



Growing together to achieve international success



**Summary from the didactic programme of the  
SECONDARY AND AS LEVEL  
For the area of  
RELIGION  
Course 2022/2023**

## 1. CONTENT, TIMING AND PROMOTION CRITERIA

Cursos pares 2º y 4º ESO

### Second course of Catholic Religion and Morality. Compulsory Secondary Education (ESO)

#### First term

#### **Block 1. The religious sense of man**

##### **Content:**

- The human person, creature of God free and intelligent.
- The foundation of a person's dignity

##### **Evaluation criteria:**

1. Establish differences between human beings created in the image of God and animals
2. Explain the origin of the dignity of the human being as a creature of God.

#### Second term

#### **Block 2. Revelation: God Intervenes in History**

##### **Content:**

- Acceptance of revelation: faith
- Origin, composition and interpretation of sacred books.

##### **Evaluation criteria:**

1. Know and accept that God reveals Himself in history.
2. Understand and value that faith is the answer to God's saving initiative.
1. Know and define the structure and organization of the Bible.

#### **Block3. Jesus Christ, fulfillment of the history of salvation.**

##### **Content:**

- God reveals Himself in Jesus Christ. God one and three.
- The Creed, a synthesis of God's saving action in history.

##### **Evaluation criteria:**

- 1.-Show interest in recognizing the relational character of the Divinity in the revelation of Jesus
2. Recognize the truths of the Christian faith present in the creed.

#### Third term

#### **Block 4. Permanence of Jesus Christ in history: the Church**

##### **Content:**

- Expansion of the Church, the first communities
- Church notes.

##### **Evaluation criteria:**

- 1.- Understand the expansion of Christianity through the first Christian communities.
2. Justifying that the Church is one, holy, Catholic and apostolic

## Fourth course of Catholic Religion and Morality. Compulsory Secondary Education (ESO)

### **First term**

#### **Block 1. The religious sense of man**

##### **Content:**

- Religions: Seeking the Meaning of Life

##### **Evaluation criteria:**

1. Learning the main traits of religions
2. Study of Christianity. ( History, evolution)

### **Second term**

#### **Block 2. Revelation: God Intervenes in History**

##### **Content:**

- God's fidelity to the covenant with the human being.

##### **Evaluation criteria:**

1. Recognize and value the actions of faithful God throughout history.

#### **Block 3. Jesus Christ, fulfillment of the history of salvation.**

##### **Content:**

- Jesus' call to collaborate with Him generates a community.

##### **Evaluation criteria:**

1. Discover Christ's initiative to form a community that originates from the Church.
2. Know and appreciate Jesus' invitation to collaborate in his mission.

### **Third term**

#### **Block 4. Permanence of Jesus Christ in history: the Church**

##### **Content:**

- Membership of Christ in the Church illuminates all dimensions of the human being.
- The mission of the Christian in the world: to build the civilization of love.

##### **Evaluation criteria:**

1. Discover and value that Christ generates a new way of using reason and freedom, and expressing the affectivity of the person.
2. Relate the mission of the Christian to the construction of the world. (ecclesial initiatives)

### **Cursos impares. 1ºESO, 3º ESO y 1ª Bachillerato.**

## First course of Catholic Religion and Morality. Compulsory Secondary Education (ESO)

### **1º ESO:**

#### **Basic knowledge**

##### **First term:**

Human dignity and personal project in the Christian vision of life.

- Fundamental features and dimensions of human life in relation to the Christian vision of the person.
- Fundamental relationships of the person: with oneself, with others, with nature and with God.
- Biblical stories and biographies on vocation and mission.

##### **Second term:**

The worldview, Christian identity and cultural expression. - The Bible, the Word of God in human words that narrates the relationship between God and his People, its composition and literary genres.  
 - The biblical keys of Covenant, People and History in the understanding of the creatural and relational dimension of the person and its consequences.  
 - Jesus Christ, full revelation of God and event and salvation for humanity. - Understanding of the symbols and celebrations of the Christian liturgy, the sacraments and their theology.

**Third term:**  
 Co-responsibility in caring for people and the planet.  
 - Jesus Christ and his relationship with the social and religious groups of the time, and his preferential option for the most disadvantaged people.  
 - The different churches and Christian communities with their ethical proposals for life in society.  
 - Situations of injustice and exclusion critically analysed from the social magisterium of the Church.

**Third course of Catholic Religion and Morality. Compulsory Secondary Education (ESO)**

**3º ESO:**

**Basic knowledge**

**First term:**  
 Human dignity and personal project in the Christian vision of life.  
 - Essential features of Christian anthropology in dialogue with human dignity.  
 - Life situations and existential questions in relation to the construction of the personal project.  
 - Jesus Christ as a reference for the recognition and positive valuation of human dignity and solidarity.

**Segundo trimestre:**  
 The worldview, Christian identity and cultural expression. - The Church as a community of disciples of Jesus Christ. - Principles and values of the Church's social teaching and their application in democratic societies. - The Bible as a source of knowledge for understanding the history and identity of the West and intercultural dialogue. - The life of the Church as a generator of identity and culture throughout history: analysis of its contributions to social, political and cultural construction.

**Third term:**  
 Co-responsibility in caring for people and the planet. - Human rights and sustainable development goals in relation to Christian social thought. - Church projects that work on social friendship, intergenerational solidarity and the sustainability of the planet.

**First course of Catholic Religion and Morality Baccalaureate (AS)**

**1º Bachillerato:**

**Basic knowledge**

**First term :**  
 The life as a personal and professional vocation in dialogue with Christian humanism.  
 - Life objectives, development of personal vocation and professional project.  
 - The experience of the encounter with God throughout history as a source of full human development.  
 - Abilities and skills for discovering, analysing and critically evaluating the different belonging as a means of personal enrichment.

- The integral vision of the person in his/her dignity and freedom according to Christian anthropology.
- The conception of the human being in other philosophical and religious worldviews, in dialogue with the Christian theology of religions.
- Personal and professional projects, in ecclesial and social life, developed in vocational terms. - Life in society, a necessary condition for the vital development of the person.
- Artistic sense and creativity in faith-culture dialogue.
- Contributions of Christian religious experience for a meaningful life in dialogue with other paradigms.
- Strategies for transdisciplinary dialogue and personal synthesis as lifelong learning.

**Second term:**

Faith-reason and faith-culture dialogue. - Phenomenology of religious experience: Christianity's own elements and differences with other philosophical and religious traditions.

- Synthesis of the History of Salvation in a relational and Trinitarian key.
- The proclamation of the Kingdom of God and its personal, socio-political and eschatological implications.
- Christian humanism: Jesus Christ, salvation and model of full humanity.
- Social and cultural manifestations as an expression of the values and beliefs of the identity of peoples.
- Christianity and its artistic expression in music, literature and the arts.
- Skills for the analysis and contemplation of works of art on biblical stories, salvation history and the life of Jesus Christ.
- Spiritual and religious experience in historical figures from different religious and cultural traditions.

Critical recognition in the social and cultural environment of manifestations of the spiritual dimension of the person. - Theological method and scientific method: contents and approaches specific to each discipline. - Relationship between science and faith throughout history and today. - Dialogue between faith and reason in the history of science, philosophy and theology.

**Third term:**

To become critically involved in society.

- Social values, critical thinking and personal and professional project.
- Fundamental principles of the social doctrine of the Church (DSI).
- Strategies for analysing the main social, political, economic and ecological problems of today's world in the light of the Church's social doctrine and other humanisms.
- The relations of the Church with political and democratic organisation, at local, state and global levels, in their historical and current dimension.
- Knowledge and appreciation of the different global initiatives that seek to launch projects for a sustainable future, especially the Sustainable Development Goals (SDGs).
- Social and human promotion projects of the Church, in history and in the present, and its contribution to social inclusion and the common good.
- Attitudes of dialogue and collaboration with other religions and cultures that enable peaceful and tolerant coexistence between different traditions.
- Major challenges facing humanity and their ethical implications: value of life, justice, ecology, transhumanism and artificial intelligence, etc.

## 2. QUALIFICATION CRITERIA

A percentage will be given for each procedure:

40% Notebook productions.

40% Specific work productions.

15% Assess through observation procedures.

5% Assess reading comprehension.

No student assignments will be accepted after the deadline.

In the written activities, spelling mistakes made by the students will be taken into account, deducting 0.1 points for non-repeated spelling and 0.05 points for accentuation or punctuation, up to a maximum of 1 point per activity.

If it is discovered that a student has copied in a scoring activity, the corresponding grade will be a zero and a sanction will be applied according to the rules of coexistence of the school.

If the teachers have doubts about whether a student has copied, they reserve the right to ask the student to solve the test/repeat the activity, to check whether or not the student really has the knowledge.

## 3.- EVALUATION PROCEDURE AND INSTRUMENTS

The evaluation will be conducted through three procedures:

Observation.

Specific work.

Exercise book.

Within each procedure we will find the following evaluation tools.

<b>EXERCISE BOOK</b>	<b>SPECIFIC WORKS</b>	<b>OBSERVATION</b>
It reflects all the various activities of evaluation of the student in the classroom (book, photocopiable cards ...).  - Order, cleanliness, quality.	Individual and collective questions.  - Presentations to their classmates.  - Group work.	<ul style="list-style-type: none"><li>• Observation and evaluation of the degree of participation of each student and the quality of their interventions.</li><li>• Compliance with the rules. Bringing the necessary material.</li></ul>

	- ICT activities: interactive.  - Rubric	<ul style="list-style-type: none"> <li>• Check list.</li> <li>• Rubric</li> </ul>
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#### 4.- RECOVERY MEASURES

If a student with Catholic Religion is in that situation, he or she will have a test that will consist of questions and issues appropriate to the objectives and minimum content corresponding to the course that he has not passed as well as the criteria and evaluation tools contained in the programming. According to the teacher's criteria, the test may be replaced by the delivery of a work related to the corresponding topics. If it does not pass it will have an examination or the preparation of a work that will be defended orally. Reinforcement materials for the pending subject will be those of the level and course in which the student was enrolled. In these materials, this department may establish other reinforcement materials deemed appropriate to achieve the objectives.