

OBJECTIVES AND COMPETENCIES

- a) Know and appreciate the norms and values necessary for coexistence. Participate actively as a citizen, respect human rights and understand the importance of a pluralist and democratic society.
 - Social and Civic competencies

- b) Develop a work ethic based on both individual and teamwork. Understand the importance of learning and a responsible attitude towards studying. Develop critical thinking skills, personal initiative, creativity and an entrepreneurial spirit.
 - Learning to learn
 - Initiative and entrepreneurship
 - Social and Civic competencies

- c) Resolve conflicts in a peaceful and constructive manner in both family and social groups.
 - Social and Civic competencies
 - Initiative and entrepreneurship

- d) Be familiar with, understand and respect different cultures and the differences between people, the importance of gender equality and equal rights for people with disabilities.
 - Social and Civic competencies

- e) Understand and use the Spanish language appropriately as well as the co-official language of the corresponding autonomous community where relevant. Develop an appreciation for and an interest in reading.
 - Linguistic competency

- f) Learn at least one foreign language and have the ability to express and understand simple messages in everyday situations.
 - Linguistic competency

- g) Develop basic Maths skills, begin to solve problems using mathematical calculations and work with geometry and estimations, applying these skills to everyday life.
 - Mathematical competency and basic competencies in Science and Technology

- h) Understand the fundamentals of Natural Science, Social Science, Geography, History and culture.

- Mathematical competency and basic competencies in Science and Technology
 - Social and Civic competencies
 - Cultural awareness
- i) Begin to use information technologies to facilitate and enhance learning, applying critical thinking skills to assess information.
- Digital competency
- j) Use different artistic styles to begin to create visual and audiovisual pieces.
- Cultural awareness
 - Social and Civic competencies
- k) Know the importance of hygiene and health, accept your own body and that of others, respect differences and use physical education and sport as a means of personal and social development.
- Mathematical competency and basic competencies in Science and Technology
 - Initiative and entrepreneurship
 - Social and Civic competencies
- l) Value, respect and care for the animals that share our environment.
- Mathematical competency and basic competencies in Science and Technology
 - Social and Civic competencies
- m) Be pleasant and treat others with kindness. Understand that violence, prejudice and sexist stereotypes are unacceptable.
- Social and Civic competencies
 - Initiative and entrepreneurship
- n) Learn about road safety and the importance of respect in preventing traffic accidents.
- Social and Civic competencies

COURSE PLANS TERM 1

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|---------|-----------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Unit 1. | September | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |
| Unit 2. | September | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | October | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 3. | October | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |
| Unit 4. | October | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | November | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 5. | November | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |
| Unit 6. | November | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | December | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 7. | December | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |

BASICS

In this block we will deal with aspects that have to do with the knowledge and appreciation of oneself. We will also propose practical recommendations that are useful for children of this age.

We will try to promote self-confidence and give guidelines to improve skills to face certain situations.

Through the proposed activities, the objective for the pupils in this term is to acquire the following knowledge:

We understand why it is good to love ourselves and others.

We lose the fear of taking action.

We manage our time to be able to work efficiently.

We know how to react when there are accident and emergency situations.

We learn to avoid dangerous situations and addictions

METHODOLOGY

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative teamwork: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Book to work on the principles: positive interdependence and face-to-face interaction.
- Group or class discussion after individual and teamwork.
- Study groups.
- The teacher's explanation.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

Contents

- Self-confidence, self-respect and respecting others.

- Accepting one's possibilities and limitations.
- Willpower: making an effort as a way of personal improvement.
- Making reasonable decisions and overcoming difficulties and frustrations.
- Time management as a mechanism to improve opportunities and reach personal goals.
- Making independent and responsible decisions.
- Mature and responsible personal responses to challenging situations, such as accidents.

Evaluation Criteria

1. Working on a personal strategy to be respected and deserving.
2. Taking responsibility as the first step to improvement by means of effort.
3. Appreciating the importance of perseverance in developing personality.
4. Improving resistance to frustration as something necessary to overcoming difficulties in life.
5. Organising oneself to reach positive individual and collective objectives.
6. Acquiring skills that allow for making decisions independently.
7. Developing skills to react to difficult situations, such as an accident.
8. Developing commitment with oneself to avoid dangers and addictions.

Learning Standards

- 1.1. Explaining the importance of loving oneself and loving others.
- 1.2. Acting in a respectable and dignified way.
- 2.1. He/She accepts his/her physical characteristics and appreciates his/her virtues.
- 2.2. He/She works in a team, appreciating individual and collective effort.
- 3.1. He/She represents his/her personality in a positive way.
- 4.1. He/She reflects upon difficulties and the best way to overcome them.
- 4.2. He/She identifies, describes and appreciates strategies of resilience.
- 5.1. He/She manages time and organises tasks in a rational way.
- 5.2. He/She behaves appropriately towards others.
- 6.1. He/She practises his/her freedom in relation to the freedom of others.
- 6.2. He/She takes responsibility for his/her decisions made freely.
- 7.1. He/She explains the guidelines to avoid accidents.
- 7.2. He/She knows what to do to avoid accidents.
- 8.1. He/She knows about the dangers of addiction.
- 8.2. He/She identifies and avoids dangerous situations.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Understanding the meaning of written texts.
 - He/She understands the instructions of the exercises without help.
- Enjoying reading.
 - He/She understands the texts of the units.

Mathematical competency and basic competencies in Science and

Technology

- Developing and promoting a healthy lifestyle with regards to diet and physical exercise.
 - He/She identifies and understands the importance of preventing accidents and addictions.

Digital competency

- Understanding messages displayed in different codes.
 - He/She is able to do digital activities.

Learning to learn

- Planning necessary resources and the steps to take in the learning process.
 - He/She follows the established steps to solve problems.
- Applying strategies to improve creative, critical, emotional and independent thinking.
 - He/She improves his/her skills to do tasks without help.

Social and Civic competencies

- Setting up his/her own values and acting according to them.
 - He/She is able to identify his/her skills and the skills of others and adapt them when he/she makes mistakes.
- Learning to behave based on different values.
 - He/She makes an effort in the learning process: he/she pays attention and does activities with interest.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She identifies his/her mistakes in the task.

Cultural awareness

- Preparing projects and presentations with aesthetic sense.
 - He/She works in an organised way.

COURSE PLANS TERM 2

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|----------|----------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Unit 8. | January | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 9. | January | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | February | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 10. | January | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Unit 11. | February | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 12. | February | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Unit 13. | March | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 14. | March | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

BASICS

This term we will focus on aspects related to interpersonal relationships. We will start with communication with others, then continue with other questions of a moral nature, such as respecting others, moral dilemmas and human rights.

The moral messages are clear and they promote positive attitudes.

The objective is for the pupils to acquire the following knowledge by means of the proposed activities in the units of this term:

We must learn to listen to others, paying attention to what they are saying both verbally and non-verbally and to use communication mechanisms that help us to convey what we want to say.

We will learn what reasoning is and why it is important.

We don't live alone and we must respect people who are around us despite our differences.

We understand the nature of moral dilemmas and how we have to face them.

We understand the importance of human rights and especially of those that have to do with equality and tolerance, overcoming prejudices and discrimination.

METHODOLOGY

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative teamwork: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Book to work on the principles: positive interdependence and face-to-face interaction.
- Group or class discussion after individual and teamwork.
- Study groups.
- The teacher's explanation.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

Contents

- Communication and expressing feelings and emotions.
- Dialogue and reasoning opinions.
- Listening skills and empathy.
- Accepting differences and overcoming prejudices.
- Moral dilemmas.
- Recognising human rights.
- Reflecting upon equal rights and respecting others.

Evaluation Criteria

1. Recognising and using non-verbal language.
2. Conversing in an appropriate way and with reasoning.
3. Being able to listen and to feel emphatically.
4. Accepting differences and recognising and rejecting prejudices.
5. Facing moral dilemmas.
6. Recognising human rights and being tolerant with others.
7. Accepting equality between men and women.

Learning Standards

- 1.1. He/She recognises opinions, feelings and emotions, both verbal and non-verbal.
- 1.2. He/She recognises non-verbal messages and their relation to communicating emotions.
- 2.1. He/She explains his/her arguments respectfully.
- 2.2. He/She expresses his/her opinions efficiently and by giving good reasons.
- 3.1. He/She listens to and understands others by putting themselves in their place.
- 3.2. He/She knows and recognises the value of active and positive listening.
- 4.1. He/She recognises differences and looks at them positively.
- 4.2. He/She detects and rejects prejudices.
- 5.1. He/She learns to choose the better of two problematic options.
- 5.2. He/She understands the difference between desires and obligations.
- 6.1. He/She distinguishes between animals and humans and recognizes their rights.
- 6.2. He/She knows the origin of the declarations of human rights.
- 6.3. He/She shows a tolerant attitude towards others to live together and respect each other.
- 7.1. He/She recognises equal rights between men and women.
- 7.2. He/She understands and agrees with the idea of equally distributing housework.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Understanding the meaning of written texts.

- He/She understands the instructions of the exercises without help.
- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.
 - He/She understands what his/her teacher and classmates say.

Mathematical competency and basic competencies in Science and Technology

- Applying resolute strategies to any problematic situation.
 - He/She approaches any problematic situation following logical reasoning and problem-solving strategies.

Digital competency

- Understanding messages displayed in different codes.
 - He/She is able to do digital activities.

Learning to learn

- Planning necessary resources and the steps to take in the learning process.
 - He/She follows the established steps to resolve problems.
- Being aware of the learning process.
 - He/She evaluates the learning process to give feedback.

Social and Civic competencies

- Learning to behave based on different values.
 - He/She defends human rights.
- Appreciating diversity of opinions and ideas.
 - He/She understands differences and accepts different opinions and ideas.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She identifies his/her mistakes in tasks.

Cultural awareness

- Appreciating diversity as a source of personal and social wealth.
 - He/She shows a tolerant attitude towards human diversity, listens actively and maintains a constructive dialogue.

COURSE PLANS TERM 3

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|----------|-------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Unit 15. | April | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 16. | April | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Unit 17. | April | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | May | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 18. | May | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 19. | May | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Unit 20. | May | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unit 21. | June | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

BASICS

The route of concentric circles from inside to outside that is proposed in this book will finally deal with more social aspects, such as responsibilities that children have to acquire, not only when dealing with other people, but also in certain situations and institutions.

Most of the units have contents that are easy to identify and that are typical of this subject: the meaning, the value and the respect for social rules (units 15, 18, 19 and 21). There are also units focusing on positive interpersonal relationships (16 and 17) and on one particular issue: advertising (unit 20).

Through different proposed activities in the units in this term, the objective for the pupils is to acquire the following knowledge:

Aspects that contribute to improving social coexistence, such as freedom of expression or peaceful means to resolve conflict.

It is important to be kind, comply with rules in different social settings and to help other people.

We appreciate the characteristics and the importance of friendships.

We learn social mechanisms of democratic resolution of conflicts and the way they work in our society.

We know the strategies and the dangers of advertising.

We appreciate norms of behaviour.

METHODOLOGY

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative teamwork: group pupils into groups into 3 or 4 and use the structure of cooperative work suggested in the Teacher's Book to work on the principles: positive interdependence and face-to-face interaction.

- Group or class discussion after individual and teamwork.
- Study groups.
- The teacher's explanation.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

Contents

- Democracy and the function of rules.
- Altruism and friendship as a privileged relationship.
- Peaceful resolution of social problems.
- The Spanish Constitution and democracy.
- Advertising and its risks.
- Moral values and appropriate behaviour.

Evaluation Criteria

1. Recognising and respecting social rules.
2. Practising altruism at school and appreciating friendship and its benefits.
3. Resolving conflicts in a peaceful way.
4. Knowing the Spanish Constitution.
5. Analyzing the influence of advertising critically.
6. Consolidating a system of values in which rights and obligations are adjusted to correct social rules.

Learning Standards

- 1.1. He/She distinguishes despotic attitudes from democratic ones.
- 1.2. He/She understands and explains the importance of complying with rules.
- 2.1. He/She is generous with his/her classmates.
- 2.2. He/She understands the advantages of altruism.
- 2.3. He/She identifies the most important characteristics of friendship.
- 2.4. He/She is able to make friendships.
- 3.1. He/She resolves conflicts in a constructive way.
- 3.2. He/She rejects violent attitudes.
- 4.1. He/She recognises the progress meant by the Spanish Constitution as the basis for the present democratic regime.
- 4.2. He/She considers the Constitution to be the source of rights and obligations of Spanish citizens.
- 4.3. He/She understands the importance of voting as a basis for governing democratic countries.
- 5.1. He/She analyses adverts and their effects.
- 5.2. He/She reflects upon the influence of advertising.
- 6.1. He/She understands the advantages of behaving correctly.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Understanding the meaning of written texts.
 - He/She understands the instructions of the exercises without help.

- Understanding the meaning of oral expressions.
 - He/She understands what his/her teacher and classmates say.

Mathematical competency and basic competencies in Science and Technology

- Applying strategies for the resolution of conflicts in any problematic situation.
 - He/She approaches any problematic situation following logical reasoning and problem solving strategies.

Digital competency

- Understanding messages displayed in different codes.
 - He/She is able to do digital activities.

Learning to learn

- Planning necessary resources and the steps to take in the learning process.
 - He/She follows the established steps to resolve problems.
- Being aware of the learning processes.
 - He/She evaluates the learning process to give feedback.

Social and Civic competencies

- Knowing and applying rights and obligations at home and at school.
 - He/She is respectful towards others, knows his/her obligations and tries to comply with them.
- Identifying the implications that are present in a socially democratic state of law which is backed up by supreme regulation known as the Spanish Constitution.
 - He/She knows the origin of the Spanish Constitution and understands the principles and the values that inspire it.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She identifies his/her mistakes in the task.

Cultural awareness

- Appreciating diversity as a source of personal and social wealth.
 - He/She appreciates advertising, although he/she has a critical attitude towards its messages.