

Links to the curriculum

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Key competencies

- **SOCIAL AND CIVIC COMPETENCIES.**

Subcompetencies:

- **Ability to understand social situations.**

Descriptors:

1. Understand the social situation.
2. Be aware of the existence of different perspectives to analyse reality..

- **Competency in Cooperation and Coexistence.**

Descriptors:

1. Cooperate and Coexist.
2. Be capable of putting oneself in the other persons situation and understand their point of view.

- **Competence in Citizenship.**

Descriptors:

Exercise democratic citizenship and contribute to its improvement.

- **COMPETENCE FOR INFORMATION PROCESSING AND DIGITAL COMPETENCE.**

Subcompetencies:

- **Obtain information using specific techniques and strategies.**

Descriptors:

1. Access information using specific techniques and strategies
2. Search, select, register, process and analyse information.

- **Transform information into knowledge.**

Descriptors:

1. Organise information, relate it, analyse it, summarise it, make inferences and deductions of different levels of complexity.
2. Find efficient solutions to real problems.
3. Make decisions. Work in collaborative environments. Achieve learning, work and leisure objectives and goals.

- **COMPETENCE FOR LEARNING TO LEARN.**

Subcompetencies:

- **Organise and structure one's own skills and learning.**

Descriptors

1. Ask questions
2. Identify and manage the potentially diverse answers.
3. Know how to make the information a part of one's own knowledge.

- **COMPETENCE FOR AUTONOMY AND PERSONAL INITIATIVE.**

Subcompetencies:

- **Personal values and attitudes.**

Descriptors:

Develop personal plans.

- **Plan and carry out projects.**

Descriptors:

1. Search for solutions and developing new ideas.
2. Devise and carry out projects.
3. Assess possible improvements.

- **Social skills for relationships and project management.**

Descriptors:

1. Cooperative work. Assess other people's ideas.
2. Organise times and tasks.

- **COMPETENCE FOR KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD.**

Subcompetencies:

- **Understand events and predict their consequences.**

Descriptors:

1. Understand and identify questions and problems and obtain conclusions.
2. Interpret information received to predict and make decisions.

- **Improve and maintain one's own living conditions, those of other people and other living beings.**

Descriptors:

1. Compare the consequences of one way of life versus another in relation to individual and collective health protection..
2. Internalise the key elements of people's quality of life.

Primary subjects

SOCIAL AND CIVIC VALUES

Block 1. Human dignity

Evaluation criteria	Evaluation of learning standards
Build personal style based on respectability and personal dignity.	Explain the value of respectability and personal dignity.
Structure effective and independent thinking by employing emotions in a positive way.	Reflect, synthesise and structure thoughts. Describe the value of cognitive restructuring and resilience. Perform appropriate recognition and identification of emotions. Express feelings, needs and rights while respecting those of others.
Propose challenges and carry them out through personal, thoughtful and responsible decision making, developing a good sense of commitment to self and others.	Develop attitudes of respect and solidarity towards others in formal and informal situations of social interaction. Use consequential thinking to make ethical decisions. Identify the advantages and drawbacks of a possible solution before making an ethical decision.

Table of assessment criteria and measurable learning standards.

Block 3. Coexistence and social values

Evaluation criteria	Evaluation of learning standards
Work as part of a team, fostering positive interdependence and showing supportive behaviours.	Use cooperative work skills. Use positive interdependence skills. Describe supportive behaviours.

<p>Practice altruism in the immediate environment by raising awareness of its value.</p>	<p>Show generosity in the immediate environment. Be able to raise awareness of altruistic causes by giving oral presentations on their value and tasks. Collaborate in altruistic causes in collaboration with the educational community</p>
<p>Understand the meaning of social responsibility and social justice using the ability to reflect, synthesise and structure.</p>	<p>Comprehend the meaning of social responsibility and social justice. Identify and critically analyse social inequalities.</p>

Table of assessment criteria and measurable learning standards.