



ARMY POLYTECHNIC SCHOOL DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS ENGLISH PROGRAM

**A STUDY OF THE RELATIONSHIP BETWEEN THE
CITIZEN'S EDUCATION AND THE DEVELOPMENT OF
VALUES FOR TEENAGERS IN THE EIGHTH YEAR OF
BASIC EDUCATION, AT THE PROVIDENCE HIGH
SCHOOL IN GIJÓN - SPAIN, DURING THE FIRST
TRIMESTER, SCHOOL YEAR 2009-2010**

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APPROVAL SHEET

We, Lcdo. Miguel Vinicio Ponce, MSc. and Lcda. Maricela Madrid, Msc. Director and Co-director are pleased to certify the Research Project under the title “Study of the Relationship between the Citizen’s Education and the Development of Values for Teenagers of Eighth Year of Basic Education, at the Providence High School in Gijon - Spain, during the first trimester, 2009 - 2010” developed by Sandra E. Segarra Donoso, who have finished all the subjects in Applied Linguistics in the English Program of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized on the correspondent university instance.

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Dedication

I dedicate my thesis to my wonderful parents, Cesar and Margarita who have raised me to be the person I am today. They have been with me every step of the way, through good times and bad. Thank you for all the unconditional love, guidance, and support that you have always given me, helping me to succeed and instilling in me the confidence that I am capable of doing anything I put my mind to.

I also dedicate my thesis to my son Paul and my daughter Melany who fill my life with their tenderness and laughs.

And to my soul mate and confident, my husband Mauricio for being beside me at all times, for his unconditional love, patience and advice, as I went through this journey. I could not have made it through without you by my side. I love you!

Sandra Segarra Donoso

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To God for giving me the opportunity to accomplish my dream and letting me share it with my beloved ones.

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Sandra Segarra Donoso

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LEGAL FOUNDATION

After having accomplished Art.127, Art.129, Art.143, and Art.147 from the ESPE Students' Regulation, I present my thesis.

INTRODUCTION

The Providence Catholic High School is a Catholic, co-educational, diocesan secondary school administered by the Augustinians. They are staffed by both religious and lay people. The school has been located in Gijón, Asturias since 1962. Their current enrollment is approximately 1150 students.

They teach the Gospel of Jesus Christ to the Catholic Christian community. They prepare students of all faiths and races for the challenges of college and adult life through a quality college preparatory education. They are a community who strive to love one another as our God loves us.

The Providence Catholic High School, has difficulty in implementing entirely new programs for democratic citizenship within school curricula. These programs have encouraged a new approach to civic education, based upon democratic citizenship, that has sought to focus the young on becoming knowledgeable, active citizens whose civic engagement and application of democratic values can sustain their democracy.

The thesis is structured with the following parts: Part I is about the Problem Identification of the High School, the Variables, Objective and Justification of the Thesis. Part II refers to the Theoretical Frame, the Providence High School, the Citizen's Education and the Development of values. Part III talks about the Methodological Design, the Type of Research, Population Sample, Data Analysis Procedures. Part IV is about the Graphic Presentation of the Results, Analysis of the Data, Conclusions and Recommendations. Part V refers to the Proposal about Teaching Training Program based on Civic Engagement of Young Spanish Citizens.

PART ONE

RESEARCH PROBLEM

1.1 PROBLEM IDENTIFICATION

For some time Spain has been struggling to reform an outdated education system. As part of a new, dynamic Europe in the twenty-first century Spain is being called upon to renovate and revitalize its school curriculum¹. More specifically, young Spanish citizens need to be more aware and active within their democracy and need to play an active role within the new Europe of the twenty-first century. In an increasingly globalized world the next generation of Spanish, European citizens will need to be more actively engaged in order to maintain a vital democracy. The tragic sinking of the Prestige off the northern Spanish coast in late 2002, and the consequential devastating oil spillage, provided an excellent opportunity for such participation. While many Spanish citizens participated in the arduous clean-up task, much could have been achieved by young citizens to democratically address significant issues of environmental pollution. That they did not reflect, in part, is a lack of civic engagement of young Spanish citizens which, in turn, reflects inadequate education for democratic citizenship in schools.

The outcome of these initiatives has been a conceptualizing, revitalizing or, in some instances, the creation of entirely new programs for democratic citizenship within school curricula. These programs have encouraged a new approach to civic education, based upon democratic citizenship, that has sought to focus the young on becoming knowledgeable, active citizens whose civic engagement and application of democratic values can sustain their democracy.

Within Europe a widening consensus has appeared that the health and stability of democracies and the development of societies inspired by attention to human rights, do not only depend on the good governance of the state, but more importantly on the virtues of individual citizens (European Commission 1998; Council of Europe 1998; Van Deth, et. al. 1999; Kerr 1999; Torney-Purta, et. al. 1999; Naval 2000). What is required is the attitude and capacity to engage in dialogue, respect, solidarity, tolerance and a sense of responsibility towards the common good of society and of humanity as a whole.

¹ **Vazquez, G. (2001):** The Reform of the Spanish Education System: An Evaluation and Prospective, Encounters on Education, vol. 2, 9-26.

1.2 PROBLEM FORMULATION

This research is going to take place at the Providence High School in Gijon, Spain. The question to be answered is what the relationship between the citizen's education and the development of values is in teenagers in the eighth year of basic education, during the first trimester of 2007.

1.3 VARIABLES MATRIX

Independent Variable

The citizen's education

Dependent Variable

Development of values

VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
Independent Variable (X) <i>The citizen's education</i>	Citizenship Education is "an educational effort which seeks to teach all citizens the knowledge, skills, and behaviors which will dispose and enable them to participate effectively in a democratic society in a manner which contributes to the common welfare and is personally satisfying." Education through citizenship, by contrast, implies an active learning process through participatory experiences in the school or in the local community and beyond.	Social Product Psychological Processes Social Context	-a cross-curricular themes within Spanish schools - knowledge - understanding - social demands - teachers - psychological influence - thoughts - orientation - adaptation -telecommunication tools. (internet) - audiovisual material - visual language - oral and written communication - problem solving in the context of living together in school life - verbal and non-verbal communication - participation in civic activities

<p>Dependent variable (Y)</p> <p><i>The development of values.</i></p>	<p>Personal and Social Values and Skills is that complex of knowledge, values, attitudes and abilities which contribute to the development of a sound moral character, a sense of community, and competence in responding to the personal, social and cultural aspects of life.</p>	<p>Universal values</p> <p>Instrumental values</p> <p>Intrinsic values</p> <p>Prerequisite values</p> <p>Paramount values</p> <p>Operative values</p>	<p>Sanctity of human life, Peace, and human dignity.</p> <p>Progress (which allows leisure time), Freedom (Through which we can get dignity and/or self actualization), and Knowledge(which helps us get economic prosperity, and progress).</p> <p>beauty, artistic expression, and happiness</p> <p>Safety (which is needed before people can even think about having anything else), Justice (which is needed before we can move onto equality), or the common good (which must be honored if we can ever get to a state of peace).</p> <p>Freedom (which many people have given up their lives for and see as essential to a decent life) or sanctity of life (which if we do not value or have renders everything else worthless).</p> <p>Integrity, Honesty, and Loyalty.</p>
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1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVES

- To teach all citizens the knowledge, skills, and behaviors which will dispose and enable them to participate effectively in a democratic society
- To develop a moral character, a sense of community, and competence in responding to the personal, social and cultural aspects of life.
- Determine the relationship between the citizen's education and the development of values for teenagers

1.4.2 SPECIFIC OBJECTIVES

1. To introduce citizens to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic rights and practices
2. To encourage responsible and informed political participation—defined as a cluster of activities including voting, working in campaigns, contacting officials, lodging complaints, attending meetings, and contributing money.
3. To develop the ability to construct general principles that concern values, in a way that is autonomous, rational and open to dialogue.
4. To develop universal structures of moral judgment that allows the acceptance of general principles of values such as justice and solidarity.
5. To understand, respect and establish norms that promote a just co-existence
6. To convey a specific set of values thought to be essential to democratic citizenship such as political tolerance, trust in the democratic process, respect for the rule of law, and compromise

1.5 JUSTIFICATION

It might not be readily apparent how civic education might contribute to the development of character or to a healthy learning environment. However, a reflection upon the goal of civic education might make its relevance more apparent.

The goal of education in civics and government is the informed and responsible participation in the political life of their communities and nation by competent citizens committed to the fundamental values and principles of Spanish constitutional democracy. Effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills.

Such participation also is furthered by the development of certain traits of character or dispositions and commitments. These are traits and commitments that enhance the individual's capacity to participate effectively in the political process. They also contribute to the healthy functioning of the political system and the improvement of society.

Much of the same knowledge, skills, and traits of character that contribute to the healthy functioning of a democratic political system are also what are necessary for the healthy functioning of the school environment.

If civic education is to be concerned with character traits, three questions should be addressed. They are (1) what are these traits of character? (2) how might their development be fostered by civic education programs? and (3) what is the relationship between the development of these character traits and healthy learning environments in the schools?²

1.5.1 What are some character traits that should be fostered by schools?

Well-designed civic education programs are intended to foster such character traits as self-discipline and self-governance, a respect for individual worth and dignity, civic mindedness, tolerance, civility, honesty, open-mindedness, and compassion. In addition to those dispositions, civic education is intended to foster a reasoned commitment to those fundamental values and principles that are essential for the preservation and improvement of a free society.

² Naval, C./ Print, M./ Veldhuis, R. (2002): Education for Democratic Citizenship in the New Europe. Context and Reform. *European Journal of Education*, 37 (2), 107-128.

For example, civic education programs are intended to foster reasoned commitments to such values as justice, freedom, equality, and the common good. They foster such principles as popular sovereignty and constitutional government, that is, a government embodying such basic elements as a rule of law, representative institutions, checks and balances, and the separation of church and state.

The widespread embodiment of such dispositions and commitments in a population would constitute a healthy democratic political culture. Their widespread embodiment among adults and students in a school would foster a healthy democratic learning environment.

1.5.2 How can schools foster such character traits?

There are undoubtedly a number of ways to foster the development of desirable dispositions, commitments, and behaviours. They range from conditioning through rewards and punishments, indoctrination, and preaching their value, to fostering their acquisition as a result of reasoned choice and moral commitment.

Commitments can result from the development among students of an understanding of the value and benefits to themselves and others of living in a society in which certain desirable traits of private and public character prevail.

Do students want to live in a society where life is nasty, brutish, and short or do they want to live in a society in which people treat each other with respect, where liberty and justice prevail, and where there is a widespread devotion to the common good?³

By identifying the various ways in which character traits can be fostered, Charles N. Quigley is not saying that some means should be excluded, for it is clear that the very young must be conditioned and preaching is inevitable. However, to be consistent with democratic ideas about the rights of individuals and what constitutes a morally responsible person, Quigley thinks that the predominant mode of fostering desirable traits of character in public schools should be through developing certain

³ **Ibid**

knowledge, understanding, and skills that lead to a reasoned commitment to democratic values and principles.

1.5.3 What is the relationship between the development of these character traits and healthy learning environments in the schools?

So far Quigley has focused upon what might be called the formal curriculum. In addition to the formal curriculum, the importance of the informal curriculum should be recognized. By “informal curriculum” Quigley means the political culture of the school. The governance of the school community and relationships among all of those within it should embody the fundamental values and principles of American constitutional democracy.⁴

Classrooms and schools should be managed by adults who govern in accordance with constitutional values and principles and who display character traits worth emulating. Well-designed civic education programs foster among students such character traits as self-discipline and self-governance, a respect for individual worth and dignity, civic-mindedness, tolerance, civility, honesty, open-mindedness, and compassion. In addition to those dispositions, civic education has been demonstrated to foster a reasoned commitment to those fundamental values and principles that are essential for the preservation and improvement of a free society.

The interactive methodology and cooperative learning experiences characteristic of well-designed civic education programs promote a high level of academic achievement that enhances self-esteem among students and promotes a positive view of their colleagues.

The civic engagement provided by such programs empowers students by enabling them to make positive changes in the school and their communities. Students become part of the solution to problems in their schools and communities, which in turn promotes positive relationships among students, teachers, administrators, and the general community.

⁴ Ibid

PART TWO
THEORETICAL FRAMEWORK
CHAPTER ONE

THE PROVIDENCE HIGH SCHOOL IN GIJÓN

The Providence Catholic High School is a Catholic, co-educational, diocesan secondary school administered by the Augustinians. They are staffed by both religious and lay people. The school has been located in Gijón, Asturias since 1962. Their current enrollment is approximately 1150 students.

They teach the Gospel of Jesus Christ to the Catholic Christian community. They prepare students of all faiths and races for the challenges of college and adult life through a quality college preparatory education. They are a community who strive to love one another as God loves us.

They are committed to maintaining a professionally competent faculty which fosters a positive self-image and self-awareness in each student. Faculty encourages students in the discovery of their unique potential and the development of their individual gifts.

MISSION & VISION STATEMENT

United in mind and heart, the Providence Catholic High School family embraces the gospel of Jesus Christ in an atmosphere of acceptance, respect and love. They are a co-educational, college preparatory school under the direction of the Joliet Diocese and leadership in the Order of St. Augustine. Their dedicated and caring faculty and staff integrate the core Augustinian values of truth, unity and love into all dimensions of student life. A demanding curriculum, inclusive service programs, competitive athletics and comprehensive extracurricular offerings challenge students in a safe and nurturing environment. Firmly rooted in the Catholic faith, their students are inspired to use their God-given talents and to live their lives with integrity and compassion.

Vision

“Jesus Christ is the reason for our school.”

We are a...

Prayerful community of believers, striving to be one mind, one heart in God. We live and teach the gospel of Jesus with a strong sense of family. Together we worship, celebrate, learn and share our faith in Christ as the source of our love, compassion and strength.

College preparatory school. We enhance the lives of our young people through a focused curriculum which develops their full human potential, nurtures a positive self-image, and guides them to strive for excellence. Students become life-long learners who move beyond knowledge to wisdom, beyond information to truth.

Healthy environment for spirit, mind and body. We provide a wide range of experiences both curricular and extracurricular that enhance a sense of belonging and well-being. We empower students to embrace the future with confidence, competence, faith and hope.

Service oriented community. In serving God and others, students show the dignity and respect due human life. Made in the image and likeness of God, and under Christ's guidance, we answer the call to become disciples.

CHAPTER TWO

THE CITIZEN'S EDUCATION

2.1 CITIZEN'S EDUCATION

Citizenship Education is "an educational effort which seeks to teach all citizens the knowledge, skills, and behaviors which will dispose and enable them to participate effectively in a democratic society in a manner which contributes to the common welfare and is personally satisfying."⁵

Once a society has established a code by which citizenship is established, educators may consider that people require education in which they become more like the ideal citizen. The rights, roles and responsibilities of citizenship will be emphasized, and this educational intervention may actually be linked with the naturalization process by which immigrants become citizens. As such, it is likely to invoke serious discussion of the legal position of citizens and the manner in which their identity and relationship to the state is defined. The general approach may well be assimilationist, but there will also be those programs that consider matters such as those expressed in the next paragraph and maintained separately only for the purpose of this discussion.

2.2 EDUCATION FOR CITIZENSHIP

Citizenship can be defined not solely or narrowly in legal terms but rather in terms of the manner in which people exercise their responsibilities towards other people and the state, or where a state does not exist, to the construction of communal life. Education in support of citizenship, expressed as a set of relationships and responsibilities incumbent on each person and the responsiveness of the state towards this person and the members of his or her community, will consider the skills of active citizenship. Such skills, when expressed, make a person a citizen. Before that they are only a subject.

Such skills may include those necessary to take part in an election, or to make communal decisions, or to participate in public debate. They are likely to include those necessary for ensuring a responsive state or for participating in its construction. These skills may include advocacy, organizing, and lobbying for public policy. Education programs dealing

⁵ **Council of Europe (1999):** Declaration and Programme on Education for Democratic Citizenship Based on the Rights and Responsibilities of Citizens. Strasbourg: CoE.

with citizenship are based on the assumption that citizenship is possible. In other words, they are more likely to take place in societies where the concept of citizen has been established and where the practice of citizenship is possible. Such societies have, whether explicitly or implicitly, constitutional arrangements that recognize individuals and their contribution to governance and their relationship as an independent actor within the country and in relation to the state. (*Encyclopedia ACE, 1998 – 2008*)

2.3 SOCIAL PRODUCT

A CROSS-CURRICULAR THEMES WITHIN SPANISH SCHOOLS

The General Law for the Regulation of the Educational System (LOGSE 1990) established a legal framework that governed the introduction of cross-curricular themes within Spanish schooling (MEC 1991a,b; 1994b; 1996).⁶

The term cross-curricular refers to "a set of educational content and guiding core ideas for educational activity that are not bound to any particular subject. It is common to all; hence, instead of creating new disciplines, it is considered more suitable that they are tackled cross-curricularly in the whole curriculum of the school" (Yus 1998).

In Spain examples include Civic and Moral Education, Education for Peace, for Health, for the Equality of Opportunities Between Sexes, Environmental Education, Sex Education, Consumer Education and the Traffic Education (MEC 1992a).

2.4 KNOWLEDGE

In education about citizenship, the approach is essentially didactic and cognitive whereby students are given knowledge and understanding of national history, of governmental structures and processes in political life.

Education through citizenship, by contrast, implies an active learning process through participatory experiences in the school or in the local community and beyond. This learning process reinforces the cognitive

⁶ MEC (1991a): Reales Decretos 1006 y 1007/1991, de 14 de Junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Primaria y a la Educación Secundaria Obligatoria. [Orders: minimal contents in Primary an Secondary Education]. (BOE, 26.VI.1991).

component. And lastly, education for citizenship combines the elements of the two previous models and provides the students with an array of knowledge, abilities and aptitudes, values and attitudes that will enable them to actively and intelligently assume the roles and the responsibilities in their adult life as citizens.

2.5 UNDERSTANDING

There are many ways that civic education may be addressed within educational systems - formal curriculum, informal curriculum and the extra-curriculum.

Through the formal curriculum (mostly school subjects) students can learn about systems and institutions of government, democratic processes, political heritage, rights and responsibilities of citizens, the judicial system and public administration. They also should acquire a set of skills relative to this knowledge such as active citizenship, inquiry, cooperation and critical reflection. Underpinning both knowledge and skills is a set of values which guide the other two components and unify them into a comprehensive whole.

These values include a commitment to democratic processes, human rights, tolerance, social justice and the like (Hahn 1998; Torney-Purta, Schwille, Amadeo 1999; Patrick, Bahmueller 1999).

Civic Education has been incorporated, in part, within the Spanish school curriculum in three principal ways:⁷

1) Civic education is explicitly included as cross-curricular theme and is presented under the title "Moral and Civic Education" at Pre-school Education (0 to 6 years old); Primary Education (6 to 12 years old); Secondary Compulsory Education (12 to 16 years old). At first glance, it seems to suffer from a lack of concretion in the curriculum and a lack of the indispensable institutional support.

2) In primary schools, Civic Education is related to the knowledge area of natural, social and cultural environment. Consequently, it would not be compulsory and would be integrated in the 170 hours/year dedicated to this area.

⁷ Torney-Purta, J./ Lehman, R./ Oswald, H./ Schulz, W. (2001): Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen. Amsterdam: International Association for the Evaluation of Educational Achievement.

3) Similarly, in secondary schools, Civic Education is linked with History, Geography, and the Social Sciences, where it is considered separately but integrated and not compulsory.

2.6 SOCIAL DEMAND

Cross-curricular themes emanate from the vital experiences of society and students; try to respond to certain social demands related to the environment; foment critical reflection concerning the contradictions in present-day society; involve an explicit clarification of the hidden curriculum; contribute to the integral development of persons; and stimulate a cooperative and participatory methodology (Cremades, et.al. 1995)

2.7 TEACHERS

The MEC (*1992b*) also suggested general orientations on teaching that would facilitate incorporation of Moral Civic Education in the school's education plan of the school, in the curriculum plan of the level, and classroom programs. Learning-teaching experiences that form part of the design of the school's plan would include:

- 1) The organization of school and class groupings to facilitate democratic participation of students and teachers, and sustain a forum for dialogue to resolve issues related to living together in the context of school life. In short, a democratic school climate should be fostered.
- 2) The need to commit to and participate in civic activities that are not necessarily school-based but for which the school must prepare the students and whose realization the school could facilitate.
- 3) Ways to achieve the objectives of Moral Education, including specific methods such as the discussion of moral dilemmas, values clarification, role-playing, critical understanding, self-regulation and awareness. Sufficient time within each area must be guaranteed to avoid Moral Education becoming sporadic and disorganized teaching.

To achieve these experiences teachers were advised by the Ministry to:

- tackle issues affecting their students even though, personally, they feel incapable of resolving them;
- not to make their opinions explicit unless the students require it and only after having an exchange of opinions among the students;

- not to establish values, norms or judgments following the conventional teaching methods but rather, to foster the discovery of these values by means of analysis, reflection and dialogue;
- to defend differences in opinions;
- to create a climate that is warm and tolerant and that facilitates an engaging and creative communication.

2.8 PSYCHOLOGICAL PROCESSES

2.8.1 PSYCHOLOGICAL INFLUENCE

The Ministry's proposal stressed the need for the public sector to assume responsibility for the formation of moral and civic values (MEC 1992b). Moral education was to engage students in individual and collective reflection resulting in a critical analysis of the prevailing social and moral norms in such a way that would help generate ideas leading to a more just and peaceful co-existence among persons.

Moral education should encourage behavior and social habits that reinforce values such as social justice, solidarity, cooperation and respect for nature. In summary, the following are the goals of moral and civic education within the framework of the LOGSE:

- 1) To develop the ability to critically analyze the prevailing injustices and social norms;
- 2) To develop the ability to construct general principles that concern values, in a way that is autonomous, rational and open to dialogue;
- 3) To foment the behaviour according to the principles and norms that the individual has personally determined;
- 4) To succeed in passing on the norms that are democratically agreed upon in society in the pursuit of justice and the welfare of all (MEC 1992b, 14).

These goals were a foundation for a moral and civic education model which fostered a rational and autonomous construction of principles, values and norms. The model rejects others that promote absolute values transmitted unilaterally, yet also deems unacceptable those models characterized by relativism, where values are based totally on subjective criteria and, consequently, do not admit the possibility of education.

2.8.2 THOUGHTS

Thus, the Spanish model foments and respects the moral autonomy of each person, while encouraging the overcoming of individualistic tendencies, encourages solutions based on reason and consensus obtained through dialogue.

The intention is to construct forms of personal and collective ways of living that are more just. In short, the model proposed in the educational reform begins with principles of autonomy and of dialogic reason and uses these as the means to acquire values such as critical thinking, openness to others and the respect for human rights (MEC 1992b). The moral profile reflected in the Ministry's proposal is defined by the following features:

- 1) Development of universal structures of moral judgment that allow the acceptance of general principles of values such as justice and solidarity.
- 2) Acquisition of capacities for dialogue that incline persons towards just mutual agreements and democratic participation.
- 3) Development of a self-image and lifestyle that are in accord with personally desired values.
- 4) Acquisition of knowledge that allows critical and creative dialogue with reality and at the same time permits the elaboration of contextual and just norms and projects.
- 5) Development of capacities that favour the coherence between judgment and moral action.
- 6) Recognition and assimilation of universally desired values that are contained in the Declaration on Human Rights, and the Spanish Constitution.
- 7) Understanding, respecting and establishing norms that promote a just co-existence in community life (MEC 1992b, 15-16).

2.8.3 ORIENTATION

The MEC (1992b) also suggested general orientations on teaching that would facilitate incorporation of MCE in the school's education plan of the school, in the curriculum plan of the level, and classroom programs. Learning-teaching experiences that form part of the design of the school's plan would include:

- 1) The organization of school and class groupings to facilitate democratic participation of students and teachers, and sustain a forum for dialogue to resolve issues related to living together in the context of school life. In short, a democratic school climate should be fostered.
- 2) The need to commit to and participate in civic activities that are not necessarily school-based but for which the school must prepare the students and whose realization the school could facilitate.
- 3) Ways to achieve the objectives of Moral Education, including specific methods such as the discussion of moral dilemmas, values clarification, role-playing, critical understanding, self-regulation and awareness. Sufficient time within each area must be guaranteed to avoid Moral Education becoming sporadic and disorganized teaching

2.8.4 ADAPTATION

With the goal of ensuring the coherence and continuity of the developmental plan of education in Spain, the Ministry of Education implemented the so-called Basic Curriculum Design (DCB) that specifies - into extreme detail- a common curriculum framework for all levels of pre-school and compulsory education. The Curriculum Base Design consists of curriculum orientations which allow the adaptation and application of curricular proposals in each school thus, at least in theory, avoiding the uniformity of the curriculum throughout the whole country. The elements that comprise the DCB are: ⁸

- 1) Determination of general objectives for each level, expressed in terms of capacities that the students must acquire by the end of the level;

⁸ MEC (1998): Nueva Ordenación del Sistema Educativo. LOGSE. [New Regulation of the Education System LOGSE]. Madrid: Ministerio de Educación y Cultura.

- 2) Established areas in which the different fields of knowledge are organized;
- 3) Determination of content - consisting of concepts, procedures, values and attitudes - that are appropriate for the development of the capacities specified in the objectives of each area;
- 4) Description of the didactic orientations and suggestions on evaluation that include a series of principles for designing the teaching-learning activities and their evaluation (Marchesi, Martín 1989; MEC 1989a, 1993a).

These requirements oblige all schools in Spain to reflect, analyze, discuss and contrast their educational aims and purposes and should enable them to define more clearly the general objectives for each level of education. Likewise, they are encouraged to evaluate the materials and human resources that they would need to attain their proposed objectives. The evaluation of the educational infrastructure and needs implicitly requires schools to specify the principal characteristics of their students, their needs and intellectual potential, motivations, personal adjustment, interpersonal relations and social behavior. A comparison of these data with the content of the official curriculum allows schools to determine their Curriculum Plan and if opportune, to consider modifying the objectives in the level and in the area (Coll 1988, 1992; Puigdemívol 1993).

CHAPTER THREE

THE DEVELOPMENT OF VALUES

3.1 MORAL VALUES.

Moral values are the highest among all natural values. Goodness, purity, truthfulness, humility of man rank higher than genius, brilliancy, exuberant vitality, than the beauty of nature or of art, than the stability and power of a state. What is realized and what shines forth in an act of real forgiveness, in a noble and generous renunciation; in a burning and selfless love, is more significant and more noble, more important and more eternal than all cultural values. Positive moral values are the focus of the world, negative moral values, the greatest evil, worse than suffering, sickness, death, or the disintegration of a flourishing culture.⁹

This fact was recognized by the great minds, such as Socrates, or Plato, who continually repeated that it is better to suffer injustice than to commit it. This pre-eminence of the moral sphere is, above all, a basic proposition of the Christian ethos.

Moral values are always personal values. They can only inhere in man, and be realized by man. A material thing, like a stone or a house, cannot be morally good or bad, just as moral goodness is not possible to a tree or a dog. Similarly, works of the human mind (discoveries, scientific books, works of art), cannot properly be said to be the bearers of moral values; they cannot be faithful, humble and loving. They can, at the most, indirectly reflect these values, as bearing the imprint of the human mind.

Man alone, as a free being, responsible for his actions and his attitudes, for his will and striving, his love and his hatred, his joy and his sorrow, and his super-actual basic attitudes, can be morally good or bad. For, far above his cultural accomplishments, rises the importance of the man's own being: a personality radiating moral values, a man who is humble, pure, truthful, honest and loving.

The goal of moral education, it then follows, is to encourage individuals to develop to the next stage of moral reasoning. Initial educational efforts employing Kohlberg's theory were grounded in basic Piagetian assumptions of cognitive development. Development, in this model, is not merely the result of gaining more knowledge, but rather consists of a sequence of qualitative changes in the way an individual thinks. Within

⁹ *ibid*

any stage of development, thought is organized according to the constraints of that stage.

An individual then interacts with the environment according to their basic understandings of the environment. However, the child will at some point encounter information which does not fit into their world view, forcing the child to adjust their view to accommodate this new information. This process is called equilibration, and it is through equilibration that development occurs. Early moral development approaches to education, therefore, sought to force students to ponder contradiction inherent to their present level of moral reasoning.

3.2 PERSONAL AND SOCIAL VALUES.

Personal and Social Values and Skills is that complex of knowledge, values, attitudes and abilities which contribute to the development of a sound moral character, a sense of community, and competence in responding to the personal, social and cultural aspects of life.

A basic understanding in this area involves distinguishing between different types of values. For example, one can make a distinction between fundamental moral values and aesthetic, economic or other kinds of relative values. Values within these categories can be held either by individuals or by cultural, social or political groups.

Although a democratic society does not establish absolute standards for aesthetic, economic or recreational values, certain fundamental moral values are considered necessary for all citizens to hold. Further, while many personal values might be relative to the needs and interests of the person, fundamental moral values such as truth, rationality and justice are not.

The most basic moral value underlying development of this Common Essential Learning is that of respect for persons. By making a claim for fundamental moral values stemming from a respect for persons, a foundation is established which can be used to develop rational arguments about actions or issues of concern.¹⁰

¹⁰ EDUCATION FOR DEMOCRACY: A STATEMENT OF PRINCIPLES, GUIDELINES FOR STRENGTHENING THE TEACHING OF DEMOCRATIC VALUES. Washington, DC: American Federation of Teachers, the Educational Excellence Network, Freedom House, 1987. ED number will be assigned.

3.3 OTHER TYPES OF VALUES

In a Lincoln-Douglas Debate you will need to be able to explain not only which values you are defending but what type of value you are using. There are several methods to use to categorize the values. These are the four most common categories that values are put into.

3.3.1 Universal Values: These are values that there is nearly unanimous agreement as to the importance of them. These would include Sanctity of human life, Peace, and human dignity.

3.3.2 Instrumental Values: These are values that can be used to get something else. In other words the value is an instrument which allows you to get some other things. Examples of these would include Progress (which allows leisure time), Freedom (Through which we can get dignity and/or self actualization), and Knowledge (which helps us get economic prosperity, and progress)

3.3.3 Intrinsic Values: Something has intrinsic worth simply because of what it is and not necessarily what it will lead to or because of its acceptance. Some possible examples of intrinsic values would include beauty, artistic expression, and happiness. We value them because they are an important aspect of life.

3.3.4 Prerequisite Values: These are values that are necessary before you can get to some bigger goal. It is similar to the prerequisite course that you must take in order to get to the more advanced course. Some good examples of this type of value include safety (which is needed before people can even think about having anything else), Justice (which is needed before we can move onto equality), or the common good (which must be honored if we can ever get to a state of peace).

3.3.5 Paramount Values: Think of this type of value like you think of Paramount Studios with the large mountain. It is the value which is above all other things. Some examples of this might include freedom (which many people have given up their lives for and see as essential to a decent life) or sanctity of life (which if we do not value or have renders everything else worthless).

3.3.6 Operative Values: This type of values are the ways that we make judgements on how to live the rest of our lives. We use these values as the overarching and guiding principles which tell us what is always right and wrong. These are things such as Integrity, Honesty, and Loyalty.

CHAPTER FOUR

THE CITIZEN'S EDUCATION AND THE DEVELOPMENT OF VALUES

4.1 CITIZENSHIP CONTRIBUTES TO THE OVERALL SCHOOL CURRICULUM BY:

- 4.1.1. Giving students the knowledge, understanding and skills to enable them to participate in society as active citizens of a democracy
- 4.1.2. Enabling them to be informed, critical and responsible and aware of their duties and rights
- 4.1.3. Providing a framework which promotes the social, moral and cultural development of pupils
- 4.1.4. Enabling them to become more self-confident and responsible in and beyond the classroom
- 4.1.5. Encouraging students to become helpfully involved in the life of their schools, neighbourhoods, communities and the wider world
- 4.1.6. Promoting their political and economic literacy through learning about our economy and our democratic institutions
- 4.1.7. Helping students to gain a disposition for reflective discussion
- 4.1.8. Showing students how to make themselves effective in the life of the nation, locally, regionally, nationally and internationally.

4.2 CITIZENSHIP TEACHING SHOULD PROMOTE:

- 4.2.1 Students' spiritual, moral and cultural development- egs. fostering awareness of meaning and purpose in life and of differing values in human society, developing critical appreciation of rights and responsibilities, fairness and justice, taking a role as effective members of society, promoting respect for cultural diversity¹¹
- 4.2.2 key skills:
 - 4.2.2.1 Communication, egs. researching, discussing and sharing information and ideas

¹¹ *Ibíd.*

- 4.2.2.2 Application of number, egs. collecting, analysing and interpreting data, dealing with ratios, proportions and costs
- 4.2.2.3 IT, egs. using databases and spreadsheets for modelling, nutritional analysis, using Internet and CD-ROMs for research, using electronic equipment for measuring and controlling aspects of production
- 4.2.2.4 Working with others, egs. group and team work, sharing ideas, consulting expert sources, peer mentoring
- 4.2.2.5 Improving own learning and performance, egs. setting and meeting targets, reviewing work
- 4.2.2.6 Problem solving, egs. dealing with technical issues and processes, applying thinking skills (modelling, engineering)
- 4.2.3 Thinking skills - egs. reasoning, enquiry, evaluation, critical analysis
- 4.2.4 Financial capability - egs. understanding the nature and role of money in society, value for money, managing financial resources
- 4.2.5 Enterprise and entrepreneurial skills - egs. understanding the importance of these skills for a successful economy and democracy, a critical understanding society from a consumer perspective, and from the perspective of business and commerce

4.3 FOUR REASONS FOR CHARACTER EDUCATION

Young people increasingly hurt themselves and others because they lack awareness of moral values. Effective character education improves student behavior, makes schools more civil communities, and leads to improved academic performance.

Many students come to school with little moral teaching from their parents, communities or religious institutions. We know today that the inclusion of character development emphases within the curriculum of our schools will do the following.¹²

¹² *Ibíd.*

4.3.1 Add Meaning to Education

Moral questions are among the great questions facing the individual person and the human race. There is no such thing as a value-free education. Schools teach values every day by design or default.

4.3.2 Sustain and Strengthen our Culture

Transmitting moral values to the next generation has always been one of the more important functions of a civilization. Democracies have a special need for moral education, because democracy is government of and by the people themselves.

4.3.3 Model Civility

There is broad based and growing support for character education in the schools. Common ground exists on core moral values although there may be significant disagreement on the application of some of these values to certain controversial issues (Nyland and MacDonald, 1997). The Boyer Institute has been actively promoting research that reveals North American core values (or “common virtue,” also referred to as “common decency.” Honesty, responsibility, self-discipline, giving, compassion, perseverance, and loving are virtue terms most often cited. However, in application, “honesty” can be applied differently according to other elements of the actor’s worldview or philosophy. Compassion and/or responsibility might look different among the sub-groups citing these terms.

4.3.4 Build True Character

Thus, a person of true character, according to experts, is trustworthy, treats all people with respect, acts responsibly, maintains self-control, is fair and just, is caring, pursues excellence, and is an all around desirable citizen.

CHAPTER FIVE

OTHER CAUSES

5.1 CURRENT DEFICIENCIES.

The outcomes of civic education in schools are unsatisfactory. Results of the 1998 National Assessment of Educational Progress (NAEP) in civics revealed gross deficiencies in the civic knowledge of students. Most students in grades 4, 8, and 12 failed to reach the proficient level of achievement, which, as specified in the NAEP framework, indicates competence in civics.

Twenty-one percent of fourth grade students, 21% of eighth grade students, and 22% of twelfth grade students reached the proficient level. Another way to look at the overall findings is to consider the large proportion of students that failed to reach the assessment's basic level of achievement: 31% of fourth graders, 30% of eighth graders, and 35% of twelfth graders scored below the basic level (Lutkus and Others 1999).

The scant, superficial civic knowledge of young Spanish is related to their generally low levels of political participation and civic engagement, deficiencies in democratic attitudes or dispositions, and underdeveloped democratic citizenship skills.

Researchers have found strong relationships between knowledge of democratic principles, processes, and institutions and (1) propensity to vote or otherwise participate in political life, (2) orientation to political tolerance and political interest, and (3) competence in cognitive and participatory skills of democratic citizenship, such as the capacities to analyze public issues and to cooperate with others in a group project (Galston 2001, 223-226).

Surveys of attitudes show a weak orientation by adolescents toward voluntary service for the community (Hart 1988). Most students acknowledge the importance of voting and campaigning in public elections; but they also tend to express low levels of political interest and efficacy (Miller 1985).

5.2 HYPOTHESIS SYSTEM

WORKING HYPOTHESIS

The citizen`s education affects the development of values for teenagers

PART THREE

METHODOLOGICAL DESIGN

3.1 THE TYPE OF RESEARCH AND DESIGN

This research is applied, descriptive and of field. The survey will be the instrument for data collection. This study is QUANTITATIVE, non experimental and transversal.

The steps to follow in this non-experimental research are as follows

1. Determine the research problem and hypotheses to be tested.
2. Select the variables to be used in the study.
3. Collect the data.
4. Analyze the data.
5. Interpret the results.

3.2 POPULATION AND SAMPLE

The population is small (22 students). This study will use the whole population, no sample. It will be focused on the students of the 8th year of basic education at the Providence High School in Spain.

3.3 FIELD WORK

The field work will take place at the Providence High School in Spain. It will be directed to the students of the 8th year of basic education calculated in twenty two students during the first trimester of 2007. A survey will be administered to the students, to determine the level of the students' value development.

3.4 INSTRUMENTS FOR DATA COLLECTION

The surveys will be the technique applied for gathering data.

3.5 DATA ANALYSIS PROCEDURES

Data will be analyzed by using descriptive statistics.

PART IV

GRAPHIC PRESENTATION OF THE RESULTS

4.1 ANALYSIS OF THE SURVEY

The survey has two parts, the first is based on a list of scenarios to consider how the students would act in a given situation; they had to select the answer that came closest to what they would do in each situation. The second part is based on questions that they have to answer.

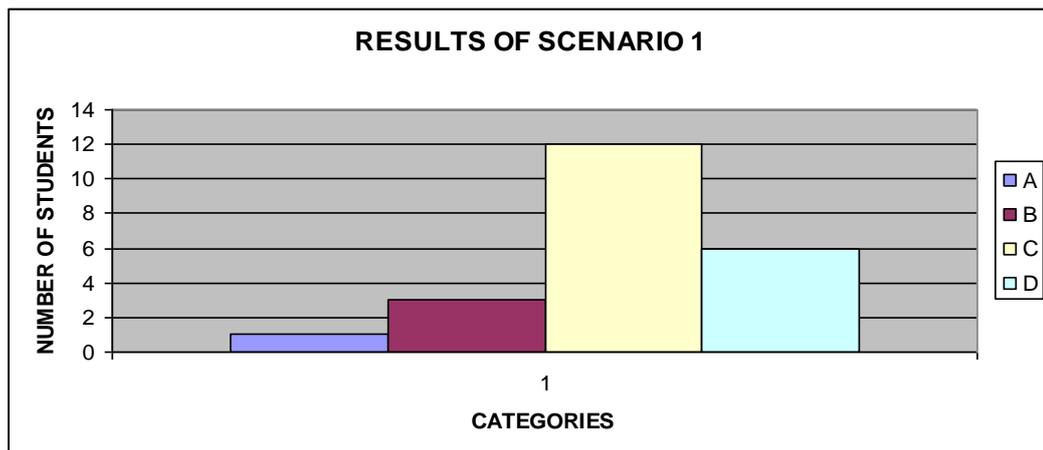
SURVEY BASED ON CITIZENSHIP EDUCATION FOR STUDENTS OF 8TH GRADE OF THE PROVIDENCE HIGH SCHOOL.

SCENARIO # 1

1. - You learn about a law that discriminates against certain groups of people, and you think that it is unfair.

What would you **most likely** do?

- A. Write a letter to the newspaper about the law.
- B. Talk about the law with your friends, family, or in class discussions.
- C. Nothing; you can't do anything to change the law anyway.
- D. Other:



12 students chose the option C; they think that there is nothing that they can do to change the law. 6 students chose the option D (other), 3 students chose the option B, and only 1 student chose option A.

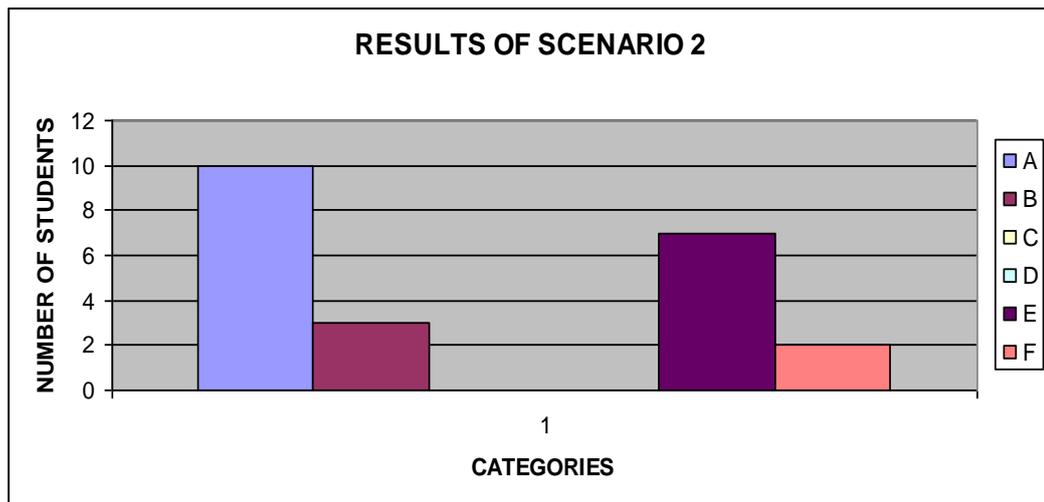
As you can see students don't have a good appreciation about law.

SCENARIO #2

You are part of a group working on a project, and no one else is doing any work.

What would you **most likely** do?

- A. Stop working as well.
- B. Do some of the work, but not really care about it.
- C. Do your share of the work.
- D. Talk to the group about getting to work.
- E. Talk to your teacher.
- F. Other:



10 Students chose the option A, 3 students chose the option B, none of the students chose option C and D, 7 students chose E, and only 2 students chose F.

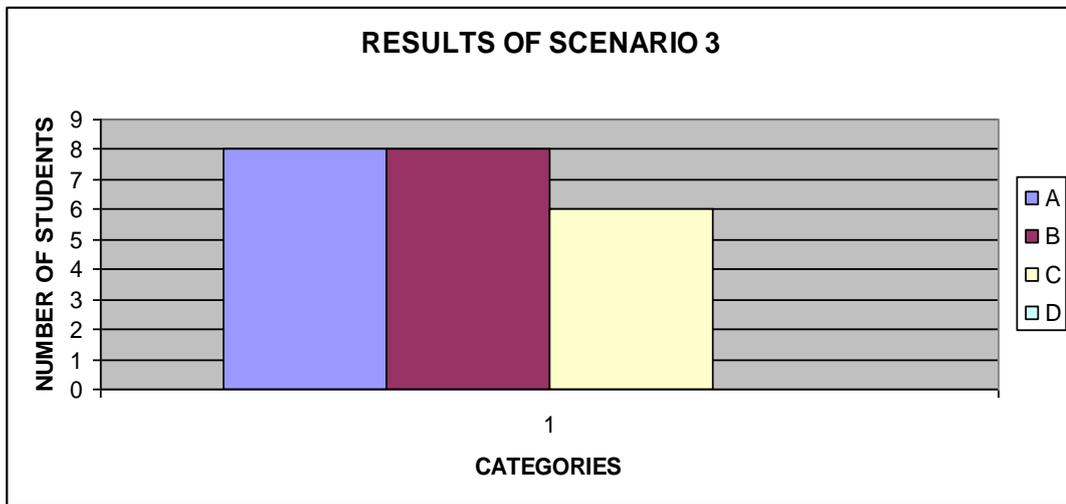
As you see here students follow the mass, it does not matter if they are right or wrong.

SCENARIO #3

Your school is holding elections for student council.

What would you **most likely** do?

- A. Vote.
- B. Not vote.
- C. Do whatever your friends are doing.
- D. Other:



8 students chose the option A, another 8 students chose the option B, and 6 students opted for C

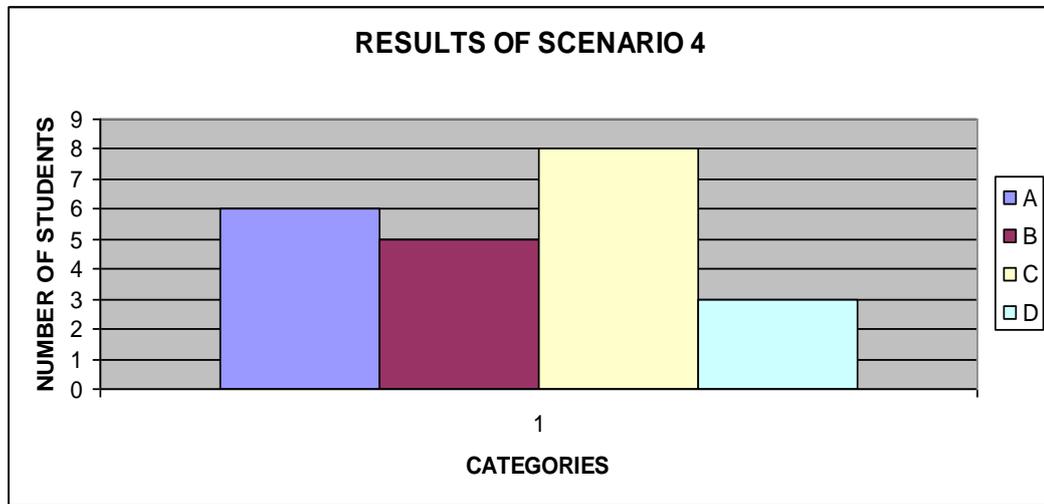
Here we can see that students don't give much care about voting in elections.

SCENARIO #4

You are talking to your friends and one of them refers to people of a different culture by a racist name.

What would you **most likely** do?

- A. Nothing – it doesn't bother you.
- B. Nothing – although you think it is wrong to say things like that.
- C. Tell your friend that you think it is wrong to say things like that.
- D. Other:



6 students chose option A, 5 students chose B, 8 students chose C and only 3 chose D

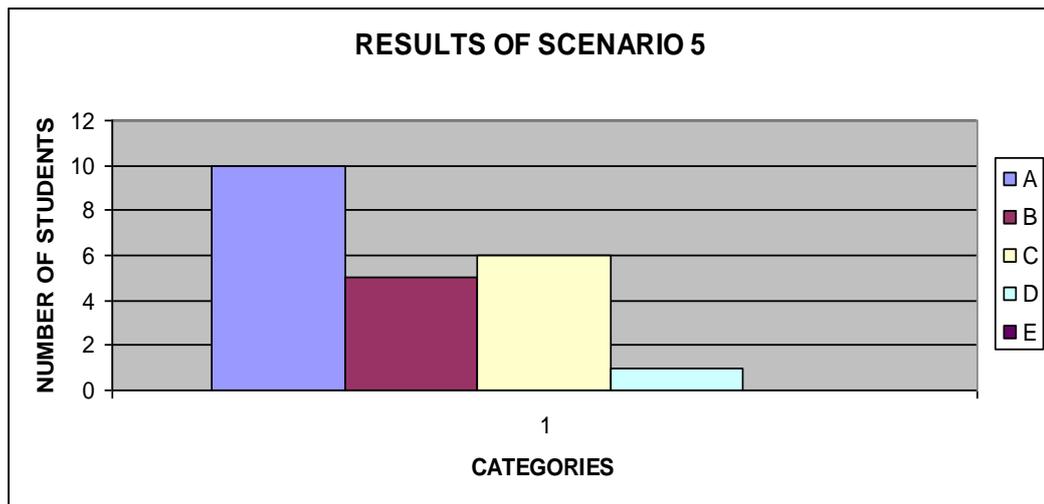
Here we can see that most of the students need to work more on solidarity, helping each other and the people in need.

SCENARIO #5

You are walking down the hallway and you hear a student saying mean, unfair things to another student.

What would you **most likely** do?

- A. Find an adult.
- B. Not get involved.
- C. Feel kind of sorry for the other person.
- D. Tell the student to stop saying things like that.
- E. Other



10 students chose option A, 5 students chose B, 6 students chose C , 1 student chose D and none of the students chose E

This is another example of students not getting involved with the situation, letting things happen in front of their noses and not doing anything to prevent it.

Part 2. - These were the questions from the students' test, which they had to choose the correct answer

QUESTION #1

What are the basic necessities of the human being?

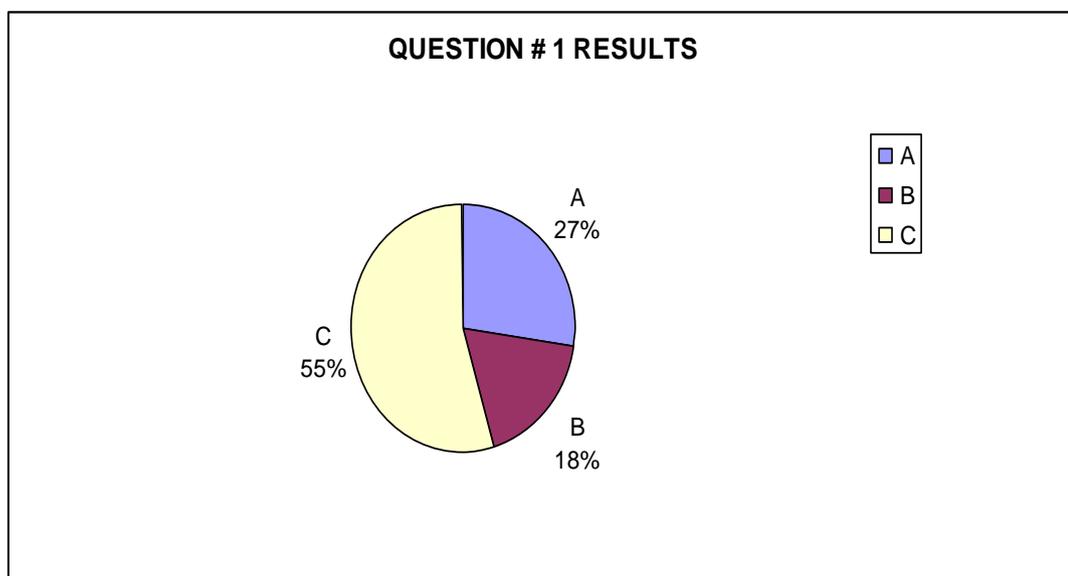
- a) Water, food and electricity
- b) Food, shelter and medicine
- c) Water, food, clothing and shelter

RESULTS:

6 students chose option A

4 students chose option B

And 12 students chose option C



Most of the students consider that the human necessities are water, food, clothing and shelter.

QUESTION # 2

What does the constitution do?

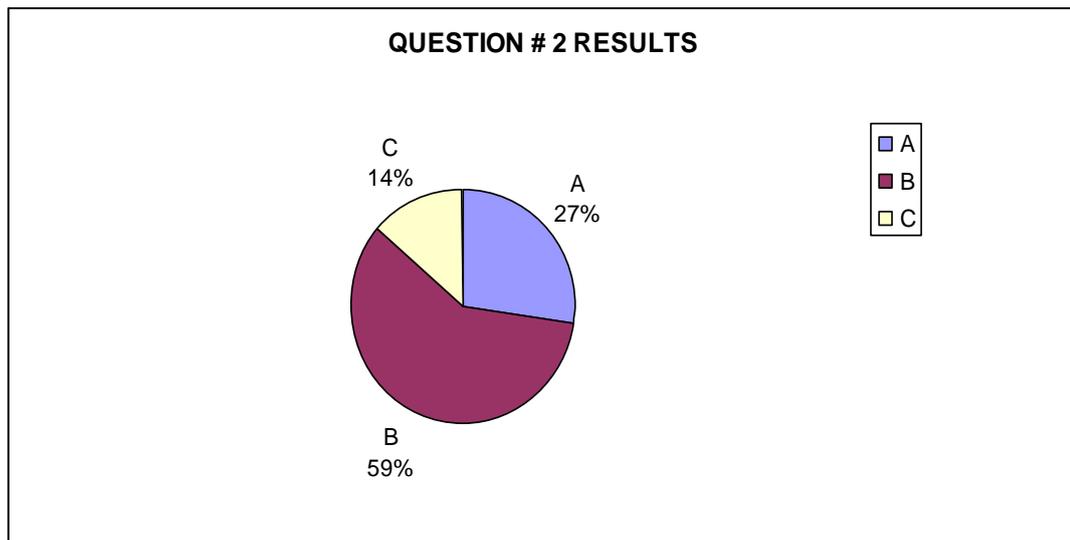
- a) Sets up the government
- b) Protects basic rights of people
- c) Changes the law

RESULTS:

6 students chose option A

13 students chose option B

And 3 students chose option C



Here we can see that most of the students understand what the Constitution is.

QUESTION # 3

Why is it important to respect the Constitution?

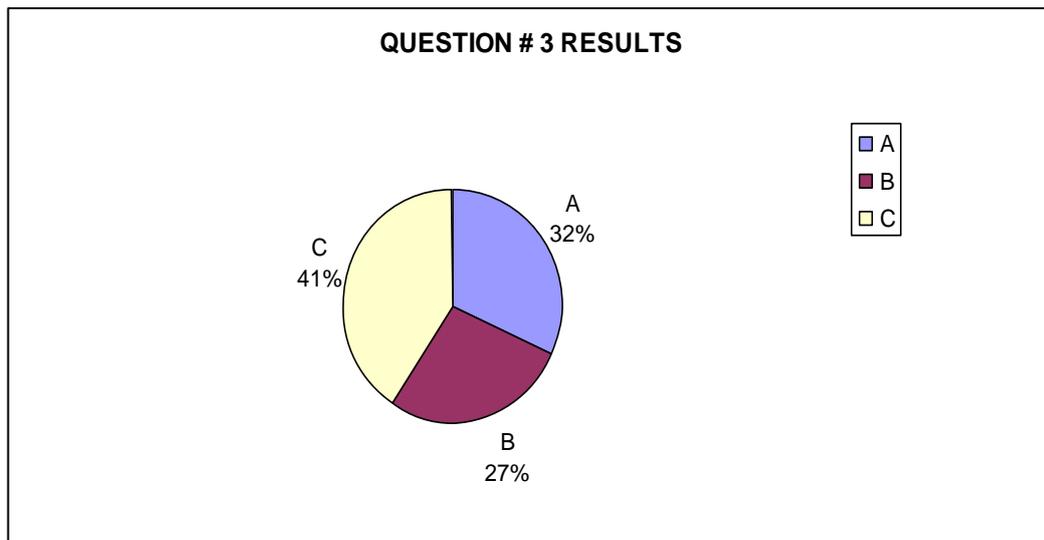
- a) Because it is the most important law in the country
- b) Because it can help us to do what ever we want
- c) Because if you don't, you go to jail

RESULTS:

7 students chose option A

6 students chose option B

And 9 students chose option C



Here we can see that 41% of the students think that you can go to jail if you do not respect the Constitution

QUESTION # 4

What is freedom of religion?

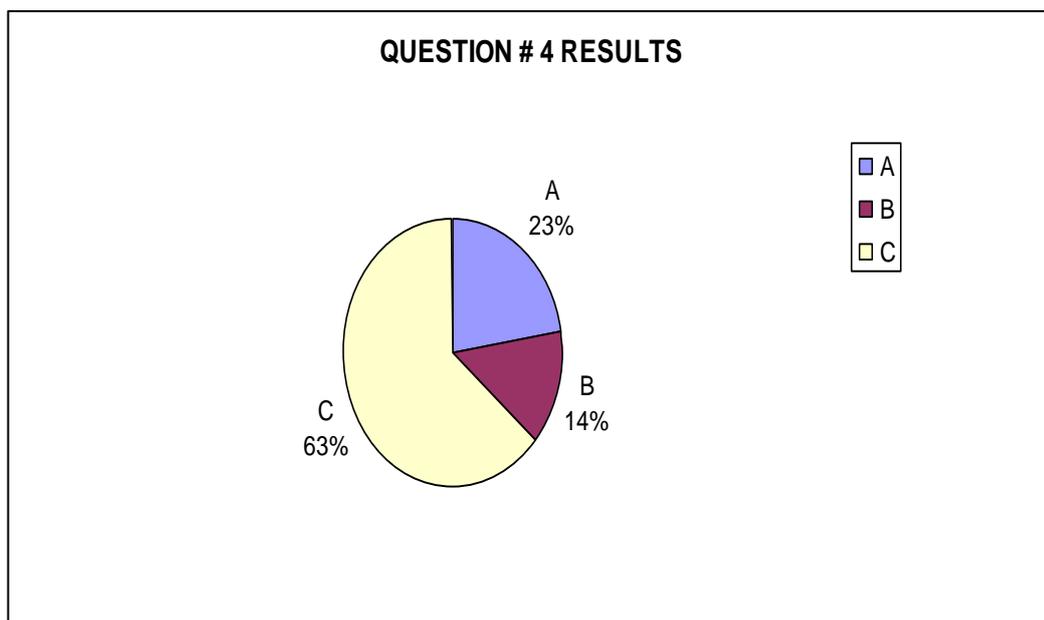
- a) All religions can do what ever they want
- b) All people must have a religion
- c) You can practice any religion, or not practice a religion

RESULTS:

5 students chose option A

3 students chose option B

14 students chose option C



These results mean that most of the students understand the concept of freedom of religion.

QUESTION # 5

What values can you find in democracy?

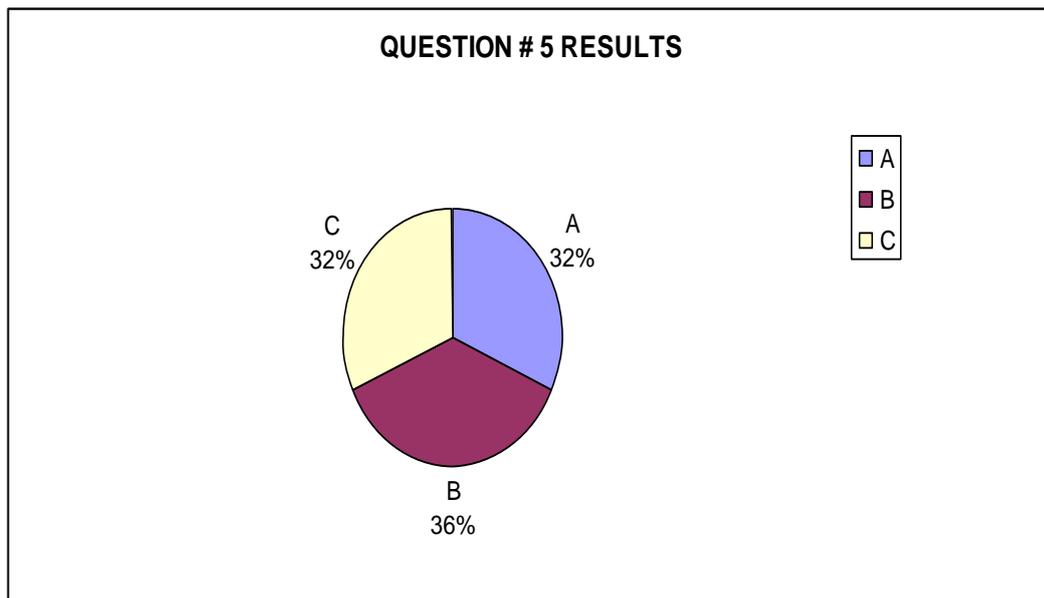
- a) Liberty, justice, equality, and political pluralism
- b) Altruism, confidence, freedom and honesty
- c) Hospitality, helpfulness, trustworthiness and willingness

RESULTS:

7 students chose option A

8 students chose option B

And 7 students chose option C



With these results we can appreciate that students are confuse with the democratic values.

4.2 CONCLUSIONS

Surveys of civic knowledge, attitudes, and actions reveal serious deficiencies in the citizenship education of young Spanish. The report indicates that the majority of 8th graders have a rudimentary knowledge of government and citizenship in Spain. However, more than half of the students in grade 8th fail to demonstrate knowledge needed for responsible participation in the political system.

Surveys of attitudes show a weak orientation by adolescents toward voluntary service for the community. Most students acknowledge the importance of voting and campaigning in public elections; but they also tend to express low levels of political interest and efficacy. The percentage of 18- to 24-year-olds voting in public elections lags far behind the rate for those over age 25, which also tends to be much lower than desired by advocates of responsible citizenship.

4.3 RECOMMENDATIONS

There is a clear need to improve the learning of young Spanish about their responsibilities as citizens of a democratic society. Parents and school teachers must act in concert to strengthen the desire and capacity of children for performance of civic obligations. Parents and guardians are the child's first and most influential teachers of civic values and attitudes. Lessons learned at home about political participation or community service, for example, are likely to set the terms and tone for later learning about these responsibilities of citizenship.

After the family, the school has a major effect on the civic attitudes of children. It is the primary agency for teaching knowledge about politics and government. Examples are presented below about how to enhance education about citizenship responsibilities at school.

* Increase the amount of time that all students are involved in civic education at all levels of school.

* Infuse lessons about the responsibilities of citizenship into all subjects of the curriculum at all levels of schooling, with special emphasis in the social studies and literature courses.

* Require students to read, analyze, and discuss cases and stories about people involved in the civic life of their communities in the past and present.

- * Establish cooperative learning experiences in which groups of students take responsibility for their own achievement of educational objectives.
- * Involve students in simulations and role playing activities about various aspects of civic responsibilities.
- * Establish school-based programs for performance of community service as a regular part of the civics curriculum.
- * Emphasize lessons about the civic values of our constitutional democracy at all levels of schooling through role modeling, reading and writing assignments, and open discussion of public issues and current events.
- * Make assignments that require students to write letters to government officials or newspapers to advocate opinions about public issues and policies.
- * Make assignments that require students to participate in political activities outside the classroom.

PART FIVE

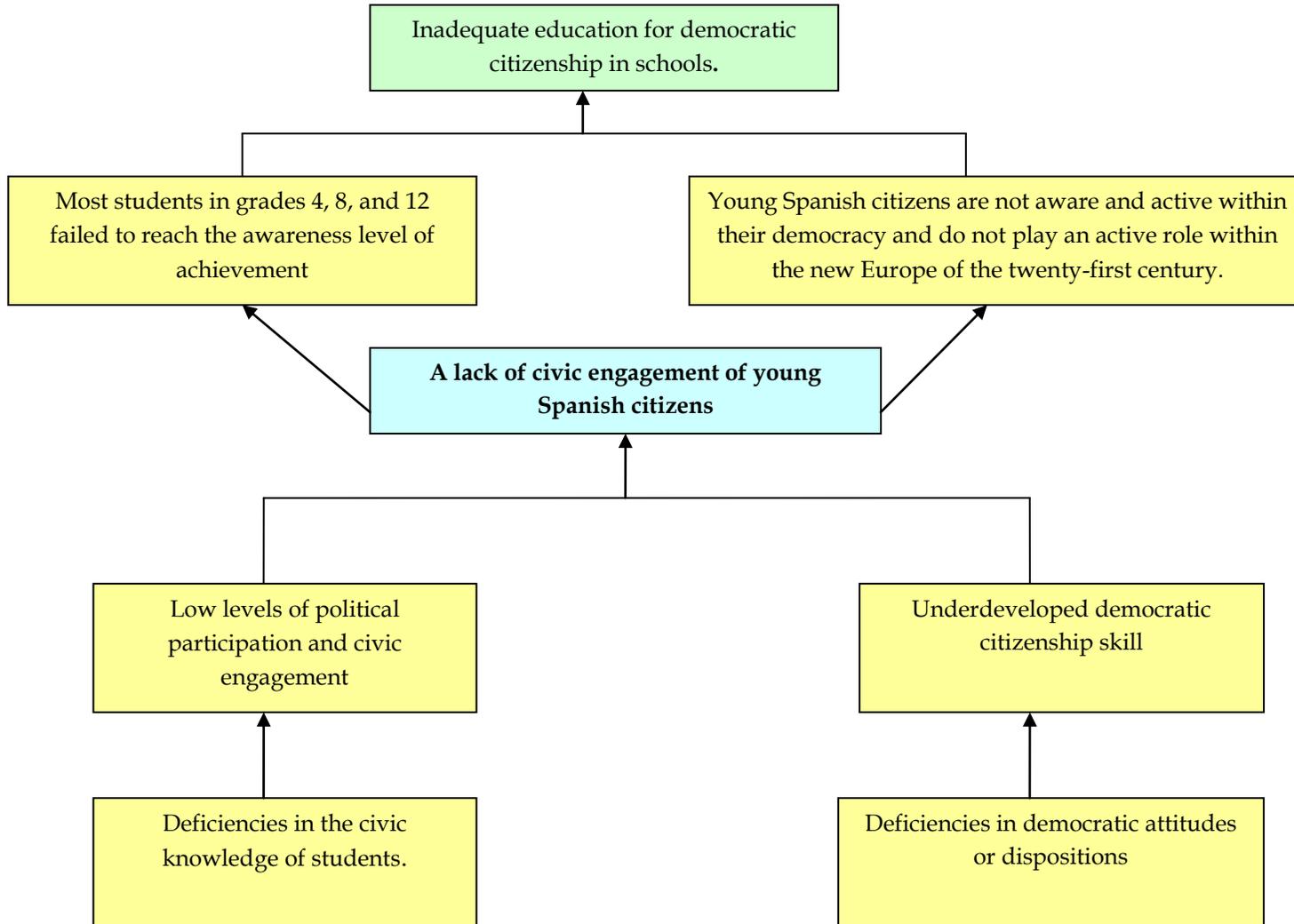
THE PROPOSAL

TEACHING TRAINING PROGRAM BASED ON CIVIC ENGAGEMENT OF YOUNG SPANISH CITIZENS

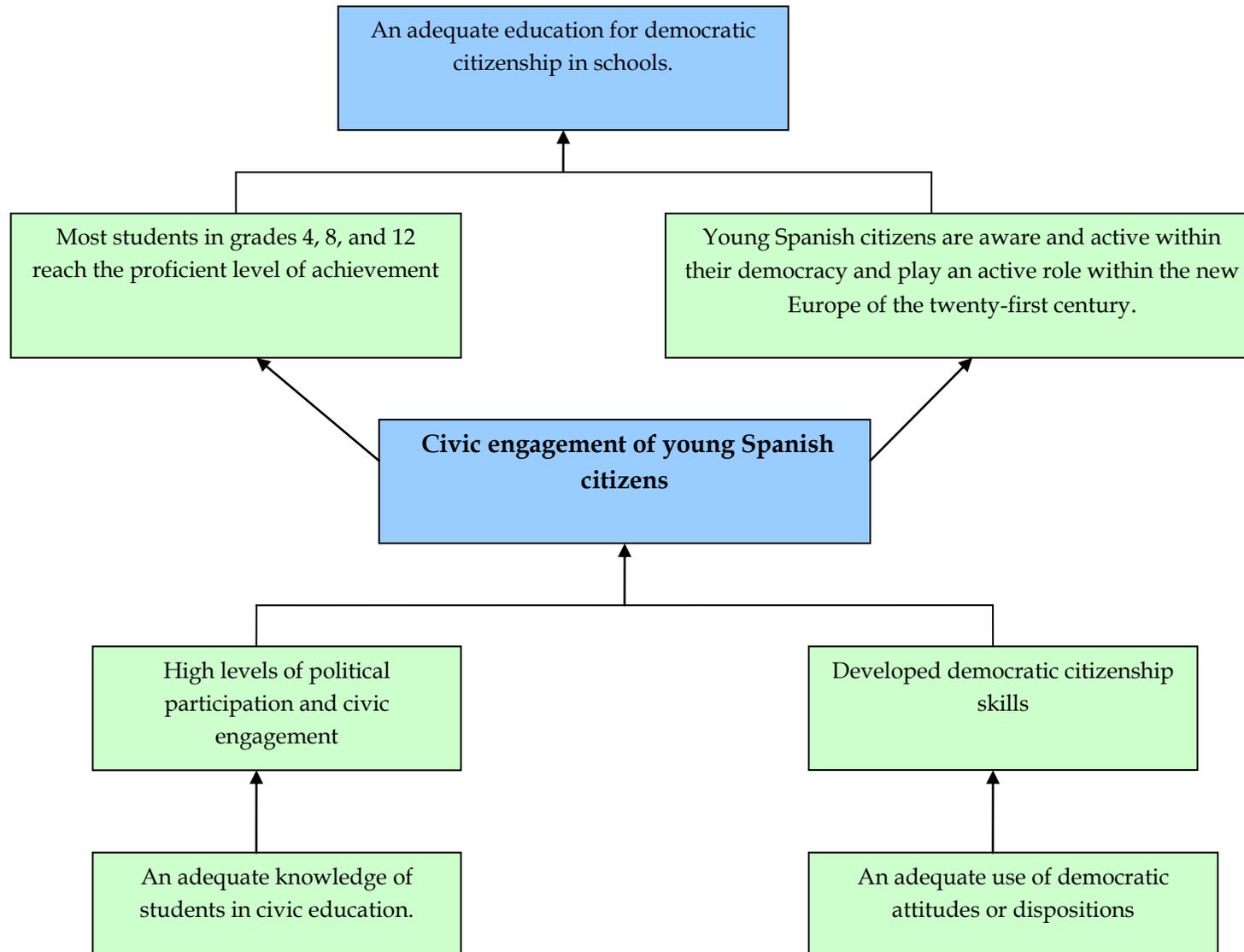
5.1.1 ANALYSIS OF THE PEOPLE INVOLVED

GROUPS	INTEREST	PROBLEMS	RESOURCES and MANDATES
Students	The acquisition of knowledge, skills, and dispositions needed to become a responsible and effective citizen of a representative and constitutional democracy	Surveys of civic knowledge, attitudes, and actions reveal serious deficiencies in the citizenship education of young Spanish.	To enable students to improve their knowledge in civic education
Teachers	Improvement of the teaching and learning of civic knowledge as a key to the development of civic skills and dispositions.	The outcomes of civic education in schools are unsatisfactory. Results of the National Assessment of Educational Progress (NAEP) in civics revealed gross deficiencies in the civic knowledge of students.	To improve the learning of young Spanish about their responsibilities as citizens of a democratic society
Community	responsibilities of citizenship are obligations to contribute to the common good by performing duties to benefit the community	The percentage of 18- to 24-year-olds voting in public elections lags far behind the rate for those over age 25, which also tends to be much lower than desired by advocates of responsible citizenship	Parents and school teachers must act in concert to strengthen the desire and capacity of children for performance of civic obligations.

5.1.3 PROBLEM TREE



5.1.4 OBJECTIVE TREE



5.1.5 ALTERNATIVE ANALYSIS

1. AN ADEQUATE KNOWLEDGE OF STUDENTS IN CIVIC EDUCATION:

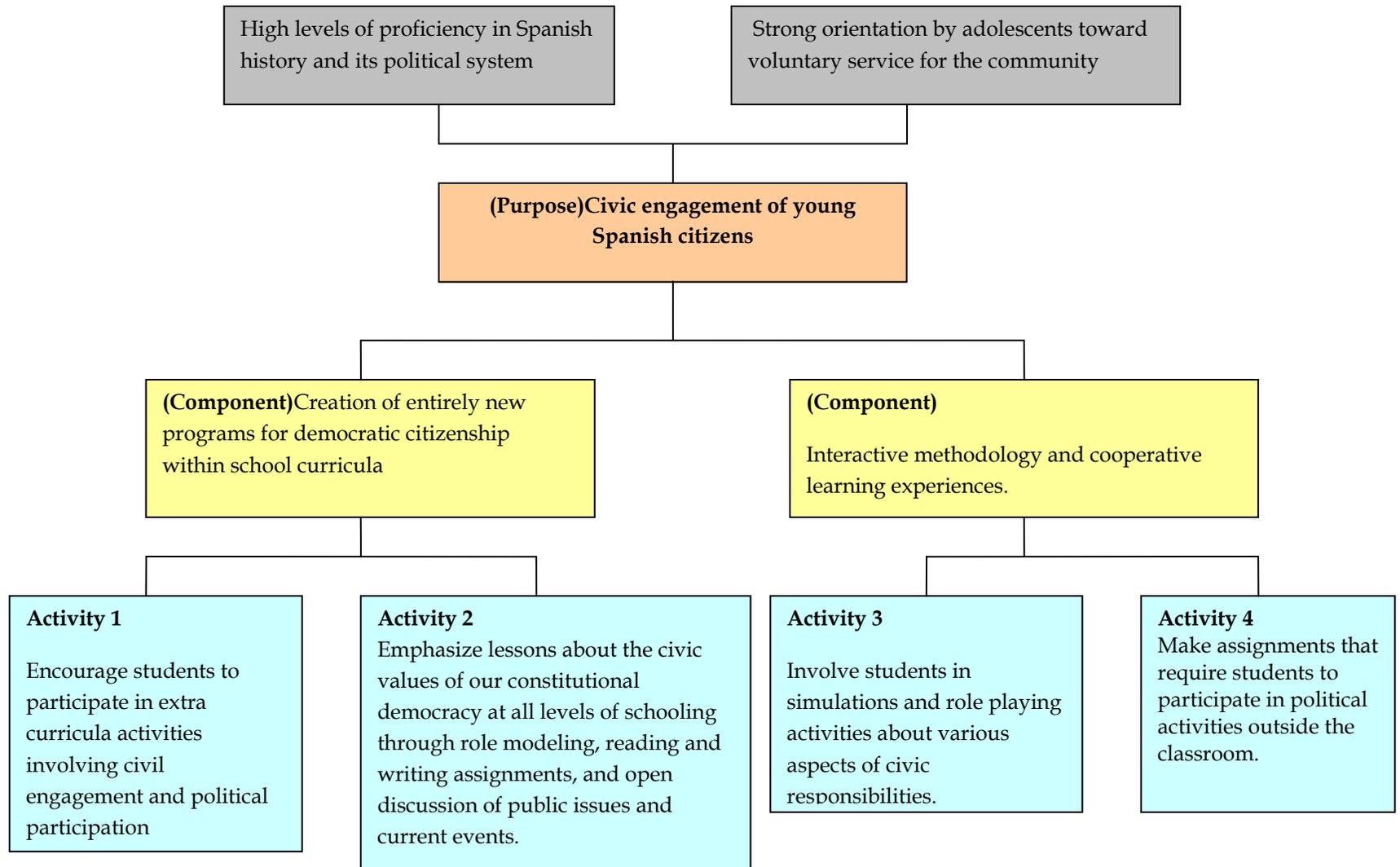
Increase the exposure of students to content in civics by (a) including it in courses in Spanish history, world history, literature, and other subjects in the curriculum, (b) emphasizing civics in the social studies curriculum in the primary grades, and (c) requiring of all students a civics course in middle school and a government course in high school. The justification for a stronger curricular emphasis on civics is that students' achievement of civic knowledge is related to the number of courses taken, the breadth and depth of topics studied, and the amount of time spent on lessons and homework¹³

2. AN ADEQUATE USE OF DEMOCRATIC ATTITUDES OR DISPOSITIONS:

Foster a democratic ethos in the school. There is a positive relationship between a democratic school climate and development of democratic civic disposition and behaviour among students; less authoritarian climates are linked to more democratic political attitudes and behaviour.

¹³ Boyer, Ernest L. "Civic Education for Responsible Citizens." *Educational Leadership* 48 (November 1990)

5.1.6 Project Analytic Structure



5.1.7 LOGICAL FRAMEWORK

GOAL	INDICATOR	VERIFICATION	ASSUMPTIONS
(general objective) High levels of proficiency in Spanish history and its political system and a strong orientation by adolescents toward (voluntary service for the community	The percentage of students reaching the proficiency level of civic knowledge	Statistics system	
PURPOSE	INDICATOR	VERIFICATION	ASSUMPTIONS
(specific objective) Civic engagement of young Spanish citizens	Level of engagement of students towards civic education	Statistics system	Parents and school teachers must act in concert to strengthen the desire and capacity of children for performance of civic obligations. Require children to perform duties regularly at home as lessons in the value of contributing to the common good of their family unit.
OUTPUTS	INDICATORS	VERIFICATION	ASSUMPTIONS
Creation of entirely new programs for democratic citizenship within school curricula Interactive methodology and cooperative learning experiences	Results of the National Assessment of Educational Progress (NAEP) in civics revealed gross deficiencies in the civic knowledge of	Post- test results	Teachers need to improve the content and the pedagogy of civic education as a key to the development of civic skills and dispositions. Teachers need to infuse lessons

	students		about the responsibilities of citizenship into all subjects of the curriculum at all levels of schooling, with special emphasis in the social studies and literature courses
ACTIVITIES	RESOURCES	COST	ASSUMPTIONS
<p>1.- STUDENT'S WORKSHOP TOPIC:</p> <ul style="list-style-type: none"> • GETTING TO KNOW YOU. The teacher introduces herself, she will Be sure her students see her as a human being first, rather than an authority figure in the classroom. • THE HUMAN RIGHTS. Through brainstorming and discussion, this activity leads participants to define what it means to be human and to relate human rights to human needs. • CONSTITUTIONAL AWARENESS. In class, students work in groups to analyze parts of the Constitution, legislation and a Supreme Court opinion. 	<ul style="list-style-type: none"> • Teacher • books • books and magazine • internet sources 	<p>\$50</p> <p>\$100</p>	<p>Educators are challenged to seek and implement means to improve civic education in elementary and secondary schools.</p>

<ul style="list-style-type: none"> • WHAT DO THESE RIGHTS MEAN? Ask students if all men were equal before the Civil War. • WHAT ARE THEIR LIMITATIONS? Analyze with the students what are their limitations in the class, discuss each of their responses, write assignments and open discussion of public issues and current events • THE NEED FOR CIVIC RESPONSIBILITY Define "good citizen," explore ways for students to volunteer in the community, and create public service campaigns about the importance of civic responsibility. • WHY DO WE NEED RESPONSIBLE YOUTH IN SPAIN? Discuss with the students about this theme, analyze each of their responses. Mention the names of important and responsible young people 	<ul style="list-style-type: none"> • books, magazines • books and videos • history books Teacher and students 	<p>\$50</p> <p>\$80</p> <p>\$ 70</p>	
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<ul style="list-style-type: none"> • WHAT SHOULD THE YOUTH DO TO DO THE RIGHT THING AT ALL TIMES? Star explaining students that some decisions they make aren't terribly important • RESISTING ANTI-SOCIAL VALUES Talk with students what they consider anti-social values, analyze with them why are they bad values. And what effect can they cause in their lives. • THE EQUAL PAY. • RELIGION TOLERANCE. 	<ul style="list-style-type: none"> • Books and newspaper • books 	<p>\$50</p> <p>\$30</p>	
<p>2.- CIVIC EDUCATION IN THE CURRICULUM AS A SUBJECT</p>	<ul style="list-style-type: none"> • 		
<p>3. - Establish school-based programs for performance of community service as a regular part of the civic curriculum.</p>	<ul style="list-style-type: none"> • Computer • Internet 	<p>\$700</p>	

5.1.8 BUDGET

RESOURCES	COST
Desk-top computer.	\$ 600,00
Printer.	\$ 80,00
Ink cartridges	\$ 80,00
Statistical package software.	\$ 300,00
Scanner.	\$ 200,00
Stationary supplies.	\$ 50,00
Sheets of paper.	\$ 20,00
Folders.	\$ 10,00
Bibliography	\$ 200,00
Internet account for three months	\$ 240,00
English-English Dictionary.	\$ 150,00
TEACHER	\$ 1.000,00
TOTAL	\$ 2.930,00

<p>CONSTITUTIONAL AWARENESS</p> <p>In class, students work in groups to analyze parts of the Constitution, legislation and a Supreme Court opinion.</p> <p>Students gain a greater understanding of the amendments to the Constitution. After studying the amendments to the Constitution, students propose a new amendment.</p> <p>Students work in groups to rewrite the Bill of Rights in their own words</p> <p>WHAT DO THESE RIGHTS MEAN?</p> <p>Ask students if all men were equal before the Civil War. What was the main legally recognized inequality? (Slavery) What were some others? (Women could not vote, serve on juries, sometimes even hold property; sometimes even white males could not vote if they did not own a certain amount of property.)</p> <p>Students will discuss and write about their own personal rights.</p> <p>WHAT ARE THEIR LIMITATIONS?</p> <p>Analyze with the students what are their limitations in the class, discuss each of their responses.</p>	<p>X</p>	<p>X</p> <p>X</p>	
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<p>RELIGION TOLERANCE</p> <p>List on the board all the possible religion and culture that they can mention.</p> <p>Explain about tolerance give examples</p> <p>Ask students what characteristic they notice about their communities that is reflected through religion in their society.</p> <p>Discuss each of them.</p>		X	
<p>2. - Establish school-based programs for performance of community service as a regular part of the civic curriculum.</p>			X

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ANNEXES

SURVEY BASED ON CITIZENSHIP EDUCATION FOR STUDENT OF 8TH GRADE TO DETERMINE THE LEVEL OF STUDENTS' VALUE DEVELOPMENT AND CIVIC ENGAGEMENT

Part 1. - The following scenarios ask you to consider how you would act in a given situation. Please select the answer that comes closest to what you would do in each situation.

1. - You learn about a law that discriminates against certain groups of people, and you think that it is unfair.

What would you **most likely** do?

- A. Write a letter to the newspaper about the law.
- B. Talk about the law with your friends, family, or in class.
- C. Nothing; you can't do anything to change the law anyway.
- D. Other:

2. - You are part of a group working on a project, and no one else is doing any work.

What would you **most likely** do?

- A. Stop working as well.
- B. Do some of the work, but not really care about it.
- C. Do your share of the work.
- D. Talk to the group about getting to work.
- E. Talk to your teacher.
- F. Other:

3. - Your school is holding elections for student council.

What would you **most likely** do?

- A. Vote.
- B. Not vote.
- C. Do whatever your friends are doing.
- D. Other:

4. - You are talking to your friends and one of them refers to people of a different culture by a racist name.

What would you **most likely** do?

- A. Nothing - it doesn't bother you.
- B. Nothing - although you think it is wrong to say things like that.
- C. Tell your friend that you think it is wrong to say things like that.
- D. Other:

5. - You are walking down the hallway and you hear a student saying mean, unfair things to another student.

What would you **most likely** do?

- A. Find an adult.
- B. Not get involved.
- C. Feel kind of sorry for the other person.
- D. Tell the student to stop saying things like that.
- E. Other:

Part 2. - Chose the correct answer

1. What are the basic necessities of the human being?

- a) Water, food and electricity.
- b) Food, shelter and medicine
- c) Water, food, clothing and shelter

2. What does the constitution do?

- a) Sets up the government
- b) Protects basic rights of people
- c) Changes the law

3. Why is it important to respect the Constitution?

- a) Because it is the most important law in the country
- b) Because it can help us to do what ever we want
- c) Because if you don't you go to jail

4. What is freedom of religion?

- a) All religions can do what ever they want
- b) All the people must have a religion
- c) You can practice any religion, or not practice a religion

5. What values can you find in democracy?

- a) Liberty, justice, equality, and political pluralism
- b) Altruism, confidence, freedom and honesty
- c) Hospitality, helpfulness, trustworthiness and willingness