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THE SUBJECT AS PROTAGONIST AND CO-AUTHOR OF THE NATURAL ENVIRONMENT IN THE 21ST CENTURY

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Abstract: This article aims to analyze the relevance of the curriculum in the formation of the subject as protagonist and co-author of the natural environment in the 21st century. In the Teaching of Human Sciences and Nature in the Early Years, the curriculum is defined as the way in which school institutions guide the individual in the course of their life, making them conscious and active subjects in the world. The curriculum provides the subject with new ways of thinking and reflecting on the world in which he is inserted, in a conscious and autonomous way, aware of his rights and duties before society. We urgently need the subject's new look. Rethinking the changing environment through conscious actions. Therefore, the subject is the protagonist and only through his attitudes of awareness will he be able to change the thinking of current and future generations for the environment to continue with the natural cycle of life of human beings on Earth. Several relevant curricular theories in the educational field, thinkers, philosophers, laws, decrees and resolutions will be questioned, theoretically substantiating the importance of preserving the natural environment, guiding the curriculum towards the formation of conscious subjects. It is in this socio-historical context that the curriculum and the subject are objects of study for several theorists and that historical facts mark the constitution of the subject. It is a constitution of knowledge that starts from the study of the origin, evolution and dissemination of future generations of the subject. Education is the indispensable element for the transformation of the subject's consciousness. We sought in the curriculum of Teaching Human and Nature Sciences in the Early Years domains of knowledge both for the formation of the subject and the challenges of the environment modified by the subject himself, making him aware of the concerns related to our natural and cultural environment reflected by his

actions in the world for future humanity.

Keywords: Curriculum Theories. Curriculum. Subject. Environment.

INTRODUCTION

Over the centuries, the subject has enjoyed a wonderful natural environment, which has been modified day after day. From the beginning, the subject transformed the natural environment, defining what would be best for humanity. The transformations were diverse and ended up harming the natural environment for future generations. In fact, the 21st century is already suffering the consequences of this transformation through which the natural environment was and still is degenerated.

The problem sets in on our planet. The humanity that degraded the natural environment calls for immediate help in relation to the results already established in society.

We need to rethink the changing environment through the subject's actions. The subject is the protagonist who lives in society and only through awareness attitudes will he be able to change the thinking of current and future generations for the natural environment to continue with the life cycle of human beings on Earth. This situation needs to be reversed. But how?

The main ally to the natural environment is the Human Sciences and Nature Teaching curriculum proposed immediately in school institutions in the Early Years.

We will address the different definitions of curriculum, analyze the theories of the curriculum over time and the different conceptualizations about this curriculum that permeates Education throughout the subject's teaching and learning process.

This article aims to position human beings as protagonists, co-authors, builders and transformers of the natural environment,

recognizing their identity, power, appreciation and respect for the natural and cultural environment, planning sustainable actions, understanding and collaborating with future humanity.

Therefore, we understand the relevance of the curriculum to the formation of the subject to face the challenges of the environment modified by him, stimulating him to think about the natural environment and society, making him aware of the concerns related to our natural and cultural environment, of its actions in the world.

We know that the subject is primarily responsible for the natural environment, as he acts in it whenever necessary, according to his needs, modifying it. But it was these non-thinking actions of the subject that degraded the natural environment and today all of humanity suffers consequences for such attitudes.

The subject has a fundamental role in society, he is the protagonist and co-author of the natural environment that he perpetuates from generation to generation. The curriculum must enable the subject to new ways of thinking and reflecting in the world, autonomously and consciously, aware of their rights and duties towards society.

From the perspective of a theoretical contribution through bibliographical research, the curriculum of Teaching Human Sciences and Nature in Elementary School - Early Years is studied, analyzed and compiled in this article.

Through laws, decrees and resolutions, the curricula of school institutions are guided towards the formation of their subjects. The Federal Constitution of 1988 together with the Law of Guidelines and Bases of Education specify the importance of education for the life of the subject in the world.

In this context, that the National Common Curricular Base (BNCC), through the

National Curricular Parameters (PCN), deal specifically with themes related to the area of knowledge of the Natural, Human and Environmental Sciences, in addition to other areas and cross-cutting themes important in the constitution of the subject in Elementary School - Early Years.

From this thought on the constitution of the subject, we want to overcome the real difficulties of school institutions for the construction of a solid curriculum for the formation of the subject capable of acting in the natural environment, without harming it. A special look at the protagonist and co-author of the natural environment in the 21st century.

THE IMPORTANCE OF THE CURRICULUM AND A CLOSE LOOK AT CURRICULUM THEORIES

The school curriculum is a path through which the human being goes through his life to become the active subject in society. An important milestone for society in establishing the curriculum as a specialized field of study was Bobbitt's book *The Curriculum* in 1918.

Bobbitt's book is written at a crucial moment in the history of American education, at a time when diverse economic, political, and cultural forces were seeking to shape the goals and forms of mass education according to their different and particular visions. (SILVA, 1999, p. 22)

Gradually, traditional curriculum theories were being contested and criticized with a "re-conceptualization of the curriculum" movement. A movement of the "new sociology of education" is prioritized. The educational theory renewal movement would undermine traditional educational theory. The critique of traditional theory begins. Also as a landmark of critical theory, the book by some authors such as Michael Young, written

by Bourdieu and Bernstein, *Knowledge and control*, in 1971, carried out this movement of criticism in England. The traditional theory was limited to the technique of how to make the curriculum.

The traditional theories were theories of acceptance, adjustment and adaptation. (SILVA, 1999, p. 30)

In critical theory, it was not relevant to develop techniques on how to make the curriculum, but to develop concepts that allow us to understand what the curriculum does..

Critical theories are theories of distrust, questioning, and radical transformation. (SILVA, 1999, p. 30)

In Education, several concepts addressed such as curriculum, pedagogy and assessment were and continue to be discussed and analyzed. Education allows us to have a different look at the subject and the natural and modified environment. The subject, whether a child, youth or adult, is responsible for the natural environment. It is up to the protagonist subject both at school and in society to intervene in the best possible way for a healthy natural environment.

In the third volume of the book *Class, codes and control*, Bernstein, 1975 stops using the term curriculum and starts using the term codes. Bernstein is not exactly concerned with the content, but rather with the structural relationships between the different types of knowledge that constitute the curriculum. Principles of power and control emerge within the curricular organization. Bernstein and Foucault's thoughts on power are similar. Since antiquity, sovereign power was exercised in society. Over time, a new mechanism of power began to emerge, different from sovereignty, being called disciplinary power.

...allowed a democratization of sovereignty, through the constitution of a public right articulated with collective sovereignty, at

the very moment when this democratization was deeply rooted, through the mechanisms of disciplinary coercion. (FOUCAULT, Interviews, p. 106)

DEMOCRATIZATION OF EDUCATION: LAWS, DECREES AND RESOLUTIONS THAT STANDARD THE CURRICULUM OF TEACHING HUMAN AND NATURE SCIENCES IN THE INITIAL YEARS

The democratization of education provides the right to education in a society marked by so many inequalities, being a possibility of historical reparation to the masses.

We seek to scrutinize laws, decrees and resolutions on which the construction of a curriculum aimed at preserving the natural environment in the 21st century is based. In this context, the Federal Constitution of 1988 establishes in Article 205 of Education:

“Education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work.”

In addition to the constitution establishing the redemocratization of society, the Law of Guidelines and Bases of Education and the National Curriculum Parameters address the protagonist subject in society and support the curriculum of Teaching Human and Nature Sciences in the Early Years. The domains of knowledge are sought in relation to 'concern with the natural and cultural environment, their rights and duties as a co-author subject in the 21st century.

The objective of Education in Elementary Education is the basic formation of the subject, according to article 32 of Law 9.394/1996, which establishes:

II – understanding the natural and social environment, the political system, technology, the arts and the values on which society is based;

III – the development of learning capacity, with a view to acquiring knowledge and skills and forming attitudes and values;

IV – the strengthening of family bonds, the bonds of human solidarity and reciprocal tolerance on which social life is based.

Law 9.605/1998 also provides for criminal and administrative sanctions derived from conduct and activities harmful to the environment and the cooperation of the subject for the preservation of the natural environment.

Resolution No. 2 of June 15, 2012, establishes the National Curriculum Guidelines for Environmental Education.

Therefore, Environmental Education joins school institutions and society to seek alternatives to repair the damage already caused to the natural environment by the subject himself.

The subject urgently needs to retreat. What solutions does the subject seek for this environment? And in what way? How can the curriculum help the subject in this social process?

Taking into consideration, the human responsibility through the knowledge built in the subject since the early years in school institutions, through a curriculum with an attentive look at the demands of nature, based on a society that is in fact inserted in this natural and cultural environment, we seek new ways of guide the attitudes of current and future generations.

The curriculum is reconstructed over time and in certain spaces, seeking to improve the subject's teaching-learning process.

The natural environment has reached its limit, where the subject needs to act and act with sustainable actions, being better

alternatives for a protagonist subject and co-author of the natural environment in the 21st century.

The Human and Nature Sciences Teaching curriculum in the Early Years has been carrying out several actions to avoid greater impacts on our planet.

Through the theoretical basis of the bibliographical study, legislative approaches (laws, decrees and resolutions) and documental analyzes about a protagonist subject and co-author of the natural environment in the 21st century, we observe the need to rethink the constitution of this subject so that from generation to generation we can improve the quality of life of species in the natural environment and have a special look at the curriculum in the Teaching of Human Sciences and Nature in the Early Years, obtaining a primordial education of excellence in school institutions.

The Federal Constitution of 1988 emphasizes education. The Law of Guidelines and Bases of Education focuses on the right that the subject has to a quality education, in accordance with the principles and purposes of national education.

The Common National Curricular Base, together with the National Curriculum Parameters, address several areas of knowledge, specifying each one of them, so that the curriculum for Teaching Human and Natural Sciences is built in the incessant search for an ethical and socially capable subject to play a leading role and act consciously in the natural environment for future generations.

Thinking about the process of building a curriculum and the theories of the curriculum that have emerged over time and advocate a protagonist subject of the natural environment, in which school institutions are fundamental and are committed to caring for the environment and forming subjects who are co-authors of this natural environment in

the 21st century.

Laws, decrees, resolutions and other authors studied are articulated in this movement of considering the time and space of the subjects for a curriculum aimed at the effective teaching and learning process in the Teaching of Human Sciences and Nature in the Early Years.

Therefore, contemplating new actions in the sustainable development of the natural and cultural environment, the subject's actions are rethought in the curriculum of Teaching Human and Nature Sciences in the Early Years.

Education is the indispensable element for the transformation of this subject's consciousness. On page 23 of the PCNs (National Curricular Parameters):

“...the importance of educating future Brazilian citizens is evident so that, as entrepreneurs, they will act responsibly and with sensitivity, conserving a healthy environment in the present and for the future; as participants in government or civil society, know how to fulfill their obligations, demand and respect their own rights and those of the entire community, both local and international; and, as people, find welcome to expand the quality of their intra and interpersonal relationships with both the physical and social environment.”

The National Curriculum Parameters for Elementary Education, the first part of the document brings a brief history of the Natural Sciences, the importance of studying the natural sciences in elementary education and assessment. The way to approach the contents of the Teaching of Natural Sciences is through thematic blocks: Environment, Human Being and Health and Technological Resources. In the second part of the document, it provides subsidies for planning, that is, didactic guidelines focused on the first four grades of Elementary School – Early Years.

In the Curriculum Common Base, literacy

and scientific literacy of the subject is, primordial, developing the ability to act in the world. The Science Teaching curriculum favors the development of skills and competences that are extremely relevant for the formation of the subject, allowing the development of this scientific literacy. The subject begins by understanding the world around him to later contemplate the global. A basis and guidance for the subject is sought, from the perspective of decision-making of the subject both in his personal life and in society. These are practices that involve the subject's ethical issues, a contribution to self-knowledge and the formation of the subject's identity.

The curriculum is place, space, territory. The curriculum is a power relationship. The curriculum is trajectory, journey, path. The curriculum is autobiography, our life, curriculum vitae: our identity is forged in the curriculum. The curriculum is text, speech, document. The CV is an identity document. (SILVA, 1999, p. 150).

THE SUBJECT AS A CONSTITUENT BEING AND CONSTITUTED OF THE CURRICULUM IN THE TEACHING OF HUMAN AND NATURAL SCIENCES

Conceptualizing the curriculum is not something simple. In Education, conceptualization is something of extreme complexity, and it is transformed over time by different pedagogical aspects. The subject is to be constituent and constituted of the curriculum. The subject is not something finished, but a historical construction. The human being, when forming his status quo (current state), constitutes himself as a subject in this curricular process that changes over the centuries. The subject is the protagonist and co-author of the natural environment.

...to create a history of the different ways

in which, in our culture, human beings are transformed into subjects. (FOUCAULT, 2018, p.15)

The human being becomes a subject, a modern subject, through the intervention of socio-cultural history and its relationship with the environment. At a certain point Foucault did not pay attention to Education, in the sense of the expression “subject always there” (et al Page 107), but to think that the subject is Modernity itself, therefore, we constitute ourselves as modern subjects. Foucault observed the thinking of several philosophers to better understand the modern subject.

... Descartes’ “I thinking”, Leibniz’s “monad”, Kant’s “the subject of knowledge” were fundamental for the firming of the idea that the subject is an already given entity, a property of the human condition and, therefore, since always there, present in the world. (NETO, 2007, P. 108)

Therefore, the subject is something to be worked on or shaped by Education. Rousseau thought of a savage state for a civilized state. Kant, Engel and Marx thought of a subject of minority for a subject of majority.

“...started from the understanding that the subject is a natural entity and, thus, pre-existing to the social, political, cultural and economic world.” (NETO, 2007, p. 108)

Comenius thought was to teach everything to everyone. In this bias that among the modern pedagogical theories the thought about:

...a subject-man who has always been there, to be blossomed by Education. (NETO, 2007, p. 109)

Still Kant and Piaget consider the subject of knowledge, with capacity to learn, which can be an a priori or genetic epistemology. Kant thought of an incomplete or empty subject. Marx thought of an incomplete or unconscious subject. Piaget thought of a psychogenetically undeveloped incomplete subject. Therefore,

Education has this important role on the subjects.

The subject is taken as an entity that has always been there, as an actor and agent occupying the center of the social scene and capable of a sovereign rationality that transcends that scene. (NETO, 2007, p. 110)

The subject has always been there and must be educated to act consciously in the social, political, cultural and economic world. But this denomination “subject since always there” was left behind. Sociologists and philosophers abandoned this concept of subject and Foucault went deeper into the thought of how this subject is instituted. Through his research, the thought of subjectivation emerged. The three modes of subjectivation that transform human beings into subjects are:

The objectification of a subject in the field of knowledge - which he worked on in the archeology record, the objectification of a subject in the practices of power that divides and classifies - which he worked on in the genealogy record - and the subjectivation of an individual who works and thinks about himself - that he worked on the ethics record. (NETO, 2007, p. 111)

The transformation of the subject can take place in the sense that other subjects apply it to us or we apply it to ourselves. The definition of subject by Foucault is divided into two contexts:

“subjected [subjected] to someone by control and dependence, and bound to one’s own identity by a conscience or self-knowledge”. (NETO, 2007, p. 111)

Foucault studied the subjectivation of subjects and identified three social struggles: the struggle against domination, the struggle against the exploitation of work, and the struggle against the individual’s ties to himself and others.

“...the struggle against forms of subjection - against the submission of subjectivity - is

becoming increasingly important...” (NETO, 2007, p. 111)

Given that Education, the curriculum for Teaching Human and Nature Sciences in the Early Years is linked to the subject. The school institution holds power over the subject. A disciplinary power that Foucault appropriates and characterizes the subject in relation to the discovery of the body as an object and target of power. The body is trained, that is, modeled, trained, manipulated, from which it begins to obey, respond and becomes skillful. This means that this body is docile.

“A body is docile that can be submitted, that can be used, that can be transformed and perfected.” (FOUCAULT, 2014, p. 134)

Disciplinary power presupposes submissive and exercised bodies, the so-called “docile bodies”. In the political and economic scope, the subject’s bodies are seen as machines. The school institution has the power to discipline the subject.

“...the school was the most powerful, broad, disseminated and meticulous modern institution to carry out an intimate articulation between power and knowledge, in order to make knowledge the belt that transmits and legitimizes the powers that are active in modern societies and that instituted and continue to institute the subject.” (NETO, 2007, p.114)

The time and space of learning were changing. The school has become:

“...a machine for teaching, but also for monitoring, hierarchizing, rewarding.” (FOUCAULT, 2014, p. 144)

Not only to watch over, but also to punish. Discipline is an imposition of order. The curriculum prepares the subject to achieve their skills and abilities.

“Power, far from impeding knowledge, produces it.” (FOUCAULT, Interviews, page 83)

Society evolves and new power techniques

manage time and make it useful as part of the whole. A macro and a microphysics of power throughout history then emerges. It’s not inventing the story, because it doesn’t need to be invented, but integrated.

“...from a temporal, unitary, cumulative dimension in the exercise of controls and in the practice of dominations.” (FOUCAULT, 2014, p. 158)

Subjection continues to complement itself in the world. Analyzed by Foucault, the human being referred to the constituent subject and the other to the economic, oriented towards their social and political functions. There are successive historical facts that mark the constitution of the subject. It is a constitution of knowledge that starts from the study of the origin, evolution and dissemination of future generations of the subject.

“Genealogy is grey; she is meticulously and patiently documentary. She works with shuffled parchment, crossed out, rewritten several times.” (FOUCAULT, Interviews, p. 12)

Curriculum theories, assuming that there is something waiting to be discovered, described and explained, determines that:

“The curriculum would be an object that would precede theory, which would only come into play to discover it, describe it, explain it.” (SILVA, 1999, p. 11)

In a way, theory invents the object. Numerous discussions are held about the curriculum. curriculum theories,

like broader educational theories, they are full of assertions about how things must be. (SILVA, 1999,p.13)

Thinking about the curriculum through different authors and theories is fundamental. Thinking about the subject and the object of knowledge is essential to proceed with the studies of the Science Teaching curriculum in the initial grades. In the philosophical

diversities, the behaviors and transformations through which the subject becomes a constituent part of the curriculum are analyzed. Common point between curriculum theories:

“The central question that serves as a background for any theory of the curriculum is to know what knowledge must be taught.” (SILVA, 1999, p. 14)

CURRICULUM THEORIES IN THE SOCIO-HISTORIC AND ENVIRONMENTAL CONTEXT

In the socio-historical context, the curriculum and the subject are objects of study by several theorists. Three relevant curriculum theories in the educational field emerged: traditional, critical and post-critical.

In traditional curricular theory, standardization, the imposition of rules in the productive environment, repetitive work based on specific divisions of tasks, in addition to mass production, with the subject being mechanically constituted, were sought. The curriculum was meaningless and based on the idea that teaching was centered on the figure of the teacher, who transmitted specific knowledge to students.

In the critical curricular theory, a liberating and conceptually critical perspective was allowed in favor of the popular masses, defense of the struggles in the cultural and social field, understanding that both the school and the education itself are instruments of reproduction and legitimation of the social inequalities properly constituted in the within capitalist society.

In the post-critical curricular theory, more than the social reality of the subject, it was necessary to understand the ethnic and cultural stigmas, such as raciality, gender, sexual orientation and all the elements of the differences between the subjects. It was necessary to establish the fight against the

oppression of semantically marginalized groups and fight for their inclusion in the social environment. The curriculum centered on the subject. Therefore, the subject is the constituent being of his identity, subjectivity, alterity and difference. It is in this bias that we are essentially involved in what we are and what we have become.

Among the theories, they differ by the emphasis they give to certain elements, that is:

...may draw on discussions about human nature, about the nature of learning or about the nature of knowledge, culture and society. (SILVA, 1999, p. 14)

Curriculum theories explicitly or implicitly understand the broader development of knowledge and knowledge which will constitute the curriculum. The curriculum guides this knowledge and knowledge, modifying the subject who follows this line of thought and becoming an “ideal” subject according to the approach of the present curriculum. The curriculum molds the subject according to the type of knowledge. Curriculum comes from the Latin “curriculum”, “race track”:

“...in the course of this race that is the curriculum, we end up becoming what we are.” (SILVA, 1999, p. 15)

Therefore, what we are, what we become, is our identity, it is part of our subjectivity, unique subjects, where this curriculum is also identity, it is also a question of power. Curriculum theories seek this issue of power, operate power through knowledge and knowledge. And it is through the questions of power that traditional theories differ from critical and post-critical theories of the curriculum.

Analyzing the curriculum of the Teaching of Human and Nature Sciences through official documents, there is a demand to deepen the study of the subject in relation to the environment.

Looking at the natural environment makes

us reflect on the curriculum in the Teaching of Human Sciences and Nature in the Early Years, where the subject brings with him his common-sense knowledge, not looking for theoretical explanations, but experienced in everyday life. Solves immediate and survival situations. He is a spontaneous and instinctive subject, without a critical or realistic position. On page 19 of the PCNs (National Curricular Parameters), it presents the subject's action in the world, which:

“As humanity increases its ability to intervene in nature to satisfy growing needs and desires, tensions and conflicts arise regarding the use of space and resources based on available technology.”

There are several changes in the curriculum of the Teaching of Human and Natural Sciences, which must be observed and studied in order to support the subject to live in this environment in a conscious way and to live with the other subjects in society. In the school environment, there is a need to think, investigate, experiment with the subject's knowledge to determine a solution to the problem situation. This is considered scientific knowledge.

The subject is a unique individual and co-author, protagonist of the natural and modified environment. The subject is a form, with identity, with subjectivity, with power and freedom to consciously express their thoughts about the environment they live in. Through a curriculum based on the development of scientific knowledge, learning takes place and the subject has the opportunity to know, interpret and intervene in the environment. Through the intervention of an education that is transferred from generation to generation, the subject is constituted.

Thus, the subject relates to the natural environment through its need, but also observing the care to preserve it, the survival of species, biodiversity and the conservation

of natural resources, guaranteeing the quality of life of the population.

It is in this sense that scientific knowledge must prevail in education. Understand the process by which scientific knowledge is built, from investigation, criticism, questioning and reflection.

The investigation, the transformations or changes and the relationships between the subject and the environment, put him in direct contact with current environmental problems. Reflect on the subject's forms of intervention in the environment and cultivate values consistent with environmental protection. The subject must create and strengthen a fairer society, committed to improving the quality of life. This is science for everyone, through which the teaching and learning process guarantees the formation of subjects able to understand and position themselves when proposing solutions and actions to combat socio-environmental problems.

For this reason, laws, decrees and resolutions insist on the importance of Environmental Education, articulated at all levels and modalities of Basic Education, integrated into the educational and interdisciplinary practice of teaching institutions in the initial series. In the curricula of initial and continuing training of teachers, commitment to a fair and sustainable society is observed. This way, principles and objectives of Environmental Education were elaborated as a right of all who constitute the school environment as learners and also the subject who lives in today's society and also the one who will come to belong to this environment.

The curriculum must be planned considering levels, modalities, stages, ages, sociocultural diversity of subjects, communities, biomes and territories where school institutions are located. The organization of the curriculum for the Teaching of Human and Nature Sciences must

prioritize commitment, its socio-educational, environmental, artistic and cultural role in composing the educational practices present in pedagogical projects. The curriculum must be diversified, so as to consider the knowledge and values of sustainability, stimulating an integrated vision, critical thinking, the subject's experiences, his reflection about the environment and the use of education, integrating communication with technology. The curriculum must contribute to the environment through its school practices, promoting projects, activities, work and experiences that make up the subject's teaching-learning process.

Among the knowledge and values of sustainability, the diversity of manifestations of life, the principles and objectives, the planning of the school curriculum and the management of the teaching institution, it is up to the resolution to establish National Curriculum Guidelines for Environmental Education, in which it highlights on page 6 of Resolution No. 2, the subject's contribution to society:

“...the construction of planetary citizenship from the critical and transforming perspective of the environmental challenges to be faced by current and future generations.”

Reflecting on the conceptualization of the word environmental, in the sense of the environment, it is everything that concerns the environment in which the subject lives. On page 2 of Resolution n° 2, the term “environmental” brings concern with social practice, socio-environmental risks through the degradation of nature, climate change and the reduction of biodiversity.

Advances in the scientific and technological area in the Science Teaching curriculum have added the importance of looking at the natural environment, which the subject is part of, is the author and co-author of the engagement

process for a quality environment for future generations.

Therefore, the environment is interconnected with other areas of the curriculum, not only the Natural Sciences, but as a historical and social context.

According to page 19 of the PCNs (National Curricular Parameters), the environmental perspective in education:

“...contributes to highlight the need for work linked to the principles of human dignity, participation, co-responsibility, solidarity and equity.”

The subject needs to be committed to life on the planet, individual and collective, local and global well-being. This is the challenge of Education. The curriculum for Teaching Human and Nature Sciences in the Early Years proposes to work with attitudes, formation of values, with the teaching and learning of skills and procedures. Technology came along with education. The subject performs it very well, but many of his actions in relation to the environment in which he lives were negative and not positive. Caring for the environment is important for the Science Teaching curriculum from early childhood education onwards, continuing through Elementary School – Initial and Final Grades and High School. It seeks to repair the damage caused to the natural environment, which has already suffered overwhelming consequences.

The curriculum that is in constant change, seeking improvement, analyzes the causes more so that the consequences to the environment are positive and not negative.

And so, the issue of sustainability is addressed with relevance in the curriculum of Teaching Human and Nature Sciences in the Early Years. For the subject to interact and live in harmony on a sustainable planet, he must follow nine principles that are interconnected in the National Curriculum Parameters. From the fundamental principle, which is an

ethical principle in relation to living beings, permeating the criteria of sustainability, focusing on the development of quality of life, conservation and diversity, exhaustion of non-renewable resources and the balance of nature, and ending with the discovery of means by which sustainability is achieved on our planet, with changes in attitudes and practices of the subject caring for and conserving the global natural environment. It is noted on page 32 of the PCNs (National Curricular Parameters):

“The ethic of caring for the Earth applies at all levels, international, national and individual. All nations only have to gain from global sustainability and all are threatened if we do not achieve this sustainability.”

The planet has goods that are the right of all humanity. The subject must respect the rules of basic conditions of life, its quality, the number of subjects who depend on it and its space. Care by the subject must be conservative, generating the least possible environmental impact and respecting sustainability conditions, with maximum renewability of natural resources, depending largely on natural and social factors.

In educational terms, it is thought of linking the subject to ethnic and moral values, which are responsible and solidary with the natural environment. On page 37 of the PCNs (National Curricular Parameters), it is addressed:

Responsibility and solidarity must be expressed from the relationship between people and their environment, to the relationships between peoples and nations, passing through social, economic and cultural relationships.

The process of teaching and learning attitudes and values is crucial within the Science Teaching curriculum. It is in this school context that actions aimed at

sustainability solidify. The link between theory and practice happens at school. The subject learns as he advances his walk towards constructed and not finished knowledge. The subject is in a constant teaching-learning process, according to the excerpt on page 37 of the PCNs (National Curricular Parameters):

“...the process of knowledge is permanent, that one of the most important attributes of the human species is immense curiosity, the eternal condition of apprentice.”

FINAL CONSIDERATIONS

The subject over time modified the natural environment and humanity suffers the consequences of this transformation today. Current and future generations need harmony to articulate in the best possible way and reverse this degrading situation of the natural environment.

The trajectory that the individual takes to become active in society is apprehended in the school environment. Therefore, it is of fundamental importance to develop a curriculum that forms a subject who consciously thinks about their attitudes and reflects on their actions.

The curriculum for Teaching Human and Natural Sciences in the Early Years promotes the subject's teaching and learning process during schooling.

Thus, the subject can intervene in society seeking a quality environment for everyone, preserving the natural environment and creating a better world to live in.

It is in this socio-historical context that we seek domains of knowledge to better understand and enjoy a healthy environment, where we will continue to be protagonists and co-authors of the natural environment in the 21st century.

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