



ETHICAL VALUES 1st, 2nd and 3rd ESO.

1. Blocks of contents and temporalization:

Block 1: The dignity of the person. First half term, 22 October.

Block 2: Understanding, respect and equality in interpersonal relationships. Christmas holidays, 21 December.

Block 3: Ethical reflection. Second half term, 11 February.

Block 4: Justice and politics. Easter holidays, 1 April.

Block 5: Ethical values, the Law, the Universal Declaration of Human Rights and other international treaties on human values. Third half term, 27 May.

Block 6: Ethical values and their relationship with science and technology. End of academic year, 6 July.

2. Criteria for promotion:

Block 1 The dignity of the person

1. Students know information, from various sources, about adolescent groups, their characteristics, and the influence they exert on their members in determining their behavior, summarizing the information obtained.
2. Students draw conclusions about the importance for adolescents of developing personal autonomy and having control over their own conduct in accordance with freely chosen ethical values.
3. Students make a list of those ethical values that he considers desirable to integrate into his personality, explaining the reasons for his choice.

Block 2: Understanding, respect and equality in interpersonal relationships

1. Students explain why human beings are social by nature and appreciate the consequences that this fact has on their personal and moral lives.
2. Students justify and appreciate the need for rational criticism as an indispensable means to adapt the customs, norms, values, etc. of its environment to the universal ethical values established in the Universal Declaration of Human Rights, rejecting anything that violates human dignity and fundamental rights.
3. Students show, in interpersonal relationships, an attitude of respect for the rights that every human being must feel, think and act differently, to make mistakes, to enjoy rest time, to have a private life, to make their own decisions etc. and specifically to be valued in a special way for the simple fact of being a person, without discriminating or disparaging anyone etc.



Block 3. Ethical reflection

1. Students provide reasons that justify the importance of ethical reflection as a rational guide to the conduct necessary in the life of the human being, expressing in an appropriate manner the arguments on which it is based.
2. Students distinguish between the instinctive behavior of the animal and the rational and free behavior of the human being, highlighting the magnitude of their differences and appreciating the consequences that these have in the life of the people.
3. Students highlight some of the negative consequences at individual and community level of the absence of values and ethical norms such as selfishness, corruption, lies, abuse of power, intolerance, violation of human rights, etc.

Block 4. Justice and Politics

1. Students, rationally and ethically, base the choice of democracy as a system that is above other forms of government by incorporating in its principles the ethical values of the UDHR.
2. Students define the magnitude of some risks that exist in democratic governments when the ethical values of the Universal Declaration of Human Rights are not respected, such as degeneration into demagoguery, dictatorship of the majorities and scarce citizen participation, formulating possible means to avoid them.
3. Students point out and comment on the importance of the public and fundamental rights and freedoms laid down in the Constitution, such as freedom of ideology, religion and worship, the non-denominational nature of the state, the right to the free expression of ideas and thoughts, and the right of assembly and association.

Block 5. Ethical values, Law, UDHR and other treaties.

1. Students contrast information on the historical and political events that gave rise to the UDHR including the use of nationalist and racist ideologies that defended the superiority of some men over others to the extreme of the Jewish Holocaust.
2. Students give reasons for the historical origin of the problem of women's rights, recognizing the socio-economic and cultural patterns that have fostered violence.
3. Students justify the need to act in defense of children's rights, fighting against violence and abuse suffered by girls and boys in the 21st century.

Block 6. Ethical values. Its relationship with science and technology

1. Students provide arguments that support the need to set ethical and legal limits to research and practice, both scientific and technological, taking human dignity and ethical values recognized by the UDHR as normative criteria.
2. Students highlight the problem and the danger that techno-dependence represents for human beings, pointing out its symptoms, causes and estimating its negative consequences, such as an uncontrolled addiction to electronic devices, videogames and social networks, leading the person towards a progressive dehumanization.
3. Students select and contrast information about the threats to the environment and life from the indiscriminate application of science and technology.



3.-Assessment procedures and instruments:

3.1.-Grading criteria

GRADING CRITERIA ETHICAL VALUES. (1st, 2nd and 3rd of ESO)	
Standards that are assessed through tests, either oral or written, which will be a minimum of two term, one before the half term vacation and one before the end of every term.	50%
Standards that are assessed by personal work Activities notebook. Oral presentations. Research work. Participation in class. Projects	50%

Spelling mistakes will be considered in all the department's subjects, subtracting for each 0.1 point for incorrect spelling and 0.05 points for accentuation, up to a maximum of 1 point.

If a student copies a test, that test will be graded zero and the disciplinary measures established in the school's code of conduct will be taken.

Assignments will not be accepted after the deadline.

3.2.-Assesment instruments:

a.- Global written tests: a written test will be carried out for each thematic block, where the students will express the degree of acquisition of the contents.

b.- Composition tests and essays: drawing up schemes, summaries, comments on texts, research works, oral presentations and the making of posters, presentations or videos.

c.- Class notebook: where all the activities carried out will be included.

d.- Self-evaluation sheets.

e.- Interventions in class and participation in debates.

f.- Coevaluation: In different activities carried out in the classroom, students will participate in co-evaluation activities guided by criteria provided by the teaching staff.

g.- Compulsory evaluation rubrics in the school:

Rubric for the evaluation of written works

Rubric for the evaluation of oral presentations.

Rubric for the evaluation of the notebook.

Rubric for the evaluation of reading comprehension.



4. Recovery measures:

After the first and second assessments, exams will be carried out to recuperate and/or grade increase the contents that have not been positively evaluated.

There will be final recuperation tests of the contents not positively evaluated throughout the course.

The recuperation tests will be evaluated with the qualification criteria.



ETHICAL VALUES 4th ESO.

1.-Blocks of contents and temporalization:

Block 1: The dignity of the person. First half term, 22 October.

Block 2: Understanding, respect and equality in interpersonal relationships. Christmas vacation, 21, December.

Block 3: Ethical reflection. Second half term, 11 February.

Block 4: Justice and politics. Easter holidays, 1 April.

Block 5: Ethical values, the Law, the Universal Declaration of Human Rights and other international treaties on human values. Third half term, 27 May.

Block 6: Ethical values and their relationship with science and technology, End of academic year: 6 July.

2.-Criteria for promotion:

Block 1. The dignity of the person

1. Students identify the dignity of the human being as a person and the attributes inherent to its nature, the origin of the inalienable and universal rights established by the UDHR.

Block 2: Understanding in interpersonal relationships. Respect and equality

1. Students comment, in accordance with articles 12 to 17 of the UDHR, the rights of the individual that the State must respect and promote in the relations existing between the two.

2. Students explain the limits of the State established by the UDHR in articles 18 to 21 in determining the freedoms of citizens that it must respect and protect.

Block 3. Ethical reflection

Students rationally justify and consider the importance of ethical reflection in the twenty-first century as an instrument for the protection of human rights in the face of the danger posed by entities with large political and economic interests and violent groups with far-reaching weapons at their disposal.

Students draw attention to some of the new fields to which ethics apply, such as professional ethics, bioethics, the environment, economics, business, science and technology

Block 4. Justice and Politics

1. Students understand the importance for democracy and justice that citizens know and fulfill their duties, including the defense of ethical and civic values, the care and preservation of public goods, etc.



2. In view of the risk of globalization, students comment on the duty of all States to take measures to protect human rights and especially their obligation to teach ethical values.

Block 5. Law and the UDHR. Ethical values,

1. Students become aware of the commitment of Spaniards to peace as a collective and international aspiration, recognized in the EC and rejects the violation of human rights, showing solidarity with the victims of violence.

2. Students analyze the consequences of armed conflicts at the international level, appreciating the importance of organizations that advocate for an international law based on the UDHR.

Block 6. Ethical values. Its relationship with science and technology

Students understand and explain the need to support the creation and use of control methods and the application of scientific ethics for scientists and technologists and, in general, for all professions, promoting the application of ethical values in the social, financial and business world.

3.-Assesment procedures and instruments:

3.1.-Grading criteria:

GRADING CRITERIA ETHICAL VALUES. 4th of ESO	
Standards that are assessed through tests, either oral or written , which will be a minimum of two per term, one before the half term vacation and one before the end of each term.	50%
Standars that are assessed by personal work Activities notebook. Oral presentations. Research work. Participation in class. Projects	50%

Spelling mistakes will be taken into account in all the department's subjects, subtracting for each 0.1 point for incorrect spelling and 0.05 for accentuation, up to a maximum of 1 point.

If a student copies a test, that test will be graded zero and the disciplinary measures established in the center's code of conduct will be taken.

Assignments will not be accepted after the deadline.

3.2.-Assesment instruments:

a.- Global written tests: there will be a written test for each thematic block, where the students will express the degree of acquisition of the contents.

b.- Testing of composition and essay, drawing up schemes, summaries or conceptual maps, commentaries of texts, dissertations, research works, oral exhibitions and the making of posters.

c.- Class notebook: where all the activities carried out will be collected.

d.- Self-evaluation sheets that will be used by students to reflect on their learning process and are intended to ensure that students achieve autonomy in this process.

e.- Interventions in class and participation in debates.

f.- Coevaluation: In different activities carried out in the classroom, students will participate in co-evaluation activities guided by criteria provided by the teachers.

g.- Compulsory evaluation rubrics in the school.

Rubric for the evaluation of written works

Rubric for the evaluation of oral presentations.

Rubric for the evaluation of the notebook.

Rubric for the evaluation of reading comprehension.

4. Recovery measures:

After the first and second assessments, exams will be carried out to recuperate and/or grade increase the contents that have not been positively evaluated.

There will be final recuperation tests of the contents not positively evaluated throughout the course.

The recuperation tests will be evaluated with the qualification criteria.



PHILOSOPHY 4TH ESO.

1.-Blocks of contents and temporalization.

Block 1: Philosophy. First half term, 22 October.

Block 2: Personal identity. Christmas vacation, 21 December.

Block 3: Socialization. Second half term, 11 February.

Block 4: Thought. Easter holidays, 1 April.

Block 5: Reality and Metaphysics. Third half term, 27 May.

Block 6: Transformation. End of academic year, 6 July.

2. Criteria for promotion:

Block 1. Philosophy

1. Students define and uses concepts such as philosophy, myth, logos, knowledge, opinion, etc. And make a glossary out of them.
2. Students explain the differences between rational and mythological explanation.

Block 2. Personal identity

1. Students define and use concepts such as personality, temperament, character, etc. and elaborates a glossary of these terms.
2. Students define and characterize what personality is.

Block 3. Socialization

1. Students define and use concepts such as individuality, alterity, socialization among others.
2. Students define and explain the concepts of culture and society, making reference to the socio-cultural components that exist in the human being.

Block 4. Thought

1. Students explain what rationality is and describes some of its characteristics.
2. Students identify the two possibilities of application of the theoretical reason and the practical reason.

Block 5. Reality and metaphysics

1. Students define what metaphysics is, its object of knowledge and its characteristic way of asking about reality.



2. Students analyze literary and scientific philosophical texts that deal with metaphysical themes such as existence, death, the historical becoming or the place of the individual, arguing and exposing their reflections on the matter.

Block 6. Transformation

1. Students define and use concepts such as will, negative freedom, determinism...among others.

2. Students analyze short texts about freedom and argues his own opinion.

3.-Assesment procedures and instruments:

3.1.- Grading criteria

GRADING CRITERIA. PHILOSOPHY (4th of ESO)		
Standards that are assessed through tests , either oral or written,, which will be a minimum of two per term, one before the half term vacation and one before the end of each term.		50%
Standards that are assessed by personal work	Activities notebook. Research work. Oral presentations Participation in class activities and debates Projects	30%
	Readings	20%

Spelling mistakes will be taken into account in all the department's subjects, subtracting for each one 0,1 points for incorrect spelling and 0,05 for accentuation, up to a maximum of 1 point.

If a student copies a test, that test will be graded zero and the disciplinary measures established in the center's coexistence rules will be taken.

Assignments will not be accepted after the deadline.

3.2.-Assesment instruments:

a.-Global written tests: there will be a written test for each thematic block, where the students will express the degree of acquisition of the contents.

b.- Composition tests and essays: drawing up schemes, summaries or conceptual maps, commentaries of texts, dissertations, research works, oral presentations and posters.



c.- Self-evaluation sheets that will be used by students to reflect on their learning process and are intended for students to achieve autonomy in this process.

d.- Interventions in class and participation in debates.

e.- Coevaluation: In different activities carried out in the classroom, students will participate in co-evaluation activities guided by criteria provided by the teacher.

f.- Class notebook.

g.- Compulsory evaluation rubrics in the school:

Rubrics for the evaluation of written works

Rubric for the evaluation of oral presentations.

Rubrics for the evaluation of the notebook.

Rubrics for the evaluation of reading comprehension.

4. Recovery measures:

After the first and second assessments, exams will be carried out to recuperate and/or grade increase the contents that have not been positively evaluated.

There will be final recuperation tests of the contents not positively evaluated throughout the course.

The recuperation tests will be evaluated with the qualification criteria.



PHILOSOPHY 1st BACHILLERATO.

1.-Blocks of contents and temporalization.

Block 1: Philosophical knowledge. First half term, 22 October.

Block 2: The human being from the Philosophy. Christmas Holidays, 21 December.

Block 3: Knowledge. Second half term, 11 February.

Block 4: Reality. Easter Holidays, 1 April.

Block 5: Practical rationality. End of academic year, 6 July.

2.- Criteria for promotion:

Block 1. Transversal contents

1. Students critically analyze texts belonging to outstanding thinkers, identifies the problems and the solutions exposed, distinguishing the main theses, the order of the argumentation and relates the problems raised in the texts with what has been studied in the unit and/or with what has been contributed by other philosophers or currents and/or with other knowledge other than philosophy.
2. Students argument and reason his opinions in oral and written form with clarity, coherence and demonstrating a creative and academic effort in the personal evaluation of the philosophical problems analyzed.

Block 2. Philosophical knowledge

1. Students recognize the questions and problems that have characterized philosophy since its origin, compared to the approach of another knowledge such as scientific or theological.
2. Students explain the origin of philosophical knowledge, differentiating it from other pre-rational knowledge such as myth and magic.

Block 3. Knowledge

1. Students identify and express in a clear and reasoned way the elements and problems involved in the process of knowledge of reality such as its degrees, possibilities and limits.
2. Students draw reasoned conclusions about the human concern to transform and dominate nature by putting it at the service of human beings, as well as the consequences of this situation and participates in the debate about the implications of technology in social reality.
3. Students identify and reflect, in an argued way, on problems common to the philosophical and scientific field as the limits of knowledge.

Block 4. Reality

1. Students know what metaphysics is and uses abstraction to understand its contents and activity, reasoning about them.



2. Students describe the main metaphysical interpretations and the problems raised by the metaphysical knowledge of reality.

Block 5. The human being from Philosophy

1. Students use rigorously specific vocabulary of the subject such as evolution, dialectics, progress, emergency ... among others.
2. Students identify and expose what the innate natural component of the human being consists of and its relationship with the cultural components that arise in the processes of anthropogenesis and humanization, giving rise to the human being's own identity.
3. Students critically analyze significant and brief texts of the great thinkers.

Block 6. Practical rationality

1. Students recognize the function of practical rationality in directing human action, while recognizing its inescapable links with theoretical reason and emotional intelligence.
2. Students rigorously use terms from the field of ethics.
3. Students know and rigorously handle the terms proper to the aesthetic field.
4. Students use the reasoning elements and rules of sentence logic

3.-Assesment procedures and instruments:

3.1.- Grading criteria

GRADING CRITERIA PHILOSOPHY 1ST BACHILLERATO		
Standards that are assessed through tests, either oral or written , which will be a minimum of two per term, one before the half term vacation and one before the end of each term.		50%
Standards that are assessed by personal work	Portfolio. Research work. Oral presentations. Projects	30%
	Readings	10%
	Participation in class activities	10%

Spelling mistakes will be taken into account in all the department's subjects, subtracting for each one 0.1 points for incorrect spelling and 0.05 for accentuation, up to a maximum of 1 point.



If a student copies a test, that test will be graded zero and the disciplinary measures established in the center's coexistence rules will be taken.

Assignments will not be accepted after the deadline.

3.2.-Assesment instruments:

- a. Global written tests: there will be a written test for each thematic block, where the students will express the degree of acquisition of the contents.
- b. Composition tests and essays: draw up schemes, summaries or conceptual maps, commentaries of texts, dissertations, research works, oral presentations and posters.
- c. Portfolio: instrument in which students will have to reflect on their learning process and collect the most significant samples of it together with a critical analysis of them and personal reflection on what you have learned.
- d. Self-evaluation sheets that will be used by students to reflect on their learning process and are intended to ensure that students achieve autonomy in this process.
- e. Interventions in class and participation in debates.
- f. Coevaluation: In different activities carried out in the classroom, students will participate in co-evaluation activities guided by criteria provided by the teacher.
- g. Compulsory evaluation rubrics in the school:
 - Rubric for the evaluation of written works
 - Rubric for the evaluation of oral presentations.
 - Rubric for the reading comprehension.

4. Recovery measures:

After the first and second assessments, exams will be carried out to recuperate and/or grade increase the contents that have not been positively evaluated.

There will be final recuperation tests of the contents not positively evaluated throughout the course.

The recuperation tests will be evaluated with the qualification criteria.



HISTORY OF PHILOSOPHY 2nd BACHILLERATO.

1. Blocks of contents and temporalization.

The whole course

Block 1: Transversal contents.

First half-term: 22, October.

Block 2: Philosophy in Ancient Greece.

The Origin of Philosophy.

Ancient Philosophy:

The passage from "physis" to "polis." Socrates and Plato.

Aristotle.

Christmas holidays: 21 December

Block 3: Medieval Philosophy.

Philosophy and religion. Agustín de Hipona.

Thomas Aquinas and Scholastic Philosophy.

Second half-term: 11 February

Block 4: Philosophy in Modernity and Illustration.

The Renaissance and the scientific revolution.

Continental rationalism: Descartes. Empiricist philosophy: Hume.

The Enlightenment. Transcendental idealism: Kant.

Easter holidays: 1 April

Block 5: Contemporary Philosophy

Marxist philosophy: Marx.

The crisis of enlightened reason: Nietzsche

End of the academic year:

Block 5: Contemporary Philosophy.

Spanish Philosophy: Ortega y Gasset.

2.-Criteria for promotion:

Block 1. Transversal contents

1. Students understand the global sense of the most relevant texts of the authors studied, recognizing the logical order of the argumentation and being able to transfer knowledge to other authors or problems recognizing the approaches they defend.



2. Students analyze the ideas in the text, identifying the conclusion and relevant concepts and ideas, recognizing the structure of the text and the logical order of its ideas.

1.3. Arguments the explanation of the ideas present in the text, relating them to the philosophy of the author and the contents studied.

2.1. Students argue its own opinions clearly and consistently, both orally and in writing.

2.2. Students use rational dialogue to defend its opinions, valuing the diversity of ideas positively and, at the same time, relying on common aspects.

3.1. Students correctly synthesize the philosophy of each author, through summaries of its fundamental contents, classifying them in the thematic nuclei that cross the history of philosophy: reality, knowledge, human being, ethics and politics.

4.2. Students conduct advanced Internet searches on research content, deciding on appropriate concepts.

Block 2. Philosophy in Ancient Greece

1.1. Students use Plato's concepts, such as Idea, sensible world, intelligible world Good, reason, doxa, episteme, universal, absolute, dualism, reminiscence, transmigration, mimesis, methexis, virtue and justice, among others, applying them rigorously.

1.2. Students understand and explain clearly, both in oral and written language, the fundamental theories of Plato's philosophy, analyzing the relationship between reality and knowledge, the dualist conception of the human being and the anthropological and political dimension of virtue.

2.1. Students rigorously use concepts from the framework of Aristotle's thought, such as substance, science, metaphysics, matter, form, power, act, cause, effect, teleology, natural place, induction, deduction, abstraction, soul, monism, happiness, and virtue, among others, using them rigorously.

2.2. Students understand and explain clearly, in both oral and written language, the fundamental theories of Aristotle's philosophy, examining his conception of metaphysics and physics, knowledge, eudemonistic ethics and politics, comparing them with Plato's theories.

Block 3. Medieval Philosophy

1.1. Students explain the encounter between philosophy and the Christian religion in its origins, through the central theses of the thought of Augustine of Hippo.

2.1. Students define concepts of Thomas Aquinas, such as reason, faith, truth, God, essence, existence, creation, immortality, Natural Law, positive Law and precept, among others, applying them rigorously.

2.2. Students understand and explain clearly, both in oral and written language, the fundamental theories of Thomas Aquinas' philosophy, distinguishing the relationship between faith and reason, the ways of demonstrating the existence of God and the Moral Law, comparing them with the theories of Ancient Philosophy.



Block 4. Philosophy in Modernity and Enlightenment

2.1. Students identify Descartes concepts such as reason, certainty, method, doubt, hypothesis, cogito, idea, substance and subjectivism among others, applying them rigorously.

2.2. Students understand and explain clearly, both in oral and written language, the fundamental theories of Descartes' philosophy, analyzing the method and the relationship between knowledge and reality from the cogito and dualism in the human being, comparing them with the theories of Ancient and Medieval Philosophy.

3.1. Students use concepts of Hume, such as skepticism, criticism, experience, perception, immanence, association, impressions, ideas, habit, contradiction, cause, belief, feeling, merit, utility, happiness, social contract, freedom, and duty, among others, using them rigorously.

3.2. Students understand and explain clearly, both in oral and written language, the fundamental theories of Hume's philosophy, distinguishing the principles and elements of knowledge, with respect to truth, critique of causality and substance, and moral emotivism, comparing them with the theories of Ancient and Medieval Philosophy and modern rationalism.

5.1. Students apply concepts of Kant, such as sensitivity, understanding, reason, criticism, transcendental, science, innate, judgment, a priori, a posteriori, faculty, intuition, category, transcendental illusion, idea, law, phenomenon, noumene, will, duty, imperative, categorical, autonomy, postulate, freedom, dignity, person, peace and pact, among others, using them rigorously.

Students understand and explain clearly, both in oral and written language, the fundamental theories of Kant's philosophy, analyzing the faculties and limits of knowledge, the Moral Law and perpetual peace, comparing them with the theories of Ancient, Medieval and Modern Philosophy.

Block 5. Contemporary Philosophy

1.1. Students identify Marx concepts such as dialectics, historical materialism, praxis, alienation, infrastructure, superstructure, productive forces, means of production, class struggle, labor, surplus value, and humanism, among others, using them rigorously.

1.2. Students know and explain clearly, both in oral and written language, the fundamental theories of Marx's philosophy, examining historical materialism, criticism of idealism, alienation from ideology and his humanist view of the individual.

Students define Nietzsche's concepts, such as critique, tragedy, intuition, metaphor, convention, perspective, genealogy, transvaluation, nihilism, superman, will for power and eternal return, among others, applying them rigorously.

2.2. Students understand and explain clearly, both in oral and written language, the fundamental theories of Nietzsche's philosophy, considering criticism of metaphysics, morals, science, truth as metaphor and the affirmation of the superman because of the



inversion of values and the will to power, comparing them with the theories of Ancient, Medieval, Modern and Contemporary Philosophy.

3.2. Students understand and explain clearly, both in oral and written language, the fundamental theories of Ortega y Gasset's philosophy and social analysis, relating them to philosophical postures such as realism, rationalism, vitalism or existentialism, among others.

4.1. Students identify Habermas concepts, such as knowledge, interest, consensus, truth, statement, communication, inequality or world of life and concepts of postmodern philosophy, such as deconstruction, difference, culture, text, art and communication, among others, applying them rigorously.

3.-Assesment procedures and instruments

3.1.- Grading criteria

GRADING CRITERIA. HISTORY OF PHILOSOPHY 2ND BACHILLERATO		
Standards that are assessed through tests, either oral or written, which will be a minimum of two per term		80%
Standards that are assessed by personal work	Oral Presentations Interventions in class and participation in debates Text Comments Projects	10%
	Readings	10%

Spelling mistakes will be considered in all the department's subjects, subtracting for each one 0.1 points for incorrect spelling and 0.05 for accentuation, up to a maximum of 1 point.

If a student copies a written test, that test will be graded zero and the disciplinary measures set forth in the center's living rules will be taken.

Assignments will not be accepted after the deadline.

3.2.- Assessment instruments.

- a.-Written exvams similar to the EBAU.
- b.- Activities of comprehension on the selection of texts of the EBAU test
- c.- Interventions in class and participation in debates

4. Recovery measures:

After the first and second assessments, exams will be carried out to recuperate and/or grade increase the contents that have not been positively evaluated.



EMBAJADA
DE ESPAÑA
EN REINO UNIDO

CONSEJERÍA DE EDUCACIÓN

INSTITUTO ESPAÑOL
VICENTE CAÑADA BLANCH

There will be final recuperation tests of the contents not positively evaluated throughout the course.

The recuperation tests will be evaluated with the qualification criteria.



PSYCHOLOGY 2nd BACHILLERATO.

1.-Blocks of contents and temporalization:

First half-term: 22 October.

DU. 1: Psychology as a science

Christmas Holydays: 21 December

DU. 2: The physiological bases of behavior

DU. 3: Basic cognitive processes: sensation, perception, attention and memory

Second half-term: 11 February

DU. 4: Higher cognitive processes: learning, thinking and intelligence

DU. 5: Personality.

Easter Holydays: 1 April

DU. 6: Human sexuality

DU. 7: Emotional and behavioral disorders.

End of academic year

DU. 8: Social Psychology

DU. 9: Psychology of organizations.

2.-Criteria for promotion:

Block 1. Psychology as a science

1.- Students explain and construct a global frame of reference for Psychology, from its origins in Greece (in the philosophies of Plato and Aristotle), to its recognition as independent knowledge by the hands of Wundt, Watson, James and Freud, defining the different meanings of the term psychology throughout its evolution, from the etymological, as "science of the soul", to those contributed by the different current currents: Behaviorism, Cognitivism, Psychoanalysis, Humanism or Gestalt.

2.- Students distinguish and relate the theoretical and practical facets of Psychology, identifying the different branches in which they are developed (clinical and health, art, physical sports, education, forensic, social intervention, environmental, etc.) investigating and evaluating their application in the areas of community care, such as family and childhood, elderly, disabilities, women, youth, social minorities and immigrants, development cooperation, etc..

3.- Students explain and recognize the importance of the contributions that Psychology has made in the understanding of human phenomena, identifying the specific problems it deals with and the conclusions reached.

4.- Students use its capacity to learn to learn, making its own concept maps about the following theories: Psychoanalysis, Behaviorism, Cognitive Theory, Gestalt, Humanism and Psychobiology, using computers.

Block 2. Biological fundamentals of behavior

1.- Students investigate and explain the organization of the cerebral areas and the functions they perform, locating these areas in a drawing.

2.- Students describe and compare the different scientific techniques of brain research: angiograms, EEG, TAC, PET, MRI, direct interventions, and case studies.

3.- Students explain the influence of the genetic components that intervene in behavior and investigates and assesses whether these have distinctive effects between female and male behavior.

Block 3. Basic cognitive processes: perception, attention, and memory

1.- Students distinguish and relate the different elements that intervene in the phenomenon of perception (stimulus, sense, sensation and thresholds of perception), recognizing them within the phases of the perceptive process (excitation, transduction, transmission and reception).

2.- Students compare and evaluate the contributions of the main existing theories about perception: Associationism, Gestalt, Cognitivism and Neuropsychology.

3.- Students discern and draw conclusions, in group collaboration, on the influence of individual (motivation, attitudes, interests) and social (culture, habitat) factors on the phenomenon of perception, using, for example, the experiments on prejudice carried out by Allport and Kramer.

4.- Students relate the concepts of attention and concentration, as starting points of memory, distinguishing the types of attention that exist and the types of alteration that can suffer.

Block 4. Higher cognitive processes: learning, intelligence and thought.

1. Students use his personal initiative to draw up a comparative table of the different learning theories: Classical Conditioning (Pavlov and Watson), Essay-Error Learning (Thorndike), Instrumental Conditioning (Skinner), Cognitive Theory (Piaget), Gestalt (Khöler) and Social Learning or Vicar (Bandura), among others, using computers.
2. Students analyze and appreciate the results of the application of conditioning techniques in advertising, by locating the latter in examples of specific cases used in the audiovisual media.
3. Students describe and value the importance of factors influencing learning, such as prior knowledge, skills, personality, cognitive styles, motivation, attitudes, and values.



4. Students analyze what thinking is, appreciating the validity of reasoning as well as creativity in problem solving and decision making.

Block 5. The construction of the human being: motivation, personality, and affectivity.

1. Students describe, establishing similarities and differences, the different theories of personality, such as those coming from Psychoanalysis, Humanism, Typologies, Cognitivism and Behaviorism, valuing the contributions that each of them has made in the knowledge of human nature.
2. Students describe different perspectives and models for the study of psychopathology, reflecting on the methods used by each of them.
3. Students identify and appreciate the importance that, in the development and maturation of the individual, affectivity and sexuality have as essential dimensions of the human being, describing the fundamental aspects of the psychology of sexuality: physiology of the sexual response, sexual behavior, etc.
4. Students dissert on the importance of verbal and non-verbal language as a means of emotional communication in our daily lives, exposing in a clear and argued manner its conclusions.

Block 6. Social and organizational psychology.

1. Students analyze and value cultural differences and their impact on the behavior of individuals by influencing cognitive patterns, personality and affective life of the human being.
2. Students appreciate the importance of the application of Psychology in the world of work, in topics such as: psychological aspects that influence productivity and business development, the importance of psychological methods and techniques for the selection of personnel according to job profiles and conflict resolution, among others.
3. Students describe the importance of psychological factors that influence work development, such as adaptation, innovation, collaborative work, knowledge management, creativity, and self-esteem, identifying fundamental factors, such as the proposal of challenges, motivation, the promotion of participation, autonomy and the generation of creative environments, through examples of specific cases and critically reflecting on their application in various areas of work.



3.-Assesment procedures and instruments:

3.2.- Grading criteria

GRADING CRITERIA PSYCHOLOGY 2nd BACHILLERATO		
Standards that are assessed through tests, either oral or written, which will be a minimum of two per assessment.		60%
Standards that are assessed by personal work	Oral presentations. Interventions in class and participation in debates Research work Analysis of readings Commenting on texts Projects	20%
	Readings	20%

Spelling mistakes will be considered in all the department's subjects, subtracting for each one 0.1 points for incorrect spelling and 0.05 for accentuation, up to a maximum of 1 point.

If a student copies a written test, that test will be graded zero and the disciplinary measures set forth in the center's living rules will be taken.

Assignments will not be accepted after the deadline.

3.2.-Evaluation instruments.

- a.- Observation of participation in class activities.
- b.- Oral presentations.
- c.- Research work
- d.- Written and oral evidence
- d.- Commentary of texts
- e.- Debates.
- f.- Analysis of the readings made.
- g.- Compulsory assessment rubrics in the school:

Rubric for the evaluation of written works

Rubric for the evaluation of oral presentations.

Rubric for the evaluation of reading comprehension.

4. Recovery measures:

After the first and second assessments, exams will be carried out to recuperate and/or grade increase the contents that have not been positively evaluated.

There will be final recuperation tests of the contents not positively evaluated throughout the course.

The recuperation tests will be evaluated with the qualification criteria.