INTEGRATED EUROPEAN PROJECT

EUROPEAN CURRICULUM

Author: Raúl Landa Navarro

April 2017

More information: www.iessantarosadelima.com   www.howtomakealiving.eu

INTRODUCTION

This document establishes the curriculum of the subject "Integrated European Project" with a design that can be applied in different countries. It is the intellectual output of the Erasmus+ project "How are you going to make a living?" (Strategic Partnerships in Education and Training, Key Action 2). This question guides and gives meaning the subject.

Erasmus+ supports actions consistent with the Europe 2020 strategy, whose headline education target is to reduce early school leaving less than 10% and increase attainment in tertiary education to at least 40% by 2020. The European Union has been fostering actions which support the future employment and growth through more successful labour market integration and more mobility. In education, the Erasmus+ program has among its priorities:

- Developing basic and transversal skills (such as entrepreneurship, digital skills and language competences) in all fields of education, training and youth, using innovative and learner-centred pedagogical approaches and developing appropriate assessment and certification methods. In particular, supporting innovative activities that foster the assessment of transversal skills and that promote the use of Content and Language Integrated Learning (CLIL) or reciprocal learning to increase language.

- Enhancing digital integration in learning, teaching, training and youth work at various levels: promoting access to and learning through Open Educational Resources (OER); supporting ICT-based teaching, training and youth work, as well as ICT-based assessment practices.

- Addressing low achievement in basic skills through more effective teaching methods. In particular, through projects that: foster multidisciplinary and inter-disciplinary approaches; integrate the teaching of basic skills (maths, science and literacy); promote problem-based learning; or foster innovative approaches to teaching technology-rich environment.

The Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, defined as a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

The definition of curriculum as the regulation of the elements determining the teaching and learning processes for each subject:

a) Objectives: references related to the targets must achieve by the end of the educational process, as a result of the learning-teaching experiences intentionally planned to this end.

b) Competences: capacities to apply in an integrated manner the specific contents of each subject and educational phase, in order satisfactorily to perform activities and efficiently resolve complex problems.

c) Contents: sets of knowledge, abilities, strategies, skills and attitudes that contribute towards the achievement of the objectives of each subject and educational phase and to the acquisition of competences.

d) Learning standards: details of the assessment criteria which enable one to define the results of learning and specify via actions what students should know and know how to do in each subject. They should allow grading of performance or achievement. They must be observable, measurable and assessable as they contribute to and facilitate the design of standardised and comparable tests.

e) Assessment criteria: it is the degree of acquisition of competences and the fulfilment of objectives of each subject and educational stage: assessment references that define what is to be evaluated, what students must achieve, in terms of both concepts and procedures or attitudes. They respond directly to what the subject seeks to achieve.

f) Methodology**:** which includes both the description of teaching practice and the organisation of teachers' work.

The contents, evaluation criteria and assessable learning standards are grouped in blocks that identify the main areas of the subject. This design allows different ways to organize the curricular elements and adopt the most appropriate to the characteristics of the students.

The integration of key competences in the curriculum is done through the proper description of relations between the skills and content and evaluation criteria.

OBJECTIVES

1. Creating a sense of European identity based on the analysis of the diversity of elements that make up the educational field and workplace in Europe.

2. Deepening the understanding of the interests, attitudes and skills related to professional activities and training itineraries.

3. Designing a training or professional itinerary based on self-knowledge and knowledge of existing opportunities.

4. Investigating the educational, social, economic and employment characteristics of the immediate environment, as compared with other European countries.

5. Developing a cooperative entrepreneurial project that integrates personal, social and productive dimensions.

6. Using information and communications technology to create, edit, publish and disseminate multimedia content.

7. Understanding and producing oral and written texts in English related to educational field and workplace.

CONTENTS, ASSESSMENT CRITERIA AND LEARNING STANDARDS

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 1: Self-awareness, autonomy and knowledge of others		
Self-knowledge: - Strengths and weaknesses. - Interests, aptitudes and attitudes. Knowledge of others: - Tolerance, respect, coexistence. - Empathy, assertiveness, conflict resolution. Autonomy: - Decisions on professional or training itinerary.	1. Describe the strengths and weaknesses, interests, aptitudes and attitudes, relating to professional activities and training itineraries. 2. Know the other participants adequately performing cooperative tasks. 3. Make decisions about the educational and professional route, taking into account the strengths and weaknesses, interests, aptitudes and attitudes.	1.1. Identifies personal strengths and weaknesses in different areas of your life and applies the proposed tasks. 2.1. Interacts through social networks and platforms properly, expressing opinions with respect and cooperating in the proposed tasks. 3.1. Designs a training and professional itinerary according to a personal analysis of strengths, weaknesses, interests, aptitudes and attitudes.

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 2: Knowledge of the learning and working environment from a European perspective		
Social, economic, educational and political characteristics. Local, regional, national and European level. Training itinerary, professional sector and job. Gender equality in the workplace: - Stereotypes - Visibilization contributions of women	1. Identify the main social, economic, educational and political characteristics of the environment that influence the training and the workplace, as compared with other European countries. 2. Find and select relevant information from different verified sources. 3. Research on jobs and training routes. 4. Create content with information on the labor and training environment, compiling later. 5. Analyze from the gender perspective of the workplace environment.	1.1. Creates infographics on the major social, economic, educational and policies that influence their environment training and labor, as compared with other European countries. 2.1. Specifies proven sources of information in generated content. 2.2. Searches news media professional, analyzing and critically reviewing sector. 3.1. Investigates a professional sector of their environment, with their different jobs and training itineraries needed to reach them, compared with other European countries. 3.2. Identifies the rules and institutions that influence the formation and regional, national and European labor sector locally. 4.1. Creates infographics and presentations with information from different sources on the training and workplace. 4.2. Makes a concept map on training paths and jobs. 4.3. Creates a portfolio with all generated content. 5.1. Critically analyzes gender equality in the workplace, especially with regard to overcoming stereotypes and visibility of women's contributions.

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 3 : Cooperative entrepreneurial project		
Personal, social and productive dimension of entrepreneurship. Entrepreneurial skills: - Creativity - Networking - Teamwork - Risk taking - Planning Cooperative entrepreneurial project: - The idea - The relationship with the environment - Concrete proposal - Action plan - Evaluate and reflect - Marketing - Communicate, present, represent and negotiate.	1. Know the dimensions of the enterprise. 2. Analyze and evaluate the importance of entrepreneurs in society. 3. Develop a cooperative entrepreneurial project to solve a problem of the environment, participating in all phases (proposal, development, evaluation and dissemination) and performing assigned tasks.	1.1. Identifies personal, social and productive dimension in entrepreneurial projects. 2.1. Meets and sets an example of entrepreneur assessing their importance in society. 3.1. Participates in the creation and development of a cooperative entrepreneurial project that solution to a problem of the environment. 3.2. Suggests possibilities and helps to set proposals. 3.3. Cooperates to establish an action plan developing it. 3.4. Develops the tasks responsibly, taking the risks and consequences. 3.5. Evaluates and reflects on the developed project 3.6. Creates promotional materials and advertising of products and / or services of the project by applying the principles of marketing. 3.7. Disseminates and shares experience across different platforms and social networks.

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 4: Information and Communication Technology		
Personal Learning Environment. Applications. Mobile devices. Creating and editing text, audio, image and video. Multimedia content. Infographics. Conceptual maps. Digital portfolio. Publishing internet: - Blog - Web page Posting on social networks. Security and privacy. Copyright and publishing licenses. Reliability of sources of information.	1. Search and select applications tailored to their interests and needs. 2. Create and edit text content, image, video and audio using computer applications. 3. Create multimedia content using applications. 4. Use cooperatively applications. 5. Publish and disseminate multimedia content and created presentations. 6. Develop habits in the use of tools that allow accessibility to productions from various mobile devices. 7. Use social networks and platforms responsibly and safely.	1.1. Creates a Personal Learning Environment based on a training and work itinerary, selecting applications, digital resources and explaining the reasons for the choice. 2.1. Creates text documents with applications that facilitate the inclusion of tables, images, formulas, graphics and hypertext elements and other design possibilities. 2.2. Uses mobile devices for image capture, audio and video editing content. 2.3. Makes concept maps using computer applications. 2.4. Captures and edits videos cooperatively on professional activities and training routes. 3.1. Creates infographics with applications to describe, summarize, argue or explain previously generated content. 3.2. Integrates content image, audio, video and text in the development of productions and presentations, adapting the design and layout to the message and the audience to which it is directed. 3.3. Creates a digital portfolio to collect contents related to the training path and the chosen labor sector. 4.1. Takes part actively in cooperative activities that use computer applications. 5.1. Uses distribution channels to accommodate multimedia materials and link them in other productions. 5.2. Creates a blog or a website to publish content generated using a variety of elements (text, links, images, parts of a post, etc.) 6.1. Prepares materials that are accessible from different platforms. 6.2. Exchanges information on different platforms, signing up previously. 6.3. Synchronizes information between a mobile device and another device. 7.1. Participates in social networks responsibly and safely, sharing information and reviewing with respect to the information shared by others. 7.2. Knows and applies the rules of publication, respecting the privacy of individuals, copyright and publishing licenses.

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 5: English		
Understanding of oral and written texts: - Main points - Relevant details - Initiation and maintenance of personal relationships and social - Commonly used oral vocabulary - Specific vocabulary about education, work, ICT and entrepreneurship Production of oral and written texts: - Planning - Performance Importance of English in the labor sector.	1. Understand the main points and relevant details in oral and written texts, informal and formal, short or medium length. 2. Recognize commonly used oral vocabulary relating to education, workplace, ICT and entrepreneurship. 3. Produce short or medium length oral texts in informal or formal discussions, in which information and opinions are exchanged. 4. Maintain enough fluency in the speech to get the message across. 5. Understand the importance of English proficiency in the labor sector	1.1. Identifies the main points and relevant details of texts, videos and formal and informal messages, short or medium length. 1.2. Understands explanations and opinions on various topics, participating in a formal or informal conversation. 1.3. Distinguishes, with visual or written support, the main points and relevant details, in well-structured presentations. 2.1. Understands specific vocabulary about education, work, ICT and entrepreneurship in conversations, discussions, presentations and written texts. 3.1. Participates in formal or informal discussions in which exchanges information and opinions expressed and briefly justified, making oneself understood when speaking. 4.1. Performs fluent and well structured oral presentations, previously tested. 5.1. Analyzes with critical thinking the news in the media about the importance of English proficiency in the labor sector.