

OBJECTIVES	
GENERAL	SPECIFIC
<p>a) To know and appreciate the values and norms of coexistence, to learn to act accordingly to them in an empathic way, to prepare for the active exercise of citizenship and to respect human rights, along with the pluralism typical of a democratic society.</p> <p>b) To develop individual and team work habits, effort and responsibility in studying, as well as attitudes of confidence in themselves, a critic sense, personal initiative, curiosity, interest and creativity in the learning process, and and entrepreneurial spirit.</p> <p>h) To know the fundamental aspects of the Natural and Social Sciences, Geography, History and Culture, as well as getting stated in the knowledge of Navarre’s Geography and History and its diversity of languages, cultures and customs.</p> <p>i) To develop the basic technological competencies and begin to use them for their learning process, developing a critical spirit regarding its functioning and the messages they receive and elaborate.</p> <p>j) To use different artistic representations and expressions and getting started in the construction of visual and audiovisual proposals.</p> <p>l) To know and value the closest animals to human beings and to adopt behaviors that promote empathy and care for them.</p>	<p>1. Developing a sense of unity and belonging both as a group and as part of the world we live in, learning this way that respecting and taking care of each other and our environment is a global responsibility, creating consciousness of the interconnectivity that exists between us as a globalized society.</p> <p>2. For students to get engaged to the topic, showing personal motivation and initiative by trying to get deeper into the subject on through asking questions and proposing own ideas, sharing them between each other and working in a collaborative way, activating previous knowledge in order to achieve meaningful learning.</p> <p>3. To learn about the flora, fauna, climate, population and regulation of a specific biosphere reserve, getting to know all these elements individually first, then how they interact with each other and finally what these interactions result in as a whole.</p> <p>4. Learning to look for reliable information with a scientific basis by filtering different sources and selecting the relevant data from the irrelevant in accordance to their purpose research, ensuring this way a safe navigation experience and a quality final product.</p> <p>5. Developing two-dimimensional and three-dimimensional representations of environment-related thematics both to facilitate and deepen their understanding and proving through this elaboration to have correctly acquired the target knowledge.</p> <p>6. Learning about the importance of the preservation of biodiversity both in their surrounding areas and all around the world – thus, learning what a biosphere reserve is- and of ensuring a balanced and respectful interaction between the social and natural environment in a sustainable way for the prosperity of life on earth, getting familiar this way with the 2030 Agenda and the SDGs.</p>