos y utiliza los conectores adecuados para hacer progresar la información de manera lógica.	La estructura es correcta pero hay alguna deficiencia en la división de los contenidos o algunas secciones no están del todo claras.	Las secciones no están bien diferenciadas y la información no progresa de manera lógica. Faltan conectores de cohesión.	No hay orden en el texto ni lógica en la presentación de las ideas.
Vocabulario y registro lingüístico (20%)	El vocabulario es rico, variado, sin repeticiones y utiliza tecnicismos con naturalidad. El registro se ajusta a la naturaleza del trabajo.	El vocabulario es variado y adecuado al tema pero se percibe falta de madurez. Comete algún fallo de expresión.	El vocabulario es sencillo aunque guarda relación con el tema. Combina el registro formal con el informal. Comete fallos de expresión.	No utiliza un vocabulario adecuado ni específico. Predomina el registro informal. Contiene muchos fallos de expresión.
Corrección ortográfica (15%)	El texto está escrito correctamente sin errores ortográficos. Utiliza correctamente los signos de puntuación.	El texto contiene algún error ortográfico y no siempre utiliza correctamente los signos de puntuación.	El texto presenta más de cinco errores ortográficos. Utiliza ocasionalmente los signos de puntuación.	El texto presenta numerosas faltas de ortografía. No utiliza los signos de puntuación correctamente.
Tratamiento de la información y fuentes (10%)	Se evidencia un uso variado de fuentes fiables. Es original. Interpreta y valora.	Incluye alguna fuente fiable, interpreta y valora.	Utiliza alguna fuente pero no la evidencia. El trabajo contiene mucha información copiada de la fuente.	No menciona/utiliza fuentes bibliográficas originales. El trabajo se limita a copiar y pegar.

1.4 PROMOTION MEASURES AND ACTIVITIES

When any of the contents require it, specific controls will be carried out for its consolidation or, if necessary, recovery.

The student who wants to raise the final grade of the subject may do so on the date scheduled for the final recovery.

1.4.1 EDUCATIONAL REINFORCEMENT PLANS FOR STUDENTS WHO FAILED AN EVALUATION

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. The teacher will propose specific recovery activities to the student to reinforce the negatively evaluated competencies. These are uploaded to the network in a folder and the students can complete them and self-correct. In addition, the student will be given the educational reinforcement plan in the attached image, which will indicate the organization, materials and resources, and pertinent observations.

In both ESO and Baccalaureate, students with insufficient evaluation in one quarter may try to reacquire basic knowledge in the following quarter. However, if any student obtained a negative grade in two evaluations, they would have to take the global final test.

On the other hand, the student who does not attend an exam on the scheduled date in a justified manner will not take said test if the teaching staff has other evaluation instruments that allow grading. If sufficient instruments were not

available , the students would take the test on a date determined by the teacher for this purpose.

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.

EDUCATIONAL REINFORCEMENT PLAN FOR FAILURE EVALUATION

Alumno/a		Curso		Materia suspensa	
Situación que motiva la adopción de un plan de refuerzo: (indicar nota obtenida en la evaluación, trabajo del alumno/a, esfuerzo, atención, asistencia y cualquier otro aspecto que se considere relevante)					

PLAN DE REFUERZO	
Organización del plan de refuerzo	Contenidos que recuperar, método de trabajo, fecha de examen…
Materiales y recursos	Classroom, libros, recursos digitales…
Observaciones	Si debe trabajar todos los días, consejos…

1.4.2 RECOVERY MEASURES AND ACTIVITIES FOR STUDENTS WITH PENDING EXAMS.

Students with a pending subject from a previous course may pass the pending subject by obtaining a positive evaluation in the first and second evaluation of the higher course in which they are enrolled. Students will at all times receive resources to strengthen or acquire those basic knowledge that they have not been able to acquire at the time.

PLAN DE TRABAJO RECUPERACIÓN DE APRENDIZAJES NO ADQUIRIDOS

"Quienes promocionen sin haber superado todas las materias seguirán los planes de refuerzo que establezca el equipo docente, que revisará periódicamente la aplicación personalizada de los mismos en diferentes momentos del curso académico y, en todo caso, al finalizar el mismo".- Ley Orgánica 3/2020, de 29 de diciembre.

Alumna/o		Curso actual	
Materia pendiente		Curso materia pendiente	

PLAN DE TRABAJO

	Trabajos, fichas, actividades	Fecha de entrega	Nota obtenida	Exámenes, pruebas orales o escritas	Fecha de realización	Nota obtenida
Primer trimestre						
Segundo trimestre						
Tercer trimestre						

Nota trabajos y fichas	Nota exámenes y pruebas	Nota final
Observaciones		

1.4.3 SPECIFIC PLANS FOR STUDENTS WHO ARE REPEATING A COURSE

During the first weeks of the school year, the difficulties detected in students who repeat the year will be analyzed. In the initial evaluation sessions, the curricular conditions adapted to the needs of these students will be collected in a specific plan that will be developed by the teaching team. This preparation will be coordinated by the tutor of the group and will have the advice of the Guidance Department. A dossier of reinforcement activities will be prepared per quarter for students who present great difficulties in achieving the skills and a plan will be made to monitor the work in communication with families.

1.4.4 RECOVERY PLAN FOR OTHER STUDENTS

Due to the special characteristics of centers abroad and specifically ours, a significant part of the students join the center without ever having taken French and are obliged to take the subject. To try to alleviate this difficult situation in the classroom and try to give a response more in line with the particular situation of each student, whenever possible, each level will be divided into two groups to which the subject will be taught at the same time . . Generally, the group most in

need of educational reinforcement will be less numerous, which will facilitate support for students.

Students in need of educational reinforcement will have material accessible through *Google Classroom* to review the knowledge worked on in the classroom.

French teachers will implement strategies to improve student motivation, reinforce reading and writing, and try to improve reading mechanics and comprehension. In addition, it will enhance cooperative teaching to allow students with more knowledge to help their classmates in the class who require it.

Before an evaluation test, all aspects covered in class will be reviewed in the classroom, paying special attention to the students with the most difficulty. If necessary, these evaluation tests will be adapted to students who have recently begun learning the language.

Flexible activities will be offered that will allow each of the students to react, interact and study according to their abilities. In addition, oral texts, readings and tasks will be designed to meet different levels of proficiency.