



SYLLABUS SUMMARY

CIVIC AND ETHICAL VALUES

Academic year 2023 – 2024

1.- Basic knowledge and timing and evaluation criteria.

DIDACTIC UNITS / LEARNING SITUATIONS	TIMING
Know thyself. Approach to self-knowledge and knowledge of others.	First Trimester
BASIC KNOWLEDGE	EVALUATION CRITERIA
<ul style="list-style-type: none"> - Autonomy and heteronomy - Human Nature and Freedom - Decision-making and accountability - Personality and self-knowledge - Virtue and Values - The Personal motivation - Affectivity - Membership Groups - The Affective-Sexual Education - Respect and the value of dialogue - Equality and dignity - Self-esteem 	<p>Specific competence 1:</p> <p>1.5 Construct and express an adjusted concept of oneself, recognizing the multiple aspects of one's nature and personality, as well as its civic and moral dimension, based on research and dialogue around various conceptions of human nature. (CCL2, CPSAA1, CC1)</p> <p>1.6 Identify, manage and communicate ideas, emotions, affections, reasons and desires with understanding and empathy towards those of others, demonstrating self-esteem and sharing an adequate concept of what relationships with other people should be, including the affective and sexual spheres in all their diversity. (CCL1, CCL5, CPSAA3)</p> <p>Specific competence 2:</p> <p>2.7 Promote and demonstrate a peaceful, respectful, democratic coexistence committed to the common good, based on research on the social and political nature of human beings and the use and critical understanding of the concepts of society, politics, law, power, sovereignty, justice, State, government, constitution, democracy, democratic memory, dignity and</p>

human rights. (CCL5, CD1, CD3,CC1)

2.8 Promote the exercise of active and democratic citizenship through knowledge of the associative movement and respectful, dialogue-oriented, empathetic and constructive participation in group activities that involve collective decision-making, planning coordinated actions and solving problems by applying explicit civic, ethical and democratic procedures and principles aimed at the rational and dialogued resolution of conflicts and the rejection of violence. (CCL5, CC2)

Specific competence 3:

3.5 Recognize and commit to values, practices and attitudes that promote safe, healthy and sustainable mobility, sustainable resource management, waste prevention and management, and food and food sovereignty. (CC4, CE1)

Specific Competence 4:

- 4.3 Develop a balanced management of emotions, esteem and care for oneself and others, identifying, analysing and expressing one's own emotions and feelings in an assertive manner, and recognising and valuing those of others in different contexts and around creative activities and individual reflection or dialogue on ethical issues, civic and eco-social relevance. (CCL1, CPSAA1, CPSAA2, CPSAA3, CC1, CC3, CCEC3.)
- 4.4 Reflect on the place and meaning of emotions and feelings, describing the differences between them, investigating the experiences, values, beliefs and ideas that are at their genesis, and analyzing their importance for the explanation of human actions. (CCL1, CC1, CC2, CC3, CC4.)

DIDACTIC UNITS / LEARNING SITUATIONS	TIMING
<p>I live in society. Learning about the social, institutional and legal environment of today's world.</p>	<p>Second Trimester</p>
BASIC KNOWLEDGE	EVALUATION CRITERIA
<ul style="list-style-type: none"> - Nature and origin of society - Citizenship and justice - Political Power, Sovereignty and Democracy - The <p>Constitution and the Ways of Democratic Participation</p> <ul style="list-style-type: none"> - Freedom of expression and political pluralism - Conflict Resolution - History of human rights - Children's rights - Women's rights and respect for diversity - Taxes and Utilities - The rights of the <p>Animals and the environment</p> <ul style="list-style-type: none"> - Assertiveness 	<p>Specific competence 1:</p> <ol style="list-style-type: none"> 1.1 Develop and demonstrate responsibility and moral autonomy through the practice of rational deliberation, the use of ethical concepts, and respectful dialogue with others around different values and ways of life, as well as problems related to the conflict between legitimacy and legality, conscientious objection, and the exercise of individual rights. (CCL1, STEM2, CD3, CC2, CC3) 1.2 Apply critical and philosophical thinking to the analysis of moral problems related to the responsible, safe and ethical use of networks and media, the problem of disinformation, the limits of freedom of expression, addictive behaviours, the prevention of abuse, harassment and cyberbullying, and respect for privacy, identity and will of the people. (CCL1, CCL5, STEM2, CC2, CC3) <p>Specific competence 2:</p> <ol style="list-style-type: none"> 2.1 To promote and demonstrate a peaceful, respectful, democratic coexistence committed to the common good, based on research on the social and political nature of the human being and the use and critical understanding of the concepts of society, politics, law, power, sovereignty, justice, State, government, constitution, democracy, democratic memory, dignity and human rights. (CCL5, CD1, CD3, CC1) 2.2 Promote the exercise of active and democratic citizenship through knowledge of the associative movement and respectful, dialoguing, empathetic and constructive participation in group activities that involve collective decision-making, planning coordinated actions and solving problems by applying explicit civic, ethical and democratic procedures and principles aimed at the rational and dialogued resolution of conflicts and the rejection of violence. (CCL5, CC2) 2.3 Contribute to generating an active commitment to the common good through analysis and reasoned and dialoguing

	<p>position on current ethical issues such as the fight against inequality and poverty, the right to work, health, education and justice, as well as on the aims, challenges and ethical limits of scientific research. (CCL5, CC4)</p> <ul style="list-style-type: none">2.4 Become aware of the struggle for effective gender equality, and the problem of violence and exploitation against women, through the analysis of the various waves and currents of feminism and measures to prevent inequality, violence and discrimination based on gender and sexual orientation, also showing knowledge of LGTBIQ+ rights and recognizing the need to respect them. (CCL5, CD3, CC3)2.5 Actively contribute to social well-being by adopting one's own, explicit, informed and ethically based position on the value and relevance of human rights, inclusion and respect for ethnocultural diversity, consideration of global public goods and the perception of the social value of taxes. (CCL5, CC2, CC3, CCEC1)2.6 Contribute to the achievement of a more just and peaceful world through the analysis and recognition of the democratic history of our country and the functions of the rule of law and its institutions, international organizations, civil associations and NGOs, and the State security forces and bodies, in their efforts to achieve peace and comprehensive security, care for victims of violence and promote solidarity and cooperation among individuals and peoples. (CCL5, CC3)
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DIDACTIC UNITS / LEARNING SITUATIONS	TIMING
SDG Goal 2030. Approach to the SDGs, their causes, origin, targets, main actors, etc., with special emphasis on those related to climate sustainability.	Third Trimester
BASIC KNOWLEDGE	EVALUATION CRITERIA
<ul style="list-style-type: none"> - The limits of the planet and the depletion of resources. The ecological footprint of human actions. The climate emergency. - Diverse ethical, scientific and political approaches in the to eco-social problems. Environmental ethics. The ethics of care and ecofeminism. The Objectives of Sustainable Development. Degrowth. The circular economy. - The care of natural heritage and public spaces. - Active commitment to the protection of animals and the environment. The rights of animals and nature. Animal abuse and its prevention. The biocentric perspective. 	<p>Specific competence 3:</p> <ul style="list-style-type: none"> 3.1 Describe the historical relationships of interconnection, interdependence and eco-dependence between our lives and the environment based on the analysis of the causes and consequences of the most serious ecosocial problems that affect us. (CCL1, CC1, CC2) 3.2 Assess different scientific, political and ethical approaches with which to face the climate emergency and the environmental crisis through the presentation and debate around them. (CPSAA1, CPSAA2, CC2, CC3, CC4) 3.3 Promote lifestyles ethically committed to achieving sustainable development, contributing by themselves and in their environment, to responsible consumption, fair trade, care for natural heritage and public spaces, respect for ethnocultural diversity, and the care and protection of animals. (STEM5, CPSAA2, CPSAA3) 3.4 Recognize and commit to values, practices and attitudes that promote safe, healthy and sustainable mobility, sustainable resource management, waste prevention and management, and food and food sovereignty. (CC4, CE1) <p>Specific Competence 4:</p> <ul style="list-style-type: none"> 4.1 Develop a balanced management of emotions, esteem and care for oneself and others, identifying, analysing and expressing one's own emotions and feelings in an assertive manner, and recognising and valuing those of others in different contexts and around creative activities and individual reflection or dialogue on ethical issues, civic and eco-social relevance. (CCL1, CPSAA1, CPSAA2, CPSAA3, CC1, CC3, CCEC3.) 4.2 Reflect on the place and meaning of emotions and feelings, describing the differences between them, investigating the experiences, values, beliefs and ideas that are at their genesis, and analyzing their importance for the explanation of human actions. (CCL1, CC1, CC2, CC3, CC4.)

3.- Procedure And Instruments For Learning Assessment

The assessment instruments of the subject will be varied, to assess beyond the knowledge measurable in a traditional exam, which allow the objective assessment of all students, also guaranteeing that the conditions for carrying out the processes associated with the assessment are adapted to the needs of the students. In this regard, the following are contemplated:

- Written tests, with different formats, including from objective tests to multiple-choice or short-answer questions, topic development, problem solving, text commentary, etc.
- Oral tests, associated with the presentation of work, oral presentations, reading of books.
- Projects, often to be presented in class with the use of computer media.
- Assessment of daily work, collected in a notebook or in the form of a dossier, portfolio, etc.
- Any type of work prepared by the students (literary, plastic, musical, technological, laboratory report): following rules, models and supports, for creation or recreation.
- Participation in class activities.
- Observation and recording of participation.
- Self-assessment questionnaires.
- Assessment rubrics.

4.2 RUBRICS OF THE SCHOOL'S LANGUAGE PROJECT

In the subject Civic and Moral Values, we will participate with the school's linguistic project using the rubrics created and agreed upon at a general level in the evaluation of the notebook, the oral presentations and the written work:

- Notebook rubric
- Oral presentations heading
- Written works rubric

5 QUALIFICATION CRITERIA

In general, in the Curriculum Proposal for Secondary in this academic year, the following criteria have been established common to all Departments:

- A student who commits fraud during a test or scoring exercise will be graded with a grade of 0 in it, without prejudice to the application of the relevant disciplinary sanction.
- In the event that doubts arise as to whether students have copied or plagiarized, the teachers reserve the right to repeat the test or take a similar one.

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- Likewise, during the exams and written productions, spelling mistakes made by students will be taken into account. Thus, in Spanish Language and Literature in the E.S.O., 0.2 will be deducted for each spelling error and 0.1 for incorrectly placed or forgotten accent up to a maximum of two points. In the rest of the subjects, the penalty will be 0.1 point for spelling error and 0.05 for incorrectly placed or omitted accent up to a maximum of one point.

To assess the grade achieved in an assessment criterion, the weighted average of the grades given by the assessment instrument with which it has been assessed will be made. The following table shows the weight of each:

WEIGHTING ACCORDING TO ASSESSMENT INSTRUMENTS

- Objective Testing 3
- Works and exhibitions 2
- Classroom Work and Observation 1

The subject will be graded continuously, taking into account all the annotations made during the course, although the positive evolution of the student will be taken into account in the assessment of the different evaluation criteria. The registration tools used will allow us to have a continuous global score that can be updated, which will be calculated with a weighted average of the evaluation criteria.

To pass the subject in the final evaluation, it will be necessary to obtain a weighted average of the evaluation criteria greater than or equal to 5 points.

Students will be informed of the results and averages of their assessment processes at least once a term through the bulletin note.

4.- Recovery Measures And Activities

There are no students with the subject pending.