

## **PHILOSOPHY, 1st year of BACCALAUREATE – Bilingual Annex**

## 1. INTRODUCTION. AIMS OF THE COURSE

In Annex II of the *Order of May 30, 2023*, the following purposes are established for the subject Philosophy:

1. “Ofrecer un marco conceptual y metodológico para el análisis de las inquietudes esenciales y existenciales del alumnado de Bachillerato, en el que este pueda abordar personalmente las grandes preguntas y propuestas filosóficas y emprender una reflexión crítica acerca del sentido y valor de los distintos saberes, actividades y experiencias que configuran su entorno vital y formativo” (página 161).

2. La asignatura debe contribuir a “la articulación de una sociedad democrática en torno a principios, valores y prácticas éticas, políticas y cívicas cuya legitimidad y eficacia precisan de la deliberación dialógica, la convicción racional y la autonomía de juicio de los ciudadanos” (ibidem).

3. Promover en el alumnado “una reflexión crítica sobre las emociones y los sentimientos, presentes en todos los ámbitos, desde la estética a la teórica pasando por la ética” (ibidem).

## 2. KEY COMPETENCIES AND OPERATIONAL DESCRIPTORS

*Decree 103/2023, of May 9, 2023, which establishes the organization and curriculum of the Baccalaureate stage in the Autonomous Community of Andalusia, establishes the following key competencies:*

- a) Proficiency in Linguistic Communication (CCL).
- b) Multilingual competence (PC).
- c) Mathematical proficiency and science, technology, and engineering (STEM) proficiency.
- d) Digital Competence (DC).
- e) Personal, social, and learn-to-learn (CPSAA) competency.
- f) Citizen Competence (CC).
- g) Entrepreneurial competence (EC).
- h) Competence in Cultural Awareness and Expression (CCEC).

These key competencies are specified in a series of operational descriptors, detailed in the Annex "Key competencies and competency profile at the end of the Baccalaureate stage" of *Decree 103/2023, of 9 May* (page 23 et seq.). The subject Philosophy will contribute to the development of the key competences of the Baccalaureate and the exit competence profile of the students who take these studies, linking the specific competences promoted by the subject with the operational descriptors of the key competences. This link is set out in section 3 of this programme.

Proficiency in linguistic communication will occupy a prominent place within our programming. But that's not all. In addition to this, digital competence, the competence to learn how to learn or autonomy and personal initiative will be among the main competences of bilingual education. One of the main advantages offered by ICT in bilingual education is the virtual approach to countries and the foreign language, as well as helping a lot in the dissemination of experiences, in the search for projects of interest, resources and materials.

### 3. PEDAGOGICAL PRINCIPLES

This programme endorses the pedagogical principles of the stage, expressed in Article 6 of *Decree 103/2023, of 9 May, which establishes the organisation and curriculum of the Baccalaureate stage in the Autonomous Community of Andalusia*, pages 6 and 7.

By focusing on key competences, the subject Philosophy will help to lay the foundations for students to acquire key competences. **Information and communication technologies** will play a prominent role in many of the activities through which this programme will be developed: reports and research work, preparation of debates, oral presentations, learning situations, etc. The ethics and policy units will display curricular content related to **sustainable development and the environment**, giving prominence to the impact of human action on it. The development of **competence in linguistic communication** will have a prominent place in all the activities of this programme, since all of them are aimed at the adequate transmission of oral and written messages in which the search for the assimilation of the specific vocabulary of the subject goes hand in hand with the adoption of a cultured register and the greatest material and formal correctness. In the same way, **the habit of reading** will be promoted through permanent work with classic and current texts on the subjects covered as well as through the reading of works that are attractive to students. The bilingual program includes works in English, in order to promote the habit of reading in this language among the students.

In coherence with the **Universal Design for Learning (UDL)**, the Philosophy programme seeks to guarantee an inclusive education, which through adequate attention to diversity and individual differences guarantees access to the curriculum for all students.

Units 9, 10 and 11 introduce the treatment of authors and themes that link the subject to Andalusian philosophical thought and the **artistic and cultural heritage of the Andalusian Autonomous Community**.

Education for **the equal rights of men and women, coexistence based on diversity and the peaceful resolution of conflicts** will be part of the teaching action at all times, but it will also find a philosophical thematization in various moments of the sequencing of the programming: the knowledge of the thinking of historically neglected authors, the historical and philosophical treatment of values such as justice, equality, the study of human rights, the approach to the main classical ethical theories of our time, etc.

The group activities included in section 7 of this programme seek to apply **project-based learning** in this area and seek both **the integration of skills** and the development of **the ability to work in teams**, through the reinforcement of the autonomy and self-esteem of the students. In the same direction, the activities consisting of **research work point in the same direction**, with which we also aspire to improve the abilities of our students for the **processing of information**, such as providing the subject of Philosophy with an **interdisciplinary approach**.

## 4. METHODOLOGY, ACTIVITIES AND LEARNING SITUATIONS

### 4.1. GENERAL METHODOLOGICAL PRINCIPLES

Following the indications of *Decree 103/2023, of 9 May, which establishes the organisation and curriculum of the Baccalaureate stage in the Autonomous Community of Andalusia*, "the methodology will be fundamentally active, motivating and participatory, will be based on the interests of the students, will favour individual, cooperative work and peer learning (...) and will integrate references to everyday life and the immediate environment into all subjects" (p. 7).

By the very nature of philosophy, the specific competencies of the subject will be implemented within the methodological framework of a largely dialogic and inquiring teaching. As specified in the Order of 30 May 2023, the teaching of Philosophy "must not consist of a mere programmatic exposition of themes and questions, but, rather, in the generation of a real experience of discovery of philosophical questions" (p. 162). The methodology of this subject will therefore be dialogic, critical and participatory, but without forgetting the role of the teacher in making the contents of the subject available to the students.

Thus, the teaching and learning process will combine expository strategies, useful for presenting students with knowledge that has already been developed, with inquiry strategies, which present students with a series of raw materials that must be structured, following guidelines for action. The former are suitable for the presentation of more abstract and theoretical facts and concepts, which students may find more difficult to assimilate with mere indirect aid; The latter will confront students with problematic situations in which they must put into practice and reflexively use concepts, procedures and attitudes in order to acquire them consistently. In both strategies, it will be essential to carry out activities that consolidate learning.

In this methodology, the development of personal, affective and social maturity, the promotion of reading, study and discipline habits, the rational use of information and communication technologies and the development of artistic and literary sensitivity through the activities that form the backbone of the teaching and learning process will play a fundamental role in this methodology. as stated in the pedagogical principles of Decree 103/2023 (page 6). Likewise, these activities will include project-based learning, which promote both the students' ability to learn on their own and to work in teams, as

well as the deepening of skills and methods of collecting, systematizing and presenting information, through research work and integrated activities, as set out in the pedagogical principles of the aforementioned decree (pages 6 and 7).

In the context of competency-based learning, the aim will be to awaken and maintain students' motivation towards learning, giving them a more active, autonomous and responsible role in their learning. To do this, teachers must be able to generate in them the curiosity and the need to acquire the knowledge, skills, attitudes and values present in the Philosophy competencies. From this subject, students will be encouraged to carry out research work and integrated activities that involve one or more departments of didactic coordination and that allow students to advance towards the learning outcomes of more than one competence at the same time.

In summary, we will give prominence in our programming to the following ***methodological strategies***:

1. To propose different learning situations that allow students to develop different cognitive processes: analyse, identify, establish differences and similarities, recognize, locate, apply, solve, etc.
2. To promote students' autonomy, creativity, reflection and critical spirit.
3. To contextualise learning in such a way that students apply their knowledge, skills, abilities or attitudes beyond the content of the subject and are able to transfer their learning to contexts other than the school.
4. To promote autonomous learning processes in students, in which they are able, based on knowledge of the characteristics of their own learning, to set their own objectives and ask themselves questions. organize and plan their work, search for and select the necessary information, execute the development, check and contrast the results, and rigorously evaluate their own learning process.
5. To promote an experiential and research methodology, in which students use the knowledge acquired to formulate hypotheses in relation to the silver problems and even verify their results.
6. To use different sources of information (direct, bibliographic, Internet, etc.) as well as diversify the materials and didactic resources that we use for the development and acquisition of student learning.
7. To promote collaborative work, mutual acceptance and empathy as elements that enrich learning and form us as future citizens of a society whose main characteristic is plurality and heterogeneity. In addition, it will help us to see that we can learn not only from teachers, but also from those around us, for which peer tutoring must be encouraged, as well as collaborative, interactive and deliberative processes, always based on respect and solidarity.

## **4.2. METODOLOGÍA DE LA ENSEÑANZA BILINGÜE**

As stated in article 3.1 of the Order of 28 June, bilingual centres will be considered to be educational centres that teach certain areas, subjects or non-linguistic professional modules of the

curriculum of one or more educational stages in at least fifty per cent in a foreign language. For this reason, at least 50% of this subject will be taught in English.

In this subject, in its bilingual version, we will follow the CLIL (Content and Language Integrated Learning) methodology, of which we will pursue the following virtues:

- Flexible work by tasks or projects.
- Meaningful, student-centred and integrative learning of L2 as a vehicle for other professional areas or modules.
- Collaborative and cooperative work of groups of teachers.
- Use of multiple resources, especially ICTs.
- The concepts that unite several disciplines or subjects constitute core ideas, nuclei of integration, structuring and organizing elements of the new didactic units.
- Bear in mind that teaching a subject in a foreign language does not involve the same effort on the part of the learner as the same process in the mother tongue. Hence the need to use different tools when considering the learning situation and include multiple situations in which the content is repeated to strengthen their learning.

In the preparation of the material from a CLIL approach, the following pedagogical aspects will be taken into account:

- To include initial warm-up activities with the idea of arousing interest and establishing a bridge between new content and those already acquired.
- To use of images that contextualize the contents of the unit at all times.
- To vary the vocabulary activities that must always be contextualized and prior to the activities in which it is necessary to know the lexicon.
- To avoid translation as well as references to L2 grammar.
- To design motivating oral activities.
- To include oral interaction activities.
- To offer language aids to develop oral and written production activities.
- To balance the number of activities corresponding to the 5 skills.
- To include a final project.
- To include a final self-assessment activity.

#### **4.3. TYPES OF ACTIVITIES**

**-Introductory activities**, motivational activities and assessment of prior knowledge.

- Initial questionnaire on the contents to be developed.
- Brainstorming *activities* and *simulated situations*.
- Reading and dialogue about meaningful and motivating texts.

- Introduction by the teacher, pointing out the most attractive, current, curious or interdisciplinary elements of the subject, as well as their relationship with the daily life of the students.
- Viewing of a documentary or a film related to the basic knowledge that will be covered in the didactic unit. After the viewing, students will have to complete a questionnaire that will be shared in class.

**-Textbook activities.** Activities related to the contents of the textbook. They will serve to promote the understanding and assimilation of basic knowledge.

**-Flipped classroom.** Activities based on explanatory videos or written explanations of basic knowledge, previously worked on by the students at home. Activities may consist of questions about the content itself, analysis of use cases and activities on content-related situations. This activity will be carried out **at least once in the course of each assessment**.

**-Viewing of explanatory videos in English of** subject content, selected by the teaching staff or prepared by the teaching staff themselves, in class or provided (videos or links) through the Classroom platform, YouTube, YouTube Edu or any other G-Suite application or platform. The viewing will be accompanied by an oral or written questionnaire on the content explained.

**-Glossary of philosophical terms.** During the development **of each didactic** unit, students will prepare, individually or in groups, their own dictionary or glossary of the unit, which will allow them to know, assimilate and use philosophical language accurately.

**-Commentary on a philosophical text in Spanish and English,** following the academic guidelines for carrying out this type of activity. After training the students in this task with preparatory activities, the text commentary will take place in the **classroom** and the students will have a **limited time**. **A minimum of one text comment will be made in each evaluation.** The commentary on philosophical texts will include the following sections:

1. Summary of the text.
2. Analysis of the content and structure of the text.
3. Relationship of the text with the contents worked on in the classroom.
4. Relationship of the text with other authors, currents, etc.
5. Reasoned assessment of the thesis of the text and its topicality.

**-Philosophical dissertation** in English on the issues dealt with in the didactic units, comparison between different points of view, etc. This activity will be carried out **in the classroom**, with or without material, and students will have a limited time to carry it out. It will be done **at least once in each evaluation**.

**-Presentation in the classroom,** accompanied or not by a digital presentation, of basic knowledge or the result of research on issues related to the basic knowledge of the didactic units. It can be programmed for individual or small group performance. It will be done **at least once in each evaluation**.

**-Video presentation-explanation** (using free apps or a simple recording). Individually or in small groups, students will explain a certain content of the didactic unit related to basic knowledge.

**-Debate.** Group activity. Each group (of about 3 or 4 students) will prepare the defense of a position related to one of the philosophical questions discussed. Subsequently, in class, the debate itself will take place. It will be done **at least once in each evaluation**.

**-Forum discussion.** Discussion conducted through the Classroom platform. Activity in which each student must respond directly to a philosophical question formulated in a forum on the aforementioned platform. When responding, you will be able to view the answers made by your colleagues and you must respond to at least one intervention. Conceptual accuracy and argumentative correctness will be assessed, as well as the number of interventions made.

**-Commentary on photographic images, pictorial and artistic works in general, musical pieces, literary fragments and other cultural manifestations.** The teacher will publish in Classroom or reproduce in class an image, piece of music or text (advertising, propaganda, political, cultural slogan, etc.) and the students will carry out activities that relate the item to the contents and problems of the subject. The activity, which will take place in a limited time, may include guiding questions. It will be done **at least once in each teaching unit**.

**-Individual or group report or written work** (cooperative learning). Research work on issues related to the content taught. Students will have to write a report or paper with the fruit of their research and reflections.

**-Consolidation and synthesis activities**, preferably to be carried out at the end of each didactic unit. Schematics, concept maps, idea maps... of the contents selected by the department. Google Form questionnaires on the content worked on, true or false or multiple choice. These quizzes will be posted in Classroom. Students will complete them through this platform and will receive timely feedback with their achievements, right and wrong answers, etc.

**-Reading work.** In each assessment, students will have to read a work or a set of fragments, some of them in English and some others in Spanish, by classic or contemporary authors, related to the basic knowledge of the term. **At the end of the term, there will be a reading test**, which will consist of answering a series of questions about reading. It will be held in class and students will have limited time.

**-Exam.** Written test without the aid of material. An exam will be held at the end of each quarter. It may include the following types of activities:

- To develop a complete section of the content developed in the trimester (e.g., "Aristotle's Ethics").
- To respond concisely but completely to specific content (e.g., "What is the hypothetical-deductive method? Explain its steps and give an example of its application.")



- To compare different philosophical proposals, explaining their commonalities and discrepancies. Example: write a 20-line essay comparing the ideas of rationalism and empiricism about knowledge.
- Activities with concepts:
  - To explain the relationships that exist between various concepts (e.g., "fixism/creationism/evolutionism"). Give examples of these relationships.
  - To properly define several concepts and exemplify their correct philosophical use by writing a text in which these concepts appear.
  - To write a text of a certain length using a group of concepts indicated in the exam.
  - To create a concept map from a given list of concepts.
- Answer questions about a text.
- Exercise of applying the basic knowledge of the subject to specific situations and case analysis. Example: identify the application of the hypothetical-deductive method and its steps in a scientific text.
- Commentary on photographic images, pictorial and artistic works in general, musical pieces, literary fragments and other cultural manifestations. You will be asked about the relationship of the item with the contents of the subject.

#### ACTIVITIES TO ADDRESS DIVERSITY.

**-Learning reinforcement programs.** Students who require a learning reinforcement programme, because they are in any of the situations contemplated in section 9.2. From this programme, they will carry out one or more of the following activities to reinforce their learning and develop the specific skills of the subject:

- Work with ICTs: Genially, Canva, Prezi...
- Elaboration of new portfolio activities.
- Flipped classroom.
- Additional activities on the contents of the textbook.
- Content prioritization.
- Preparation of scripts for the preparation of the written tests.
- Summary and/or concept maps of the contents.
- To review the assignments or tests before submission to find out if the student has made a mistake because they did not understand the question.
- Interviews. The teacher will be able to use the instrument of **interviews** on materials chosen by the teacher for each specific case,

so that the acquisition of knowledge and skills can be evaluated in a closer, personalized way and linked to the interests of the student.

**In-depth programs.** They will preferably be carried out by students who meet and exceed the evaluation criteria of each didactic unit in the ordinary deadlines and will consist of:

- *Reports and written papers*, individually or in small groups, following scientific standards of presentation. Oral presentation of the same to the class-group.
- *Further reading*. Students interested in expanding their knowledge on specific topics will be offered a selection of books of medium difficulty, of a philosophical or literary nature, in order to review them or write a questionnaire about their contents.
- Interviews on materials chosen by the teacher of the subject, according to the student's interests.

The Philosophy teaching staff will create virtual classrooms on the "Classroom" platform, in order to make available to the students the necessary material for the realization of the activities, for the delivery of some of these activities by the students and for the realization of some of these activities, such as the debates in the forum. These virtual classrooms will also serve to ensure the continuity of the learning process of students during periods of absence for family reasons, convalescence and others.

#### **4.4. LEARNING SITUATIONS. WORK ON PROJECTS**

In compliance with the provisions of *Decree 103/2023, of May 9, 2023, which establishes the organization and curriculum of the Baccalaureate stage in the Autonomous Community of Andalusia*, this program is integrated into the didactic units (section 5) learning situations, understood as sets of articulated activities designed for students to develop the specific competences of Philosophy in a given context. Its design has been carried out in accordance with the methodological principles of promoting active, motivating and participatory learning, based on the interests of the students, favouring individual, cooperative work and peer learning, focusing on activities from a gender perspective, respect for individual differences and inclusion, and integrating references to daily life and the immediate environment into the subject (*Decree 103/2023, of 9 May, p. 7*)

The Philosophy teaching staff has designed/selected a series of learning situations that will integrate all the elements of the curriculum and through which the passing or failure of the evaluation criteria linked to the specific competences will be assessed (see section 4 of this programme), all through the basic knowledge of the subject Philosophy (see section 5 of this programme). The learning situations will apply this knowledge in different contexts and making use of diverse resources and teaching materials.

Below is a descriptive sheet of some learning situations for the current academic year. Given that learning situations must be contextualized in a group, taking into account their motivations, needs and interests, other proposals are offered, along with the programmed situations, that the teacher can propose to his or her group or groups.

#### 4.4.1. LEARNING SITUATION OF THE 1ST ASSESSMENT: "THE TRANSHUMANIST CHALLENGE"

IDENTIFICATION		
COURSE	TITLE	THE TRANSHUMANIST CHALLENGE
1st year of Baccalaureate	TIMING	6-7 sessions
JUSTIFICATION		
<p>This learning situation is justified by the enormous relevance acquired in recent years by transhumanist thought and project in recent years. This proposal, halfway between philosophical thought and technological utopia, questions the classical conceptions of the human being, studied in didactic unit 3, proposing a new and challenging framework of thought with which our students have to face in the present and in the future. The project serves, therefore, to consolidate the learning of the basic knowledge integrated in the aforementioned didactic unit and, at the same time, to question its validity and the conditions for its improvement. At the same time, it brings the latest techno-scientific findings to the Philosophy class and raises a whole series of ethical problems that are an inseparable part of the world in which our students live.</p> <p>By proposing a video work as the final product of the learning situation, we aim to promote in our students their capacity for teamwork and artistic creativity.</p>		
DESCRIPTION OF THE FINAL PRODUCT		
Short fiction video of 10' with a transhumanist theme.		
CURRICULAR SPECIFICATION		
SPECIFIC COMPETENCIES		
1 – 2 – 3 – 7 - 9		
ASIGNATURA	EVALUATION CRITERIA	BASIC KNOWLEDGE
Philosophy	1.1.	FILO.1.A.1.3. - FILO.1.A.2.1. – FILO.1.A.2.2. – FILO.1.A.2.4.
	2.1.	
	2.2.	
	3.1.	
	3.2.	
	3.3.	
	7.1.	
	9.1.	
Philosophy & Technology	2.2.	FILO.1.A.2.1.4.
ORIENTACIONES PARA LA COMPETENCIA ESPECÍFICA		

CONNECTION WITH THE COMPETENCY PROFILE AT THE END OF THE SECOND YEAR / EXIT PROFILE	
CCL1, CCL2, CCL3, CCL5, CPSAA1.2, CPSAA3.1, CPSAA4, STEM1, CC1, CC2, CC3, CC4, CCEC1, CCEC2, CCEC3.1, CCEC3.2, CD1, CD3, CE3	
<b>DIDACTIC SEQUENCING</b>	
ACTIVITIES (TYPES AND CONTEXTS)	EXERCISES (RESOURCES AND COGNITIVE PROCESSES)
ANALYZE. In groups of 4 students. In the classroom.	<p>-Reading of texts on transhumanism, from which each group will extract a joint summary that will be presented orally in the classroom.</p> <p>-Resources: photocopies of texts.</p> <p>-Cognitive processes: organizing, structuring, connecting, differentiating.</p>
UNDERSTAND. In groups, in the classroom.	<p>Each group is assigned a leading figure in the field of transhumanism (Ray Kurzweil, Nick Bostrom, Elon Musk...) to investigate their work, ideas, and influence on the transhumanist movement. Students will present their findings in class.</p> <p>-Resources: laptops.</p> <p>-Cognitive processes: interpreting, summarizing, paraphrasing, classifying, comparing, explaining, exemplifying.</p>
EVALUATE. Individual. In the classroom.	<p>-To screen episode 1 of the second season of the series <i>Black Mirror</i>, entitled "Right Now I'm Back" in class and, then, a colloquium on the theme "Human essence and personal identity in transhumanism".</p> <p>-Resources: digital whiteboard or computer + projector.</p> <p>-Cognitive processes: collecting, selecting, and categorizing information based on reliability and usefulness.</p>
REMEMBER. In groups, in the classroom.	<p>-The groups will have to research and present current technological advances related to transhumanism, such as CRISPR gene editing, advanced artificial intelligence and its uses or bionic prostheses.</p> <p>-Laptops.</p> <p>-Cognitive processes: defining, listing, describing, recognizing, identifying.</p>
CREATE. In groups in the classroom and at home.	<p>-Creative writing project. The groups will write a story that explores a transhumanist future. This script will serve as the basis for the next activity.</p> <p>-Resources: consumables, paper, pen...</p> <p>-Cognitive processes: gathering and understanding information, analyzing needs or goals, applying knowledge, and evaluating various possibilities.</p>
CREATE and APPLY. In groups. At home.	<p>-Based on the script made in class, the groups will make a short fiction video, with a length of 10'.</p> <p>-Resources: smartphone for recording the short film and computer for editing.</p> <p>-Cognitive processes: gathering and understanding information, analyzing needs or goals, applying knowledge, and evaluating various possibilities; perform, use, execute, share, edit.</p>

MEDIDAS DE ATENCIÓN EDUCATIVA ORDINARIA A NIVEL DE AULA						
Medidas generales. Medidas específicas. Adaptaciones DUA						
PRINCIPIOS DUA	PAUTAS DUA					
I. Proporcionar múltiples formas de representación	3.3 Guiar el procesamiento de la información, la visualización y la manipulación.	3.4 Maximizar la transferencia y la generalización.				
II. Proporcionar múltiples formas de acción y expresión	5.1 Usar múltiples medios de comunicación.	5.2 Usar múltiples herramientas para la construcción y la composición.				
VALUING WHAT HAS BEEN LEARNED						
LEARNING ASSESSMENT PROCEDURES						
EVALUATION CRITERIA	OBSERVATION INSTRUMENTS	RÚBRICAS				
		INSUFICIENTE	SUFICIENTE	BIE N	NOTABLE	SOBRESALIENTE
1.1.	Text analysis					
2.1.	Reports and research papers.					
2.2.	Reports and research papers					
3.1.	Debate					
3.2.						
3.3.						
7.1.	Technological Advances Report					
9.1.	Script and short video					

EVALUATION OF DUA MEASURES FOR DIVERSITY	
Questionnaire completed by students.	
COMPETENCY PERFORMANCE LEVEL	
PROCEDURES FOR THE EVALUATION OF TEACHING PRACTICE	
Indicator	Instrument
Degree of comprehension of the contents.	Questionnaire to be completed by the students.
Clarity of explanations	
Adequacy of activities	
Knowledge of assessment instruments and criteria	

#### 4.4.2. LEARNING SITUATIONS OF THE 2ND ASSESSMENT

- "What kind of world do we live in?" Worldviews throughout history.

- "Science and pseudosciences". Learning situation in which, based on knowledge of the nature of science, its method and its multiple relationship with contemporary society, students will deepen their knowledge and the social repercussions of pseudosciences, their implementation in different countries, the legislation that governs in our country and in others around us on pseudoscientific practices, etc.

#### 4.4.3. LEARNING SITUATIONS FOR THE 3RD ASSESSMENT

- "Right to impose? Universal Declarations of Human Rights."

- Ethical challenges of our time and social commitment.

- FiloFlix: Philosophical *streaming* channel.

## **5. EVALUATION**

### **5.1. GENERAL CHARACTERISTICS OF THE EVALUATION**

As specified in Article 12 of the Order of 30 May 2023, "la evaluación del proceso de aprendizaje del alumnado será competencial, formativa, integradora, diferenciada y objetiva", and will constitute "un instrumento para la mejora tanto de los procesos de enseñanza como de los procesos de aprendizaje" (página 10).

**The benchmarks of the evaluation are the evaluation criteria, through which the degree of achievement of the specific competencies will be measured (cf. ibidem),**

**which will be the vehicle for the acquisition of the key competencies and the approximation to the exit profile of the stage.**

The assessment will be integrative because it will take into account all the elements of the curriculum and differentiated because the teacher will evaluate the subject of Philosophy according to the specific competencies and evaluation criteria specific to this subject.

The assessment will be continuous because it will check the progress of the students, adopting the necessary measures so that students overcome the difficulties they encounter and acquire the necessary skills to continue their learning process. The continuous improvement of the learning process based on the information collected at each moment of the course will make assessment formative (cf. Chapter V of Decree 103/2023).

Students will be evaluated according to criteria of full objectivity and will be informed of the results of their evaluations to guarantee their formative value.

At the beginning of the course, the Philosophy teacher will inform his or her students of the evaluation criteria of the subject, as well as the evaluation and grading procedures.

Co-evaluation and self-evaluation will be encouraged. The co-evaluation may be integrated by the teacher in the evaluation process of group activities, such as classroom or video presentations or debates, and will be carried out by providing students with rubrics, assessment scales or checklists for the evaluation of the work of their classmates. The self-assessment will be put into practice through the activities included in the textbook for this purpose.

## **5.2. ASSESSMENT TOOLS**

The assessment will be carried out through the continuous observation of the evolution of the learning process in relation to the evaluation criteria and the degree of development of the specific competences of Philosophy (see section 3 of this programme). For this purpose, the following instruments will be used:

**-Direct and systematic observation of the students**, collected in the **notebooks** and **anecdotes** of the teaching staff. The involvement and interest shown by the student in the individual and group activities that take place in the classroom will be taken into account, by virtue of their participation and according to the frequency and quality of their participation.

**-Class diary**, in which students will collect in writing the details of the explanations and the following activities and exercises:

- Introductory, motivational and prior knowledge activities.
- Textbook activities.
- Flipped classroom activities. They will be held **at least once a quarter**.
- Quizzes on explanatory videos.

- Glossary of philosophical terms. A **glossary of philosophical terms will be made for each didactic unit.**
- Commentary on photographic images, pictorial and artistic works in general, musical pieces, literary fragments and other cultural manifestations. **At least once in each teaching unit.**
- Consolidation and synthesis activities.

**-Portfolio of activities.** Composed of assessable written activities of special relevance, as they will be used to evaluate a greater number of evaluation criteria. Students will carry out these activities in the classroom, with or without support material and in a limited time, after which they must hand in what they have done to the teacher for correction and safekeeping. The portfolio will consist of the following activities:

- Commentaries on philosophical texts. At least one **philosophical text commentary will be made in each evaluation.**
- Philosophical dissertations. **At least one per evaluation.**
- Reports or written papers.
- Tests on readings. One reading test will be conducted **per assessment.**

**-Digital forms** (Google Form).

**-Classroom exhibitions/presentations** (with or without digital presentation). **At least one exposure per evaluation.**

**-Video presentation-explanation** (using free apps or a simple recording).

**-Debates.** At least one per evaluation.

**-Written tests or exams.** An exam will be held **at the end of** each assessment, at the end of the term, in which students will have to answer questions and carry out activities on the most important content of those worked on throughout the term. These contents will be previously selected by the department's teaching staff and made known to the students.

**-Learning situations:** may include any of the above activities, with the exception of digital forms and written tests or exams. A learning situation will be carried out **by evaluation.**

The members of the Department of Philosophy will evaluate the different instruments using objective procedures, such as **rubrics**, checklists, assessment scales, **questionnaires**, etc. These procedures will be **linked to the assessment criteria and specific competences.** The teaching staff will inform students of the aspects that will be evaluated in each activity prior to its completion. Co-evaluation and self-evaluation will be encouraged as far as possible.

### **5.3. QUALIFICATION AND EVALUATION PROCEDURE**

Through the various instruments listed and explained in the previous section, the teacher of the subject Philosophy will collect evidence of the performance and evolution



of the students in the different specific competences of the subject, since each instrument, each learning situation and each activity included in the programme will be linked to specific evaluation criteria and competences. This same idea underpins the student grading procedure.

The grade in each specific competency will be the arithmetic mean of the grades obtained in the different evaluation criteria of that competency, both expressed mathematically from 0 to 10 without decimals. The student's grade in each assessment, including the ordinary one, will be the arithmetic average of the grades obtained in all the specific competencies, with a grade of 5 or higher being considered as a positive evaluation. That is, all specific competencies will have equal weight in determining the grade of the assessment. In this way:

The **quarterly grade** of the subject will be determined as follows:

- Each evaluation criterion will be assigned the average grade, expressed mathematically from 0 to 10 without decimals, that corresponds to it based on the number of times it has been evaluated during that quarter and the previous ones.
- The grade for each specific competency will be the average of the grades of all the evaluation criteria linked to it evaluated during that quarter and the previous ones, expressed mathematically from 0 to 10 without decimals.
- The grade of the subject in the trimester, expressed mathematically from 0 to 10 without decimals, will be the average of the grades of the specific competencies that have been assessed during that quarter and the previous ones.

The **grade of the subject in the Ordinary Assessment** will be determined as follows:

- Each evaluation criterion will be assigned the average grade that corresponds to it based on the number of times it has been evaluated throughout the course. In both cases. The grade will be expressed mathematically from 0 to 10 without decimals.
- The grade for each specific competency will be the average of the grades of all the assessment criteria linked to it assessed throughout the course.
- The grade of the subject in the ordinary assessment, expressed mathematically from 0 to 10 without decimals, will be the average of the grades of all the specific competencies, which will have been calculated in accordance with the immediately preceding section.

If the grade of the subject in the Ordinary Assessment calculated in accordance with the above is equal to or greater than 5, the student will have passed the subject. In any other case, the evaluation will be negative. In the event of a negative evaluation in the ordinary exam, the student will have to take the exam of the Extraordinary Call, which will be held in September.

The grade in the Ordinary Assessment does not correspond to the arithmetic average of the grades of each of the assessments, since, depending on the nature of the criterion, it can be graded once or several times throughout the academic year, which conditions its final grade.

**It will not be necessary** for the student to have a minimum grade of 5 in all the competencies for the grade of the evaluation to be positive (5 or higher), but it will be ensured that students who have not passed one or more specific competencies improve their performance in them, through reinforcement activities.

As a preliminary step to carrying out any activity, **the teacher will inform the student of the evaluation criteria linked to it**, as well as the instrument through which the grade will be obtained in said criterion (rubric or others) and how the student's performance in each criterion and competence will be measured numerically.

Due to the continuous and formative nature of the assessment, the degree of passing of a criterion will be measured throughout the course, so that passing a criterion **in the first assessment does not presuppose that it has been passed in the ordinary assessment**.

#### **5.4. EVALUATION OF BILINGUAL EDUCATION**

As stated in the order of 28 June 2011 (BOJA no. 135 of 12/07/2011) in its article 8.1, the evaluation criteria that will be applied will be those established in general for the corresponding courses. And, in accordance with the same Order, in its article 3.1., the assessment instruments will incorporate the L2 in the same percentage in which the students' learning in the foreign language has been developed, that is, at least 50%.

In accordance with this, the teacher will prepare exams that include exercises that allow a positive evaluation of the acquisition of knowledge of the area or subject or professional module in L2. In this regard, we will follow the recommendations of the Information Guide for Bilingual Centers (p. 92): as a general rule “evaluar en L1 aquellos contenidos trabajados en la lengua materna, mientras que la L2 quedaría reservada fundamentalmente para la evaluación de la parte de la materia impartida en la lengua extranjera. Conseguimos así una mayor coherencia didáctica entre lo aprendido y lo evaluado, y evitamos al mismo tiempo posibles discordancias especialmente reseñables en áreas y bloques temáticos con un vocabulario más específico o técnico.” This recommendation will be subject to the circumstances of each group and in no case may a student be suspended for not taking the activities and tests proposed in English.

The following types of activities in English may be included in the exams:

- Multiple-choice questions.
- True/false questions, locating errors, filling in gaps.
- In columns, match the beginning of a sentence with the corresponding end (matching) or questions that only require short answers.
- To define a series of concepts in your own words briefly.
- Written or oral description of a situation based on an image and its relationship to a given topic, or the interpretation of graphics.

In order to motivate students to take the exams in English, the teacher will prepare an exam composed of two parts: 80% of it can be taken in Spanish or English, while the remaining 20% will be taken in English. This second part will consist of questions of the type indicated above.

In general, the rest of the activities will be proposed in English, with the optional exception of the philosophical text commentary, although the student who does them in Spanish may not be penalized.

### **5.5. SELF-ASSESSMENT**

In order to encourage students to reflect on their learning process, in addition to using the activities designed for this purpose in the textbook of the subject, the teacher may propose the completion of the questionnaires included in the annex "SELF-ASSESSMENT QUESTIONNAIRES", at the end of this programme. These questionnaires will be adapted to bilingual teaching in each case.

### **5.6. REINFORCEMENT AND RECOVERY MEASURES**

For students who have not obtained a positive grade in a continuous assessment, the Philosophy teacher will draw up a learning reinforcement programme aimed at recovering specific skills and assessment criteria not passed. This programme shall preferably use one or more of the following assessment instruments, as set out in section 8.3. From this program:

- Flipped classroom activity.
- Commentary on a philosophical text.
- Philosophical dissertation.
- Report or written research paper.
- Written test.
- Video or classroom presentation of a research topic.
- Interview.

The most appropriate ones will be selected to recover the criteria not passed, according to the link between instruments and evaluation criteria established in the aforementioned section. Under no circumstances will the learning reinforcement programme consist of the same written test for all students who have failed, except in the unlikely event that all of them must reinforce the assessment criteria linked to the written tests or exams.

The aim will be to reinforce the learning of the assessment criteria in students who, having obtained a positive grade in the assessment, have not passed one or more assessment criteria and specific competences. In these cases, the opinion of the student will be taken into account and an attempt will be made not to overload them with tasks that may interfere with their learning process.

For students who do not achieve a positive grade in the ordinary assessment, the Department will draw up a learning reinforcement programme that will include the specific competencies and assessment criteria, and a proposal for remedial activities. The most appropriate instruments will be selected for each student to recover the assessment criteria and specific competences not passed, according to the link between instruments and assessment criteria established in the aforementioned section. This learning reinforcement program will take place in June 2024.

## 5.7. EVALUATION OF PROGRAMMING AND TEACHING PRACTICE

The Department of Philosophy will evaluate the teaching-learning process and the programming that this process tries to direct, taking stock of the results obtained at least once in the interim period of each term and always after each quarterly evaluation. The conclusions will be established whenever possible, and for the sake of maximum objectivity, on the basis of statistical data collected on the Seneca platform or on the school's intranet and the daily observation of the teaching staff recorded in their class notebooks, diaries, etc. The results of the department will be quantitatively analysed, taking into account the results obtained by the students in subjects from other departments, looking for a way to improve their own programming. This exchange of views will take place on an ongoing basis, especially during the evaluation sessions.

The **indicators** used by the Department to evaluate this programme and the teaching process will be as follows:

1. Pass and fail rates.
2. Detailed analysis of numerical grades (by grade).
3. Motivation and satisfaction of the students, through an anonymous test at the end of each assessment and the course.
4. Analysis of the results of the Department of Philosophy in comparison with the results of other didactic departments, comparing the percentages of passes and failures of each group with the percentages of subjects of the same timetable and curricular weight in the same group.
5. Evolution of students over the course of the academic year, with regard to specific competencies, observing the evolution curve of the percentage of passes and failures of each group throughout the course, from the first assessment to the ordinary assessment.

Teachers will have the opportunity to assess their teaching practice through the following rubric, which will be carried out at the end of each assessment and the course:

Rubric for teachers to evaluate the teaching-learning process			
	NO	SOMETIMES	YES
I carry out an initial assessment and adjust the programming to the characteristics of my students.			
I propose some activity to detect previous knowledge.			
I regularly review and correct activities.			
I provide information to my students about their performance in the activities carried out and give them guidelines to improve them.			

I optimize the time available for the development of each unit.			
I promote cooperative work.			
I propose activities that allow the acquisition of competencies assigned to the subject of Philosophy.			
I use different assessment tools.			
I take into account the diversity that exists in the classroom and carry out the relevant diversity measures.			
I inform the students and their families of the results obtained, as well as any other incident.			

Students will also be able to evaluate the teaching process through the following rubric:

Rubric for students to evaluate the teaching-learning process			
	NO/0	SOMETIMES/1	YES/2
What is your assessment of the teaching materials and resources used in the subject?			
Are the teachers' explanations clear?			
Do you think the pace of the class is adequate?			
Do you see the contents of the subject related to your life?			
Do you think the course load is adequate?			
What is your motivation for the subject?			
Have you asked yourself any questions about your own life and your future from your experience in this area?			

## 6. ATTENTION TO DIVERSITY AND INDIVIDUAL DIFFERENCES

### 6.1. GENERAL PRINCIPLES. DIVERSITY IN THE CLASSROOM

As stated in *Decree 102/23, of 9 May*, attention to diversity and individual differences in the Baccalaureate will be aimed at guaranteeing quality education that will ensure educational equity and inclusion and to compensate for the effects that cultural, social and economic inequalities can have on learning. The methodological and curricular measures adopted by this department will be governed by the UDL principles.

Programmes to address diversity and individual differences will be developed through motivating activities and tasks that respond to the interests of the students in connection with their social and cultural environment.

The **general principles of action for attention to diversity** are those set out in article 23 of *Decree 103/2023, of 9 May, which establishes the organisation and curriculum of the Baccalaureate stage in the Autonomous Community of Andalusia*:

“a) La consideración y el respeto a la diferencia, así como la aceptación de todas las personas como parte de la diversidad y la condición humana.

b) La personalización e individualización de la enseñanza con un enfoque inclusivo, dando respuesta a las necesidades educativas del alumnado, ya sean de tipo personal, intelectual, social, emocional o de cualquier otra índole, que permitan el máximo desarrollo personal y académico del mismo.

c) La detección e identificación temprana de las necesidades educativas del alumnado que permitan adoptar las medidas más adecuadas para garantizar su éxito escolar. Las medidas de atención a la diversidad en esta etapa deberán ponerse en práctica tan pronto como se detecten las necesidades, estarán destinadas a responder a las situaciones educativas concretas del alumnado y a la consecución de los objetivos de la etapa, así como al desarrollo de las competencias clave y de las competencias específicas de cada materia y no podrán suponer una discriminación que impida al alumnado alcanzar dichos elementos curriculares.

d) La igualdad de oportunidades en el acceso, la permanencia, la promoción y titulación en la etapa. El marco indicado para el tratamiento del alumnado con necesidades específicas de apoyo educativo es aquel en el que se asegure un enfoque multidisciplinar, mediante la utilización de las tecnologías de la información y la comunicación como herramientas facilitadoras para la individualización de la enseñanza, garantizando la accesibilidad universal y el diseño para todos, así como la coordinación de todos los miembros del equipo docente que atienda al alumnado y, en su caso, de los departamentos de orientación educativa.

e) La equidad y excelencia como garantes de la calidad educativa e igualdad de oportunidades, ya que estas solo se consiguen en la medida en que todo el alumnado aprende el máximo posible y desarrolla todas sus potencialidades.”

The minimum action of attention to diversity and individual differences in the classroom foreseen in this didactic programme lies in a methodology that aims to enable

students to learn by themselves and promote teamwork, especially promoting a methodology focused on student activity and participation. that favours rational and critical thinking, individual and cooperative work of students in the classroom, that involves reading and research, as well as the different possibilities of expression.

Through the activities contemplated in this programme (section 7.2.), students will put into practice a wide repertoire of cognitive processes, avoiding that learning situations focus only on the development of some of them, allowing these proposals to be adjusted to different learning styles. It also includes activities and tasks that will require cooperation and teamwork to be carried out. Peer support will allow students to learn strategies, skills and abilities from each other that will contribute to the development of their abilities and the acquisition of key (and specific) competences. Likewise, the programme includes complementary activities that facilitate both reinforcement and expansion for students. Finally, any didactic unit and its different activities will be flexible and can be proposed in a different way or in different numbers to each student.

## **6.2. LEARNING REINFORCEMENT PROGRAMMES**

They may include the following activities:

- To work with ICTs: Genially, Canva, Prezi...
- Preparation of a portfolio.
- Flipped classroom.
- Additional activities on the contents of the textbook.
- Content prioritization.
- Preparation of scripts for the preparation of the written tests.
- Summary and/or concept maps of the contents.
- To review the assignments or tests before submission to find out if the student has made a mistake because they did not understand the question.
- Interviews.

## **6.3. DEEPENING PROGRAMMES**

The deepening program will be designed in accordance with the provisions of Annex VI of the Order of May 30, 2023 and may include the following activities:

1. *Reports and written papers*, individually or in small groups, following scientific standards of presentation. Oral presentation of the same to the class-group.
2. *Further reading*. Students interested in expanding their knowledge on specific topics will be offered a selection of books of medium difficulty, of a philosophical or literary nature, in order to review them or write a questionnaire about their contents.

3. Interviews on materials chosen by the teacher of the subject, according to the student's interests.

## **7. TEACHING MATERIALS AND RESOURCES**

The fundamental material of the Philosophy subject for this academic year 2023-2024 is the textbook *Philosophy 1 of Baccalaureate*, from the Oxford University Press publishing house, both in its printed edition and in the digital content available to students. The Oxford textbook in English will also be used regularly by the teacher. The books that will be read in each of the evaluations, and which are detailed in section 8 of the programme, will also be compulsory. The centre's library has copies of these works.

Teachers of this subject will make use of audiovisual and electronic devices in the development of their classes. The digital whiteboard or the classroom computer and the projector will be used daily in the development of the sessions, both for the projection of the digital material of the textbook, the presentations of the didactic units, for the projection of explanatory videos, documentaries, films, etc. Students will also make use of these resources in the activities of oral presentation in class and projection of student videos.

For the preparation of group activities in the classroom, students will be able to have a limited number of laptops provided by the center. The preparation of debates, group projects, the realization of learning situations, etc. will be the occasions to bring these resources to the classroom.

Both in the preparation of their classes and in their development, teachers will also use their own electronic devices, especially digital tablets and personal computers, with which they will carry out tasks such as attendance control, recording classroom observation, recording activity grades, etc.

The use of these electronic and digital resources does not prevent the continued use of traditional resources in the development of the teacher's explanations and in classroom activities: chalk board or marker.

## **8. TREATMENT OF READING IN THE SUBJECT AND PROMOTION OF THE READING HABIT**

The Philosophy programme is based on texts by classic and contemporary authors, whose reading accompanies the explanations and forms the backbone of a large part of the learning situations. Most of these readings are included in the textbook and in the digital material that accompanies it, however, the teacher may expand this repertoire with the texts that he or she deems suitable for the characteristics, needs or interests of the group of students.

In addition to this, the following readings will be required in the course:



FIRST ASSESSMENT	"The Cognitive Revolution", first chapter of the work <i>Sapiens</i> , by J. N. Harari, in the first evaluation. Or: <i>Las preguntas de la vida</i> , by Fernando Savater.
SECOND EVALUATION	Selección de capítulos de la obra de J. Gaarder, <i>El mundo de Sofía</i> .
THIRD ASSESSMENT	You will be able to choose from a selection of chapters from Massimo Pigliucci's <i>How to Be a Stoic</i> . Use ancient philosophy to live a modern life and a selection of ethics texts by classic authors in this discipline: Aristotle, Epicurus, Seneca, Marcus Aurelius, Epictetus, Kant, John St. Mill.

The reading activity will be completed with a **written test** that will be carried out in the classroom and will contain questions about the content of the reading and its relationship with the basic knowledge of the subject.

This selection of works is flexible. If the characteristics of the group or of a student make it advisable, the teacher may schedule a different reading, although always with a content similar to that of the works established at the beginning in this program.

In addition to these works, the teacher can use others to carry out in-depth activities. The works selected for the in-depth activities do not necessarily have to belong to the essay genre, and may be literary works in a broad sense (novelistic, theatrical, poetic). However, the chosen works must be able to be connected with the basic knowledge of the subject and suitable for the development of specific competences in Philosophy.