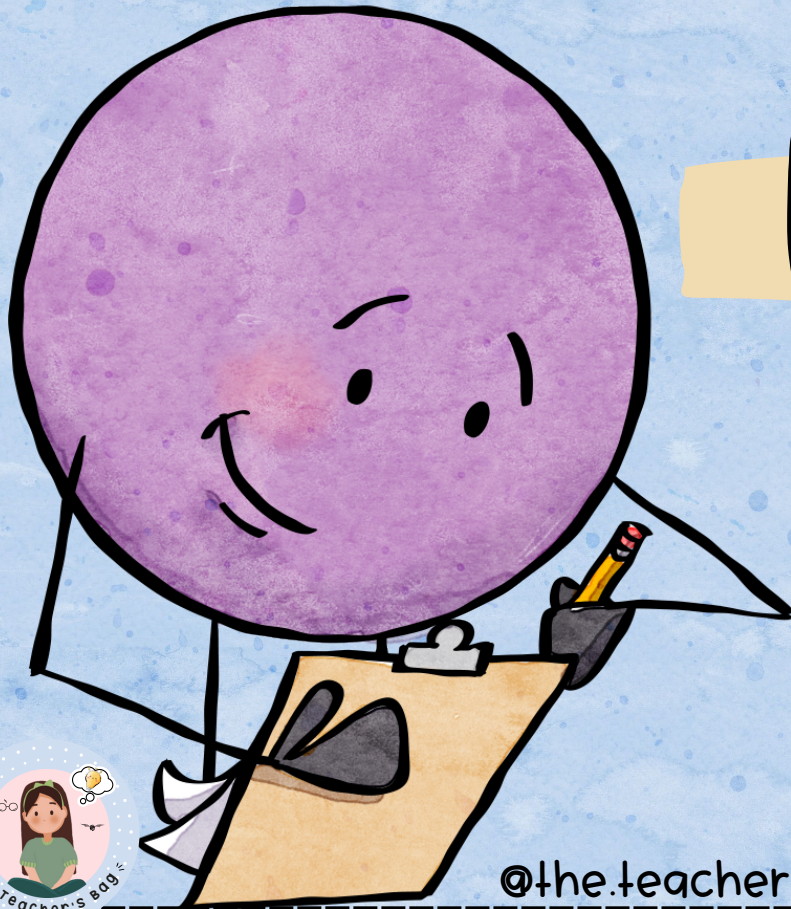


everything you need to know

about

LOMLOE



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REMINDER

LOE 2/2006. 3rd may. Organic Law of education



legislative
framework

LOMLOE 3/2020. 29th Dec. Modification of
Organic Law of Education 2/2006

RD 157/2022. 1st MARCH. Core curriculum of
Primary Education is established.



D 61/2022. 13th JULY. Basic curriculum for
Primary Education.



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LOMLOE

LEARNING SITUATION

situations and activities that involve students in the performance of actions associated with the key competences and the specific competences

BASIC KNOWLEDGE

Knowledge, skills and attitudes that constitute the specific contents of a subject whose learning is necessary for the acquisition of the specific competences.

ASSESSMENT CRITERIA

referents that indicate the levels of performance expected of students in situations or activities related to the specific competences of each subject at a given moment in their learning process.



DEFINITIONS



SPECIFIC COMPETENCES

performances the student must be able to demonstrate in activities or situations that require the basic knowledge of each subject or domain. It serves as a link

between:

the assessment criteria

the basic knowledge of the subjects

the learner profile at the end of basic education

OBJECTIVES

achievements that pupils are expected to reach at the end of a stage and it is linked to the acquisition of key competences.

KEY COMPETENCES

performances that are considered essential for pupils to progress successfully in their educational pathway and to face the main global and local challenges. The key competences are set out in the Student Profile at the end of basic education.

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key competences

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology, and engineering
- Digital and technology-based competence
- Personal, social and learning to learn competence
- Entrepreneurship competence
- Cultural awareness and expression competence

THE KEY COMPETENCES ARE CHARACTERISED BY THEIR TRANSVERSALITY

Exit Profile

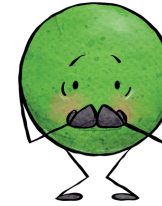
determines the expected level at the end of compulsory education

OPERATIONAL DESCRIPTORS ARE ASSOCIATED WITH EACH OF THE KEY COMPETENCES.

THEY SPECIFY THE SKILLS THAT PUPILS MUST ACQUIRE AT THE END OF THE PRIMARY EDUCATION STAGE

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SPECIFIC COMPETENCES



1. UNDERSTANDING BOTH GENERAL AND SPECIFIC INFORMATION IN SHORT AND SIMPLE TEXTS, USING VARIOUS STRATEGIES

It is crucial for EVERYDAY COMMUNICATION

It involves:

- Decoding information
- Enriching linguistic knowledge
- Activating appropriate strategies

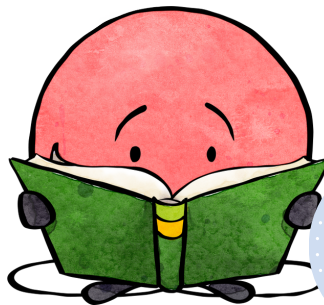
NON VERBAL CUES

REPETITION

IMAGES

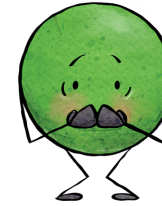
CONTEXTUAL CLUES

It also highlights the importance of SEEKING INFORMATION by using both ANALOG and DIGITAL formats so that it can foster a dialogic context to promote mutual understanding, respect, and cultural awareness.



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SPECIFIC COMPETENCES



2. PRODUCING CLEAR AND STRUCTURED TEXTS USING STRATEGIES LIKE PLANNING AND COMPENSATION TO EXPRESS BRIEF MESSAGES RELATED TO EVERYDAY COMMUNICATION PURPOSES

Students are expected to write and speak short and simple texts on everyday topics that are personally relevant. Using CREATIVITY and CLARITY.

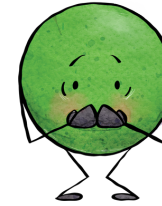
Various formats and tools may be used including digital and analog methods.

MULTIMODAL involves combining different resources (writing, images, sound, gestures, etc.) to convey meaning effectively.



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SPECIFIC COMPETENCES



3. INTERACTING WITH OTHERS USING EVERYDAY EXPRESSIONS, COOPERATION STRATEGIES, AND ANALOG AND DIGITAL RESOURCES TO ADDRESS IMMEDIATE NEEDS AND ENGAGE IN RESPECTFUL COMMUNICATION

Interaction involves multiple participants in constructing discourse and includes:

INTERPERSONAL
FUNCTIONS

COOPERATIVE
FUNCTIONS

TRANSACTIONAL
FUNCTIONS

In this stage of education, the expectation is for information exchanges to be BRIEF and SIMPLE, focusing on EVERYDAY, PREDICTABLE, AND PERSONALLY RELEVANT topics for students.

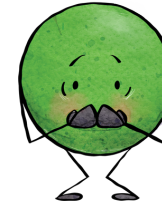
- This competence is crucial in learning, as it involves strategies for INITIATING, MAINTAINING or CONCLUDING basic information.

Plus, acquiring norms and principles of linguistic courtesy prepare students for responsible respectful, inclusive, safe and active CITIZENSHIP

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SPECIFIC COMPETENCES



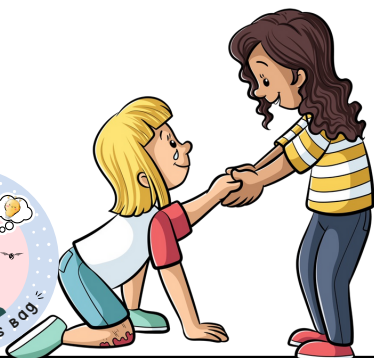
4. THE ROLE OF MEDIATION IN ENABLING COMMUNICATION BY USING STRATEGIES AND KNOWLEDGE TO PROCESS AND TRANSMIT BASIC AND SIMPLE INFORMATION IN PREDICTABLE SITUATIONS.

Mediation involves EXPLAINING and AIDING in the understanding of messages or texts through strategies like: **REPHRASING** (in both written or oral language)

Students act like SOCIAL AGENTS responsible for bridging communication gaps and help construct or convey messages.

Mediation focuses on

conveying messages not only between different languages but also across various modalities or registers within the same language.



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SPECIFIC COMPETENCES



5. RECOGNIZING AND USING ONE'S PERSONAL LINGUISTIC REPERTOIRES ACROSS DIFFERENT LANGUAGES, REFLECTING ON THEIR FUNCTIONING, AND IDENTIFYING PERSONAL STRATEGIES AND KNOWLEDGE TO ENHANCE COMMUNICATION

The use of personal linguistic repertoires is associated with a plurilingual approach to language acquisition.

PLURILINGUAL APPROACH recognizes that students' experiences with the languages they already know serve as a foundation for expanding and improving their learning of new languages.

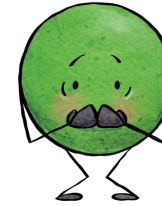
It helps them develop and enrich their plurilingual linguistic repertoire.

- ELEMENTARY EDUCATION**
- Students reflect on language and establish connections
 - They analyze similarities and differences to broaden their knowledge

This knowledge will allow students to recognize and appreciate the linguistic diversity of society as a commonplace.

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SPECIFIC COMPETENCES



6. APPRECIATING AND RESPECTING LINGUISTIC, CULTURAL, AND ARTISTIC DIVERSITY THROUGH THE LEARNING OF A FOREIGN LANGUAGE.

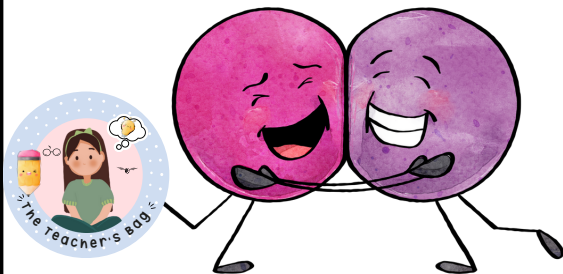
It emphasized the need to identify and value the differences and similarities between languages and cultures to develop the ability to manage intercultural situations.

INTERCULTURALITY

involves experiencing diversity in terms of linguistic, cultural and artistic aspects.

AWARENESS OF DIVERSITY, helps students to:

- Connect different cultures
- Have the ability to identify and use a wide range of strategies for establishing relationships with people from other cultures
- Open themselves up to new experiences, ideas, showing interest and respect for what is different.



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Assessment Criteria



1ST CYCLE

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
Specific competence 1: Reading	<ul style="list-style-type: none">• Recognize and interpret common words and expressions in texts on familiar topics• Select and apply basic comprehension strategies in communication situations.
Specific competence 2: Writing	<ul style="list-style-type: none">• Be able to express basic information orally on daily and personally relevant topics• Write known words and expressions.• Apply basic strategies for producing messages.
Specific competence 3: Speaking	<ul style="list-style-type: none">• Participate in guided interactive situations on daily topics.• Use basic communication strategies for greetings, introductions, and questions.





Assessment Criteria



1ST CYCLE

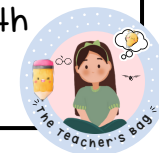
SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
Specific competence 4: Mediation	<ul style="list-style-type: none">• Be able to interpret and explain basic information from various sources in diverse situations.
Specific competence 5: Linguistic Repertoires	<ul style="list-style-type: none">• Be able to compare and contrast similarities and differences between languages.• Identify and apply knowledge for language learning.• Recognize and explain progress and difficulties in learning
Specific competence 6: Interculturality and diversity	<ul style="list-style-type: none">• Demonstrate interest in intercultural communication.• Be able to identify and analyze stereotypes.• Appreciate cultural and linguistic diversity.



Assessment Criteria

2ND CYCLE

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
Specific competence 1: Reading	<ul style="list-style-type: none">• Recognize and interpret the overall meaning in short and simple and multimodal texts.• Select and apply appropriate strategies in communication situations to grasp the overall meaning and process explicit information in brief and simple texts.
Specific competence 2: Writing	<ul style="list-style-type: none">• Orally express short phrases with basic info about daily and personally relevant topics• Write very short and simple texts based on models and using analogue and digital tools.• Select and apply strategies to produce brief and simple messages for communicative intentions (with guidance)
Specific competence 3: Speaking	<ul style="list-style-type: none">• Participate in brief and simple interactive situations on everyday topics.• Select and use basic communication strategies for greetings, introductions, and questions (with guidance)





Assessment Criteria



2ND CYCLE

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
Specific competence 4: Mediation	<ul style="list-style-type: none">• Be able to interpret and explain texts, concepts, and brief and simple communications with guidance.• Select and apply basic strategies to help bridge communication gaps and facilitate understanding, using physical or digital resources.
Specific competence 5: Linguistic Repertoires	<ul style="list-style-type: none">• Compare and contrast similarities and differences between languages, reflecting on basic aspects.• Use knowledge and improvement strategies for their ability to communicate (with guidance)• Record and apply elementary progress in the process of learning the foreign language.
Specific competence 6: Interculturality and diversity	<ul style="list-style-type: none">• Act respectfully in intercultural situations, identifying similarities and differences between cultures, rejecting stereotypes• Appreciate the linguistic, cultural and artistic diversity.• Select and apply basic strategies to understand the most relevant aspects of cultural diversity.



Assessment Criteria

3RD CYCLE

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
Specific competence 1: Reading	<ul style="list-style-type: none">• Recognize, interpret and analyze the overall as well as specific words in brief simple oral, written and multimodal texts.• Select, organize and apply appropriate strategies in everyday communication situations to understand the general meaning.
Specific competence 2: Writing	<ul style="list-style-type: none">• Verbally express short and simple texts about daily and personally relevant topics using verbal and non-verbal resources.• Organize and write short and simple texts, using analog and digital tools.• Select, organize and apply strategies to prepare and produce texts appropriate for their communicative intentions. (with guidance)
Specific competence 3: Speaking	<ul style="list-style-type: none">• Plan and participate in brief and simple interactive situations on everyday topics through various mediums, using resources such as repetition, slow pace...• Select, organize and use elementary strategies to greet, introduce oneself, ask and answer simple questions..



Assessment Criteria

3RD CYCLE

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
Specific competence 4: Mediation	<ul style="list-style-type: none">• Infer and explain brief and simple texts in situations requiring attention to diversity. Show respect and empathy for the interlocutors and the languages used.• Select and apply basic strategies that facilitate understanding and production of information and communication.
Specific competence 5: Linguistic Repertoires	<ul style="list-style-type: none">• Compare and contrast similarities and differences between languages, reflecting on basic aspects.• Use knowledge and improve their ability to communicate and learn the foreign language autonomously.• Record and use progress and difficulties in the process of learning the foreign language.
Specific competence 6: Interculturality and diversity	<ul style="list-style-type: none">• Act with appreciation and respect in intercultural situations, establishing connections between cultures and rejecting stereotypes.• Accept and respect the linguistic, cultural and artistic diversity found in other countries.• Select and apply basic strategies to understand and appreciate cultural diversity with guidance



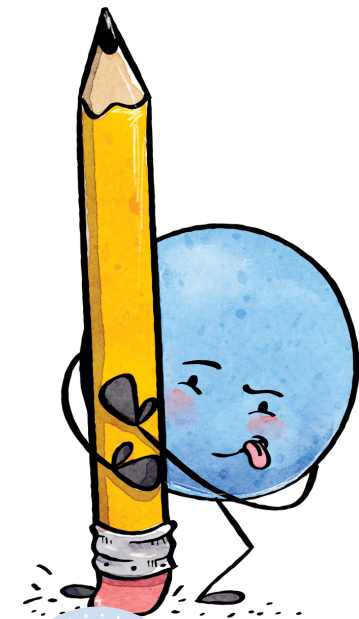
Basic knowledge

A. COMMUNICATION

B. MULTILINGUALISM

C. INTERCULTURALITY

D. SYNTACTIC-DISCURSIVE CONTENT



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LOMLOE 3/2020. 29th Dec. Modification
of Organic Law of Education 2/2006



LOMLOE 3/2020. 29th Dec. Modification
of Organic Law of Education 2/2006

LOMLOE 3/2020. 29th Diciembre.
Modificación de la Ley Orgánica de Educación
2/2006
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LOMLOE 3/2020. 29th Diciembre.
Modificación de la Ley Orgánica de Educación
2/2006
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Desaparece la mención del castellano como lengua vehicular. Si hay una lengua cooficial, debería ofrecerse el derecho de enseñar en ambas lenguas

La asignatura de Religión pasa a ser de oferta obligatoria, pero voluntaria de cursar



Vuelve la estructura de los tres ciclos.

Área de educación artística (de la que formarán parte educación plástica y visual, música y danza)



Incorporación de valores cívicos y éticos (solo en el tercer ciclo)

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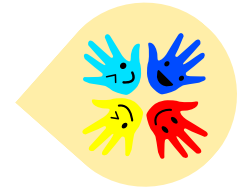
CAMBIOS

que introduce la Lomloe



Se realizará pruebas de diagnóstico solo a los alumnos de 4º de primaria

Se revisa la clasificación de las ACNEAE



Repetir un curso supone una medida excepcional. Se aceptará cuando se hayan agotado todas las medidas aplicadas. El alumnado podrá promocionar con 1 o 2 suspensas

Se le da muchísimas más importancia a la competencia emocional



Subraya la importancia de la coeducación y el respeto por la diversidad sexual

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CAMBIOS

que introduce la Lomloe

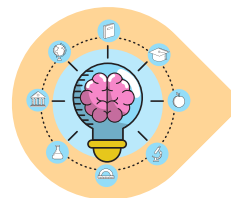


OBJETIVOS

Logros que se espera que el alumnado haya alcanzado al finalizar la etapa y cuya consecución está vinculada a la adquisición de las competencias clave

SABERES BÁSICOS

Conocimientos, destrezas y actitudes que constituyen los contenidos propios de un área o ámbito y cuyo aprendizaje es necesario para la adquisición de las competencias específicas

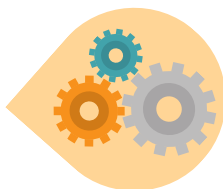


SITUACIONES DE APRENDIZAJE

Situaciones y actividades que implican el despliegue de actuaciones asociadas a competencias clave y competencias específicas y que contribuyen a la adquisición y desarrollo de las mismas

DESCRIPTORES OPERATIVOS

Constituyen, junto con los objetivos de la etapa, el marco referencial a partir del cual se concretan las competencias específicas de cada área



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NUEVOS ELEMENTOS

CURRICULARES



CRITERIOS DE EVALUACIÓN

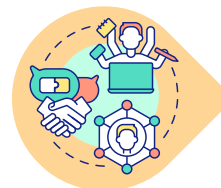
Referentes que indican los niveles de desempeño esperados en el alumnado en las situaciones o actividades a las que se refieren las competencias específicas de cada área en un momento determinado de su proceso de aprendizaje

PERFIL DE SALIDA

Constituye la concreción de los principios y fines del sistema educativo referidos a la educación básica que fundamenta el resto de decisiones curriculares



COMPETENCIAS ESPECÍFICAS



Desempeño que el alumnado debe poder desplegar en actividades o en situaciones cuyo abordaje requiere de los saberes básicos de cada área o ámbito.

Constituyen un elemento de conexión entre el perfil de salida (por una parte) y los saberes básicos de las áreas o ámbitos y los criterios de evaluación (por otra parte)

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NUEVOS ELEMENTOS

CURRICULARES

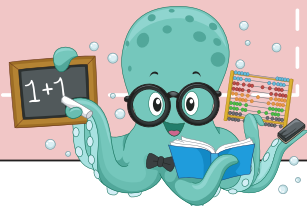




COMPETENCIAS CLAVE

Conjunto de habilidades imprescindibles para que el alumnado pueda progresar con garantías de éxito en su itinerario formativo y afrontar los principales retos y desafíos globales y locales

- Competencia en comunicación lingüística
- Competencia plurilingüe
- Competencia matemática, en ciencias, tecnología e ingeniería
- Competencia digital
- Competencia personal, social y de aprender a aprender
- Competencia ciudadana
- Competencia emprendedora
- Competencia en conciencia y expresión culturales



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NUEVOS ELEMENTOS CURRICULARES



NEE

Son un grupo de ACNEAE. Todos los NEE son ACNEAE, pero no todos los ACNEAE son NEE. Entre ellas podemos señalar TEA, trastornos graves de conducta y de comunicación y lenguaje



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CAMBIOS EN LOS ACNEAE



- Evaluación para la transición ecológica contribuyendo a la sostenibilidad ambiental
- Evaluación conjunta del conjunto del sistema educativo

- Calidad de evaluación sin discriminación para todo el alumnado
 - Equidad que garantice la igualdad de oportunidades

- Transmisión y puesta en marcha de valores, poniendo hincapié en la lucha contra el acoso escolar
- Flexibilidad para respetar la diversidad

- Autonomía para las comunidades en el marco de las competencias
- Participación y valoración del esfuerzo de toda la comunidad educativa

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PRINCIPIOS

- Educación para la prevención de conflictos y su resolución pacífica
- Cumplimiento efectivo de los derechos de la infancia

- Investigación, experimentación e innovación educativa
- Aprendizaje a lo largo de la vida

- Derecho de los padres, madres y tutores legales a elegir el tipo de educación y centro

- Cooperación entre las distintas administraciones educativas
- Función docente como factor esencial de la calidad de la educación

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PRINCIPIOS

Pleno desarrollo de la personalidad y las capacidades de los alumnos

Educación en el respeto a los derechos y libertades fundamentales

Responsabilidad individual, mérito y esfuerzo personal

Educación en el ejercicio de la tolerancia y de la libertad dentro de los principios democráticos de convivencia

Desarrollo de la capacidad de los alumnos para regular su propio aprendizaje

Formación en el respeto, reconocimiento en la pluralidad lingüística y cultural de España

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FINES

Adquisición de hábitos de trabajo y conocimientos en todos los ámbitos

Capacitación para el ejercicio de actividades profesionales de cuidados y colaboración social

Preparación para la participación activa en la vida económica, social y cultural

Capacitación para garantizar la plena inserción del alumnado en la sociedad digital

Capacitación para la comunicación en lengua oficial, cooficial y extranjera

Formación para la paz y adquisición de valores en el respeto hacia los seres vivos, los derechos de los animales y el medio ambiente

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FINES

Es la herramienta en la que se concretan los principios y los fines del sistema educativo español referidos a dicho periodo.



Es un perfil único y el mismo para todo el territorio nacional



Parte de una visión estructural y funcional de las competencias clave cuya adquisición es indispensable para el desarrollo personal



Doble objetivo de formación personal y socialización. Se pretende dotar a cada alumno o alumna de las herramientas imprescindibles para que desarrolle un proyecto de vida personal, social y profesional satisfactorio



Compromiso que permita fortalecer la cohesión entre los sistemas educativos de la Unión Europea

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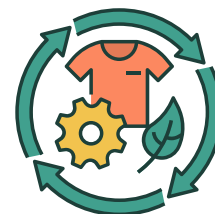
educativos de la Unión Europea



PERFIL DE SALIDA

La meta no es la mera adquisición de contenidos, sino aprender a utilizarlos para solucionar necesidades presentes en la realidad y activar el aprendizaje ante los distintos desafíos que se presenten

Desarrollar actitud responsable a partir de la toma de conciencia de la degradación del medioambiente y del maltrato animal



Identificar diferentes aspectos relacionados con el consumo responsable valorando sus posibles repercusiones

Desarrollar estilos de vida saludables conociendo como funciona el organismo. Responsabilidad por el cuidado propio y cuidado de los demás



Desarrollar un espíritu crítico, empático y proactivo



Entender los conflictos como elementos naturales a la vida en sociedad que deben resolverse de manera pacífica



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PERFIL DE SALIDA

Continua
y
global

Se establecerán
medidas de
refuerzo
necesarias

Se evaluará
aprendizajes del
alumnado

Tutores de
segundo y cuarto
emitirán al finalizar
el curso un informe

Se evaluará su
propia práctica
docente

El informe tratará
sobre la evolución y
el grado de
adquisición de las
competencias
desarrolladas

Las decisiones de
promoción se
adoptarán al finalizar
los cursos segundo,
cuarto y sexto

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EVALUACIÓN

Analizar de manera crítica y aprovechar
las oportunidades de todo tipo que
ofrece la sociedad actual



Aceptar la incertidumbre como una
oportunidad para desarrollar
respuestas más creativas

Cooperar y convivir en sociedades abiertas
y cambiantes valorando y aceptando la
diversidad cultural y personal



Sentirse parte de un proyecto
colectivo

Desarrollar las habilidades que le permitan
seguir aprendiendo a lo largo de la vida



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PERFIL DE SALIDA



The mention of castellano as a vehicular language disappears. If there is a co-official language, the right to teach in both languages should be offered.

The subject of Religión becomes compulsory, but voluntary to take.



The three-cycle structure returns.

Area of artistic education (of which plastic and visual education, music and dance will be part).



Incorporation of civic and ethical values (only in the third cycle)

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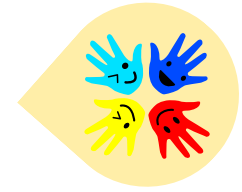
CHANGES

introduced by LOMLOE



Diagnostic tests will be carried out only for pupils in the 4th year of primary school.

The classification of ACNEAE is revised.



Repetition of a grade seen as exceptional, provided that all measures have been implemented and there is no other way out. Once in the whole stage

Far more importance is given to emotional competence.



It underlines the importance of co-education and respect for sexual diversity.

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CHANGES

introduced by LOMLOE

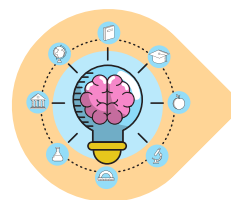


OBJECTIVES

Achievements that students are expected to have reached by the end of the stage and whose acquisition is linked to the completion of the key competences.

SABERES BÁSICOS (BASIC KNOWLEDGE)

Knowledge, skills and attitudes that constitute the contents of an area or field and whose learning is necessary for the acquisition of the specific competences.

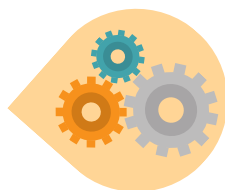


LEARNING EXPERIENCES

Situations and activities that involve the use of actions associated with key competences and specific competences and that contribute to the acquisition and development of these competences.

DESCRIPTORIOS OPERATIVOS

Together with the objectives of the stage, they constitute the reference framework from which the specific competences of each area are specified.



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NEW CURRICULUM

ELEMENTS



ASSESSMENT CRITERIA

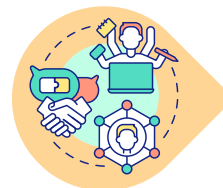
Referents that indicate the levels of performance expected of students in the situations or activities to which the specific competences of each area refer at a given moment in their learning process.

PERFIL DE SALIDA (STUDENT PROFILE)

It constitutes the principles and aims of the education system in terms of basic education that underlies the rest of the curriculum decisions.



SPECIFIC COMPETENCES



Performance that students must be able to put into practice in activities or situations whose approach requires the basic knowledge of each area or field.

They constitute an element of connection between the exit profile (on the one hand) and the basic knowledge of the areas or domains and the assessment criteria (on the other hand).

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NEW CURRICULUM

ELEMENTS





KEY COMPETENCES

A set of essential skills to enable students to progress with guaranteed success in their educational path and to face the main global and local challenges.

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology, and engineering
- Digital Competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence



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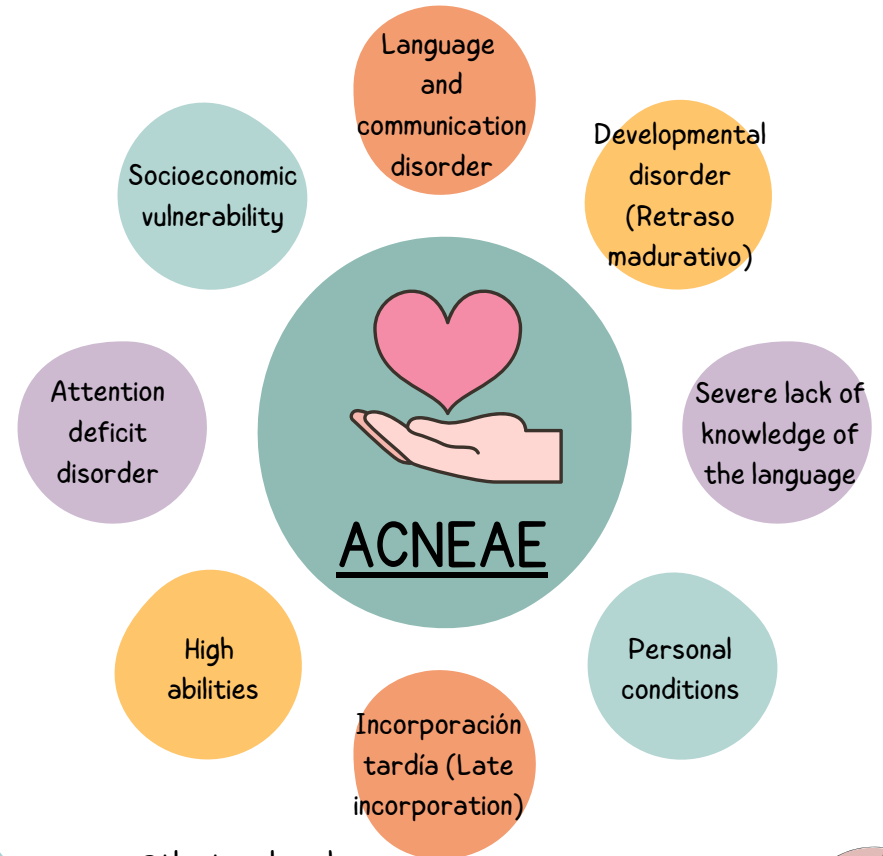
NEW CURRICULUM ELEMENTS



SEN (ESPECIAL EDUCATIONAL NEEDS)

They are a group of ACNEAE. All SEN are ACNEAE, but not all ACNEAE are SEN.

They include Autism Spectrum Disorder (ASD), severe behavioural disorders and communication and language disorders.



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EDUCATIONAL NEEDS



- Assessment for ecological transition contributing to environmental sustainability
- Combined evaluation of the education system as a whole

- Quality assessment without discrimination for all learners
- Equity to ensure equal opportunities

- Transmission and implementation of values, with an emphasis on the fight against bullying
- Flexibility in respecting diversity

- Autonomy for communities within the framework of competences
- Participation and appreciation of the efforts of the entire educational community.

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PRINCIPLES

- Education for conflict prevention and peaceful conflict resolution

- Fulfilling children's rights

- Educational research, experimentation and innovation

- Lifelong learning

- Right of parents and legal guardians to choose the type of education and school

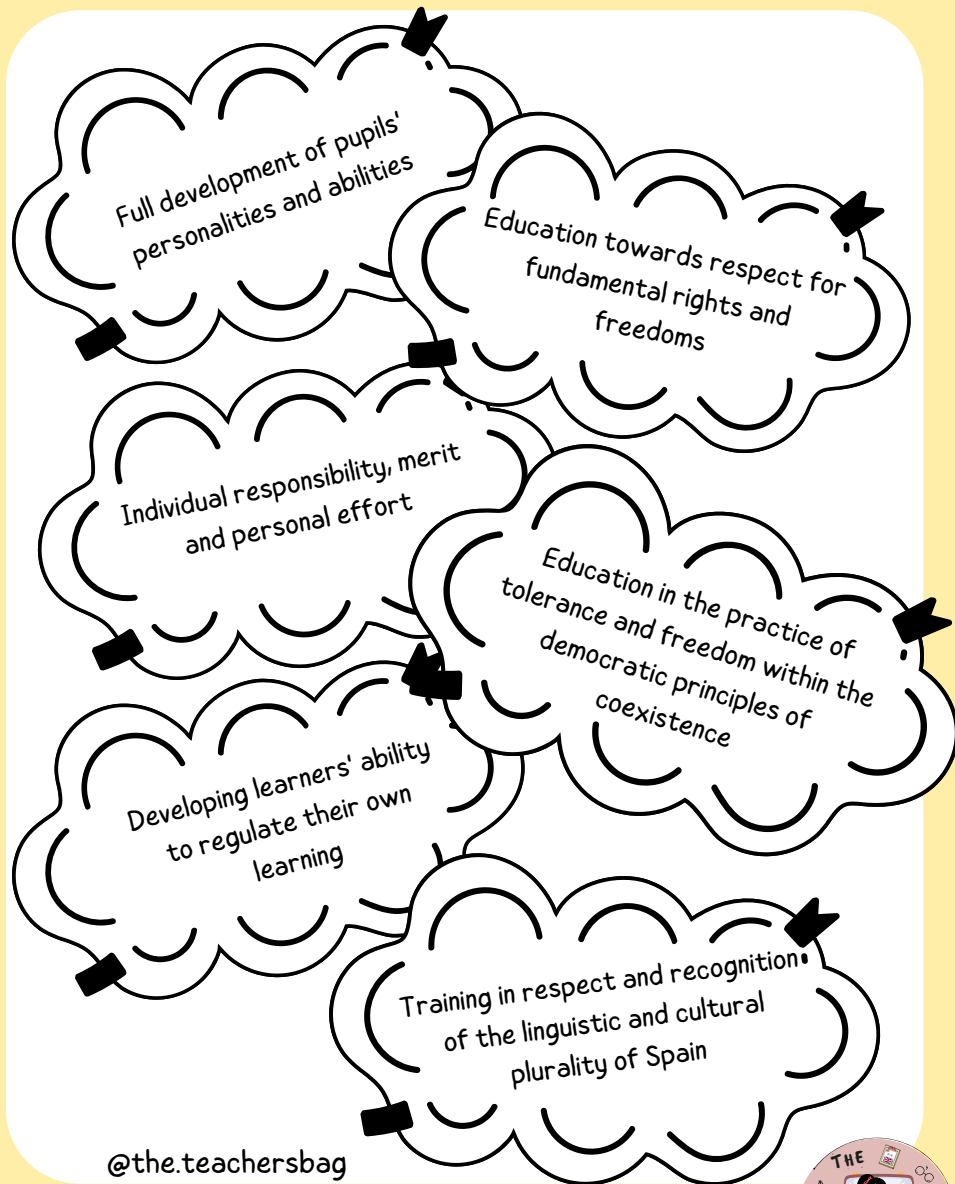
- Collaboration between the different educational administrations

- The role of teachers as a key factor in the quality of education

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PRINCIPLES



PURPOSES



PURPOSES



It is the tool in which the principles and aims of the Spanish education system are specified for this period.



It is a unique profile and the same for the entire national territory.



It is based on a structural and functional vision of the key competences whose acquisition is essential for personal development.



It has a dual objective: personal training and socialisation. The aim is to provide each student with the essential tools to develop a satisfactory personal, social and professional life project.



Establish a commitment to strengthen cohesion between education systems

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PERFIL DE SALIDA (STUDENT PROFILE)



The goal is not the mere acquisition of content, but learning to use it to solve real-life needs and to activate learning to face different challenges.

Develop a responsible attitude based on awareness of environmental degradation and animal abuse



Identify different aspects related to responsible consumption, valuing its possible consequences

Develop healthy lifestyles by knowing how the body works. Responsibility for self-care and care of others



Develop a critical, empathetic and proactive spirit



Understand that conflicts are a natural part of life in society and must be resolved peacefully



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PERFIL DE SALIDA (STUDENT PROFILE)



Continuous and global assessment

Necessary reinforcement measures will be put in place

Student learning will be assessed

Second and fourth year tutors will submit a report at the end of the course.

The teaching practice itself will be assessed

The report will cover the evolution and degree of acquisition of the competences developed.

Promotion decisions shall be taken at the end of the second, fourth and sixth courses.

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ASSESSMENT

Critically analyse and take advantage of opportunities of all kinds in today's society



Accept uncertainty as an opportunity to develop more creative responses

Cooperate and live together in open and changing societies, valuing and accepting cultural and personal diversity



Feel part of a collective project

Develop skills that enable students to continue learning throughout their lives



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PERFIL DE SALIDA (STUDENT PROFILE)



SITUACIÓN DE APRENDIZAJE

1. Introducción

Curso:	4º de Educación Primaria
Título:	Océanos libres de plástico: Nuestro compromiso con el medio ambiente
Temporalización	

2. Justificación

Esta situación de aprendizaje se basa en varios argumentos importantes. Entre ellos podemos destacar, **RELEVANCIA y ACTUALIDAD** (ya que estamos ante un problema global que afecta a nuestro planeta en la actualidad. Los océanos son una parte vital de la Tierra y abordar este problema es esencial para la sostenibilidad a largo plazo de nuestro entorno). **CONCIENCIACIÓN AMBIENTAL** porque es fundamental para que los estudiantes comprendan la importancia de cuidar y proteger nuestro planeta. **DESARROLLO DE HABILIDADES** (la situación de aprendizaje está diseñada para desarrollar una variedad de habilidades, como la investigación, la resolución de problemas, la comunicación efectiva y la toma de decisiones basadas en evidencia. Estas son habilidades esenciales para el aprendizaje a lo largo de la vida y para enfrentar desafíos reales. **INCLUSIÓN EDUCATIVA** (la situación de aprendizaje se adapta para ser inclusiva y accesible para todos los estudiantes, independientemente de sus diferencias individuales. Fomenta un ambiente de aula en el que se valora la diversidad y se promueve la participación de todos). **INTERDISCIPLINARIEDAD** (se ven integradas múltiples áreas del currículo, como las ciencias naturales, la educación ambiental, la comunicación, el inglés, las TICs, la asignatura de artes y la resolución de problemas. Y **ACCIÓN PRÁCTICA** ya que al final de la situación se le pide a los estudiantes a tomar medidas concretas en su comunidad local o escolar. Y esto les brinda la oportunidad de aplicar lo que han aprendido y contribuir al bienestar de su entorno.

3. Descripción

El producto final que los estudiantes desarrollarán es una **CAMPAÑA DE CONCIENCIACIÓN AMBIENTAL SOBRE LA CONTAMINACIÓN POR PLÁSTICO EN LOS OCÉANOS**. El objetivo es informar y sensibilizar a la comunidad escolar y local sobre la problemática de la contaminación por plástico en los océanos y motivar a las personas a tomar medidas para reducir su uso y minimizar su impacto ambiental. El alumnado trabajará en grupos para diseñar y crear una campaña de concienciación ambiental. Cada grupo será responsable de desarrollar materiales de campaña creativos y efectivos que puedan comunicar el mensaje de manera impactante. Podrán crear carteles educativos, vídeos informativos, folletos, presentaciones, entrevistas simuladas, materiales de arte, realizar eventos de concienciación, todo lo que puedan poner en práctica para que sea una campaña de concienciación llamativa.

50%

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- PLANTILLAS Y VIDEOS EXPLICATIVOS
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No te puedes perder este curso si quieres convertirte en un profesional de las Situaciones de Aprendizaje.

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- Haz clic en la imagen para ver toda la información