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ALIGNMENTS FOR A HISTORICAL-CRITICAL CURRICULUM: A LOOK AT ENVIRONMENTAL HEALTH BEYOND THE COMMON NATIONAL CURRICULAR BASE

ALINHAMENTOS PARA UM CURRÍCULO HISTÓRICO-CRÍTICO: UM OLHAR PARA A SAÚDE AMBIENTAL ALÉM DA BASE NACIONAL COMUM CURRICULAR

ALINEAMIENTOS PARA UN CURRÍCULO HISTÓRICO CRÍTICO: UNA MIRADA A LA SALUD AMBIENTAL MÁS ALLÁ DE LA BASE CURRICULAR COMÚN NACIONAL

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ABSTRACT:
This article explores strategies for incorporating themes related to environmental health into the curriculum, specifically in the Natural Sciences. Using a qualitative approach, focusing on documentary research, we examined the Common National Curricular Base and the 2030 Agenda for Sustainable Development Goals to identify strategic elements that promote environmental health in the curriculum. The adopted methodology is based on Historical-Critical Pedagogy, aiming to enhance the visibility of environmental health in the curriculum. Starting with the social issue of "fires", we used a dialectical approach, from syncresis to synthesis, drawing on supporting studies. We conclude that it is possible to integrate skills, specific competencies, and contemporary themes related to environmental health that go beyond the recommendations in the curriculum documents.

KEYWORDS: Environmental health; Teaching; BNCC; PHC.

Introduction

Human beings must ensure their material subsistence through rational and intentional work that is based on their environment. This rationality is an essential attribute; working and teaching are inherent attributes of being human (Saviani, 2007). When teachers establish a working relationship in the school environment, they also promote and produce knowledge and values. In doing so, they become historical social beings who contribute to the production of culture and mediate knowledge production.

In this context, education is one of the most important tools for understanding, addressing, and transforming social and environmental problems. Education reduces

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inequalities, fosters individuality, improves health, and promotes peace and mutual respect. This knowledge is incorporated into the curriculum, requiring ongoing updates because of scientific advancements. Because schools are an essential space for addressing this challenge, the curriculum is crucial for developing strategies to stimulate discussions and updates on emerging environmental health issues. It is through continuous education that the curriculum can be strengthened.

Some developing countries, such as Chile and China, have successfully overcome barriers by reformulating their curricula. By clearly stating their intentions and promoting connections between teaching careers and ongoing teacher training, these countries have achieved significant results. One notable example is the Program for International Student Assessment (PISA), in which China ranked first globally, and Chile achieved the top position in Latin America (OECD, 2018; Suarte, Lagares & Seibert, 2021). Despite ranking last in these assessments, Brazil is currently engaged in curriculum reform. This process began in 2014 with the discussion of the Common National Curricular Base (BNCC, from the Portuguese *Base Nacional Comum Curricular*) to comply with the Law of Guidelines and Bases 9.394/1990 and the National Education Plan (Brazil, 2014). Considering environmental health issues, particularly during this time of pandemic recovery, it is crucial to prioritize curricula. However, there are few discussions on this topic in the BNCC (Silva & Loureiro, 2020; Vieira, Morais & Campos, 2020).

On the other hand, upon analyzing the rules outlined in the BNCC, it becomes apparent that there is an opportunity to further explore environmental health issues through contemporary themes that impact life on both local and global scales, such as "Environmental Education" and "Consumption" (Brazil, 2018). The document highlights that the foundation for developing the knowledge objects related to these themes lies in acquiring a minimum set of skills. However, student empowerment comes through the assimilation of scientific knowledge (Saviani, 2011).

Developing skills in this field is essential because environmental health is a part of the 2030 Agenda for Sustainable Development (Brazil, 2015). The goals outlined in this agenda are meant to be addressed by various institutions. In schools, these skills can be developed across all curricular components. While not discounting other areas, it is important to consider that the Natural Sciences subject is particularly favorable for the development of environmental health. This is because it encompasses systematized knowledge in the curriculum that enables the integration and enhancement of other areas of knowledge, with the aim of comprehending the phenomenon.

This purpose can be achieved through the lens of Historical-Critical Pedagogy, conceptualized by Dermeval Saviani in 1978 as a basis for critiquing capitalist society

and education as perpetuators of unjust and unequal social relations (Saviani, 2012). Within Historical-Critical Pedagogy, the social practices of students and teachers are intertwined with various dimensions of social, historical, political, philosophical, economic, and aesthetic knowledge. Therefore, it is argued that school education should be acknowledged as a political act that contributes to societal transformation. The role of schools is to facilitate mechanisms for this transformation (Saviani, 2013).

In this context, it is essential to consider what Martins (2012) called the triad: content-form-recipient. This concept explains what should be taught, how it should be taught, who the students are, and how they learn. This leads us to reflect on the conception of the world we want to develop, which classics should be taught, and what strategies should be used to understand environmental health.

Based on this premise, our aim here is to analyze environmental health in the BNCC/Tocantins Curriculum Document and establish connections with the 2030 Agenda from the perspective of Historical-Critical Pedagogy didactics. We specifically focus on the curricular component of Natural Sciences in the later years of primary school. To accomplish this, we conducted qualitative, exploratory, and descriptive research, based on a literature review and documentary research. This approach allowed us to examine various documents and offer new complementary interpretations (Triviños, 1987). Our analysis focuses on the BNCC, the Tocantins Curriculum Document (DCT, from the Portuguese *Documento Curricular do Tocantins*) construction reports, and the Sustainable Development Goals (SDGs) outlined in the 2030 Agenda. Our aim was to identify commonalities and propose strategies that promote environmental health.

Maintaining the emphasis on reflection and self-reflection to infer and interpret information from the readings (Patias & Hohendorff, 2019), we adopted Historical-Critical Pedagogy didactics to outline a methodological approach centered on the social issue of "fires" as a fundamental theme of environmental health. Our arguments were based on bibliographical research, guided by authors such as Saviani (2000, 2012, 2015), Martins (2012), Duarte (2018), Marsíglia, Martins, and Lavoura (2019), Hodson (2013), Lopes and Macedo (2021), among others. The bibliographic references were consulted on the journal portal of the Coordination for the Improvement of Higher Education Personnel (CAPES), using the keywords "environmental health", "Historical-Critical Pedagogy", and "curriculum", combined with the Boolean operators "AND", "NOT", and "OR" to refine the searches.

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Articulating pathways between the 2030 Agenda for Sustainable Development and the National Common Curricular Base

The publication of the Brundtland Report, also known as "Our Common Future" (1987), brought the SDGs into discussions at various levels of institutional organizations. In 2021, after 34 years, the United Nations (UN) resumed environmental discussions based on the 17 SDGs. The UN directed countries to commit to developing and achieving these goals by establishing the 2030 Agenda for Sustainable Development, which includes 169 goals agreed upon by 193 countries (UN, 2015). These goals encompass a range of strategies in areas of vital importance for humanity and the planet, such as poverty, inequality, climate change, environmental degradation, prosperity, peace, and justice. In this Agenda, SDG 4 stands out as fundamental to achieving all the others, as it proposes to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". To achieve this goal, it is essential to emphasize the significance of teachers in all countries integrating discussions on environmental issues into their curricula (UN, 2015).

The drafting of the 2030 Agenda takes us back to the curricular reforms, during which the BNCC was developed to assist in creating educational network curricula. This foundation is supported by legal documents, including the Federal Constitution (1988), the Law of Guidelines and Bases of Education (Law 9.394/1996), and the National Education Plan (2014/2024), which seeks to ensure equal learning opportunities for all students. This document was initiated in 2014 during Dilma Rousseff's administration, with the participation of 116 members from 35 universities and three federal education institutes. It also included teachers from the state networks of all 26 states and the Federal District, all of whom were appointed by the education secretariats (Brazil, 2019).

Contrary to the continuity of this policy, some researchers argue that the development of the BNCC is unnecessary, as the national curriculum parameters already include this pedagogical dimension. These researchers argue that the main cause of educational problems is the lack of investment in teachers' professional development and curriculum production, rather than the absence of a curriculum base (Macedo, 2014; Lopes & Macedo, 2021). Moreover, they argue that the BNCC would perpetuate inequalities in the education system by giving external assessments the power to dictate curricula. This approach would promote a prescriptive strategy emphasizing minimal curricula based on skills and competencies, which could perpetuate the dominance of the

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business class (Aguiar & Dourado, 2018; Marsíglia, Martins & Lavoura, 2019; Lopes & Macedo, 2021).

Despite the various criticisms and debates held at seminars and conferences, the BNCC for early childhood and primary education was approved and ratified by the National Education Council through Resolution CNE/CP No. 2, on December 22, 2017. As a result, the Ministry of Education has been consolidating the BNCC as a state policy, making it a normative document to guide the development of curricula nationwide.

The curriculum document for early childhood education and primary education in Tocantins: considerations on environmental health

The construction of the Tocantins curriculum document on nature sciences

After the initial formation to prepare the DCT, conducted by the Ministry of Education in Brasília, a working group was established. This group, known as the Program to Support the Implementation of the Common National Curricular Base (ProBNCC), operates in collaboration with the National Union of Municipal Education Directors (UNDIME). The ProBNCC operates under a collaborative framework with the Tocantins State Secretariat for Youth, Sports, and Education (Tocantins, 2019).

Representatives from various curriculum areas participated in the drafting of the Tocantins Curriculum Document (DCT), which included 22 writers specializing in daycare as well as the early and late years of primary education. Additionally, there were teacher representatives from the Federal University of Tocantins, State University of Tocantins, and Federal Institute of Tocantins. In total, 185 professionals were directly and indirectly involved in this process, covering all curricular components (Tocantins, 2019). The preparation of guidelines for the area of Natural Sciences went through multiple phases (Figure 1).

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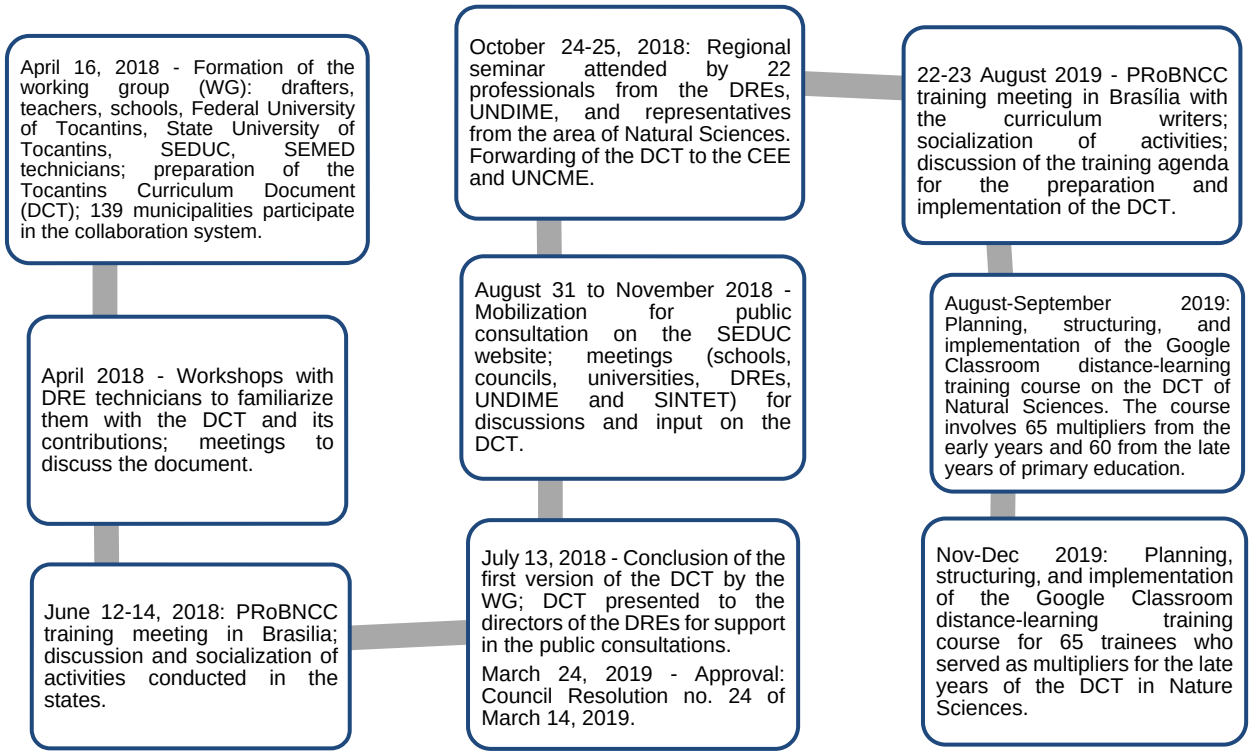
Figure 1 – Stages in the process of drawing up the Tocantins Curriculum Document (DCT) for natural sciences in the state of Tocantins



Source: prepared by the authors based on Tocantins (2019) and Brazil (2019).

The organization of the Nature Sciences working group involved technicians from the Tocantins State Secretariat for Youth, Sports, and Education (SEDUC, *Secretaria Estadual de Juventude, Esportes e Educação do Tocantins*), the National Union of Municipal Education Directors (UNDIME, *União Nacional dos Dirigentes Municipais de Educação*), as well as teachers from institutions such as the Federal University of Tocantins, ITOPE University, master's students, and teachers from state and municipal public schools. The articulation with the municipal network is a prerogative of Article 8 of the Law of Guidelines and Bases, which establishes the collaboration regime among education systems (Brazil, 1996).

The drafting of the DCT began in April 2018 and went through several stages. The provisional version was completed for public consultation in July 2018. After meeting the

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deadline, the document was forwarded to the State Education Council and approved in March 2019 (Tocantins, 2019).

To promote dissemination and discussion in favor of implementation, the group of technicians from SEDUC and UNDIME, who also drafted the BNCC for early childhood and primary education, organized an online course using the Classroom platform. This course covered the curriculum documents, including the Natural Sciences subject. A total of 120 teachers signed up for the course, representing schools in the 13 regional education directorates and municipal education departments.

It is important to note that the COVID-19 pandemic has disrupted the process of curriculum implementation. To assist municipalities in preparing and implementing their curricula, the Tocantins Collaboration Network was established in August 2020. It includes representatives from UNDIME, the Federal University of Tocantins, the Public Prosecutor's Office, the Court of Auditors, and the Tocantins Association of Municipalities. The goal of the Tocantins Collaboration Network is to support municipal education networks and systems in implementing curricula, considering the emerging challenges posed by the COVID-19 pandemic (Tocantins, 2020; Lagares et al., 2021).

Since returning to school after the pandemic, it has become evident that there is an urgent need to incorporate curricula that address environmental health. This initiative would address the gap in schools and improve students' comprehension of the subject by linking it to social, economic, environmental, and cultural aspects.

Environmental health in the common national curricular base: a look at the natural sciences

As defined by the World Health Organization (WHO, 1993), environmental factors encompass various elements that influence human health, including physical, chemical, biological, social, and psychosocial factors. It also encompasses the theory and practice of assessing, correcting, and controlling environmental factors that may negatively impact the health of current and future generations. Environmental health can be approached from two perspectives: the first focuses on studying environmental hazards, their effects on health, and variations in sensitivity to exposure within communities; the second explores the development of effective ways to protect against environmental risks (Ordoñez, 2000; Yassi et al., 2002).

Because the environment affects nearly every aspect of people's lives to some extent, environmental health is connected to almost every field of medical science (Cunningham & Stubbs, 2003). Human health depends on healthy environments, while

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human prosperity relies on both healthy individuals and ecosystems in a good state (Charron, 2013). Understanding the impact of the environment on human health and the reciprocal influence of humans on the environment is paramount to addressing critical issues essential for human survival, including food safety, radiation, chemicals, communicable diseases, and vectors.

The major challenge of environmental health lies in dealing with the environmental changes caused by industrialization, technological advancements, and degradation. To tackle these challenges, it is necessary to reintegrate environmental concerns into health policies, particularly in the areas of environmental health, social inclusion, and equity (Gouveia, 1999).

This approach is becoming more prominent in curricula, particularly in the natural sciences, since most systematized knowledge assumes a link with the thematic units of "Matter and Energy", "Life and Evolution", and "Earth and Universe", (Box 1).

Box 1 – Synthesis of the thematic units of the Tocantins Curriculum Document on Natural Sciences in Primary Education

MATTER AND ENERGY	LIFE AND EVOLUTION	EARTH AND UNIVERSE
▪ Materials, transformations, and responsible use. ▪ Use of various materials by humans in different environments and during different periods, and their connection with society and technology ▪ Matter and the various forms of energy used in everyday life.	▪ Characteristics and needs of living beings, and their interactions with humans and the non-living elements in the environment. ▪ Brazilian ecosystems and the distribution of biodiversity. ▪ Life as a natural and social phenomenon. ▪ Key elements for comprehending and maintaining	▪ Characteristics of the Earth, the Sun, the Moon, and other celestial bodies, including their size, composition, location, movements, and the forces that act upon them. ▪ Essential factors that sustain life on Earth, such as the greenhouse effect and the ozone

▪ Use of energy in the extraction and processing of natural resources. ▪ Natural processes for obtaining energy.	the evolutionary processes that give rise to the variety of life forms on the planet. ▪ Comprehension of the human body as a dynamic system that works towards maintaining equilibrium. ▪ Health as a collective and individual benefit, and the factors involved in promoting it, including its discussion within the realm of public health.	layer. ▪ Natural phenomena such as volcanoes, tsunamis, and earthquakes, related to atmospheric and oceanic circulation patterns, as well as the uneven heating caused by the Earth's shape and movements.

Source: Brazil (2018).

The curriculum's thematic units are interconnected with the SDGs, 42% of which are related to the Science curriculum, and specifically to environmental health. These SDGs include: SDG 3 - Health and well-being; SDG 6 - Drinking water and sanitation; SDG 7 - Affordable and clean energy; SDG 11 - Sustainable cities and communities; SDG 12 - Responsible consumption and production; SDG 13 - Action against global climate change; and SDG 14 - Life in water. It is worth noting that SDG Health and Well-being has the largest number of targets in the 2030 Agenda (UN, 2015).

Concerns regarding environmental health issues have significantly increased since the 1970s, primarily due to research conducted by environmentalists, such as Rachel Carson, as evident in her book "Silent Spring" (Carson, 1962). This debate has also entered the realm of education, resulting in environmental health issues gaining more prominence through curriculum discussions within schools. Despite the existence of educational legislation guaranteeing this approach, its implementation and discussion

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have been minimal. Studies indicate a lack of coordination among managers and the neglect of environmental issues in the BNCC (Vieira, Morais & Campos, 2020).

It is essential to reconsider a curriculum that promotes student emancipation to combat emerging obscurantist actions, such as the anti-vaccine movement, the flat earth theory, and the denial of environmental problems. According to Saviani (2011), teachers have the responsibility to encourage initiatives that motivate students to understand more complex concepts based on the fundamental content covered in the subjects, which the author refers to as "Classics".

Didactic approach to historical-critical pedagogy: a strategy for environmental health

Historical-Critical Pedagogy, proposed by Dermeval Saviani in 1978, critiques capitalist society and education for reproducing unjust and unequal social relations (Saviani, 2012). This method is rooted in Karl Marx's conception of Historical-Dialectical Materialism and Vygotsky's proposal of Historical-Cultural Pedagogy, which uses dialectical logic to construct, reflect upon, and elaborate concrete thought based on historical-social reality (Konder, 1981; Saviani, 2012).

Historical-Cultural Pedagogy teaching is a mediating activity within social practice, with the aim of transforming society through pedagogical efforts. This approach enables students to progress from uncritically and unintentionally participating to adopting a critical and intentional stance, with social practice as the foundation and conclusion for their reflections (Saviani, 2012).

Historical-Cultural Pedagogy is organized into five phases: social practice, problematization, instrumentalization, catharsis, and final social practice (Box 2). It is important to note that these phases should not be seen as separate from each other, as this could undermine the dynamics and essence of Historical-Cultural Pedagogy, reducing it to a mere prescription (Marsíglia, Martins & Lavoura, 2019).

Vygotsky (2001) emphasizes the importance of the teaching process in human development, in line with dialectical logic. Based on this premise, it is hypothesized that the teaching process can begin with the basic knowledge outlined in the BNCC. The objective, therefore, is to propose a practical didactic approach that addresses the issue of social practice related to environmental health, specifically in the context of fires, with the goal of developing students' skills through various actions and motivations.

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Box 2 - Guidelines for the didactic approach to PHC in environmental health

PATHWAY/ HISTORICAL-CULTURAL PEDAGOGY	**GUIDELINES FOR A DIDACTIC APPROACH TO HISTORICAL-CULTURAL PEDAGOGY**
Initial social practice	The initial step for taking action. The issues faced by both students and teachers are identified, such as the annual occurrence of fires in the country. Reflect on what needs to be taken into account.
Problematization	Situate the student within the reality of the identified problem and encourage investigation through reflection: Are fires a recent phenomenon? How did fires originate? What is the relationship between fires and climate change? Do wildfires have any environmental benefits? What impacts can they have on water resources? How do traditional communities perceive fires? What contradictions exist between fires and the economy? Who benefits from the promotion of large-scale fires? How do they affect people's health? Which groups are most vulnerable to the consequences of fires? In short, problematization can be approached in many ways, such as through short videos, songs, texts, poems, photographs, and memes, using situations that capture the student's attention to the topic (fires) without providing predefined answers.
Instrumentalization	This is the moment when the teacher assigns strategies to mediate the investigation and search for information. This can be done using a variety of resources, such as texts, articles, and the internet, guiding students in exploring the questions. It is important to note that the teacher should have both a conceptual and pedagogical mastery of the content. One

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	strategy for this exercise is to write a text on the topic, using the Capes journal portal to select articles that cover the issue from different perspectives. This helps to adapt the didactic transposition to the teaching method, while also considering the students' cognitive level. Various techniques and methods can be devised to create a study roadmap for finding solutions to the problem. What strategies will be developed to integrate these dimensions? What methods will be used to facilitate mediation between teachers and enhance collective planning to identify effective tools that promote the integration of knowledge about fires? What resources will be used? What research guidelines, bibliography, and websites will be consulted? Will videos, software, or textbooks be used? In other words, resources that will motivate students to achieve learning objectives, avoiding leaving them directionless and vulnerable to false and illusory freedoms, often influenced by consumer trends or momentary impulses.
Catharsis	It is the culmination of the teaching process when cultural instruments are incorporated and transformed into active elements of social transformation. Through motivation, students can advance in their understanding of the objects of knowledge, integrating common sense with scientific knowledge, and thus beginning to free themselves from less developed thinking. From the students' point of view, knowledge about fires is concrete, empirical, and syncretic (a chaotic view of the whole). However, the process of instrumentalization mediated by the teacher confronts old and new knowledge, leading them to the Zone of Proximal Development, or more structured knowledge, according to Vygotsky's theory. This stage can result in the identification of skill sets related to contemporary themes, allowing an understanding of the problem and the extraction of erudite knowledge present in

	these items. This enables moving beyond what is provided for in the BNCC, in favor of a less individualistic, more supportive, and less competitive conception of the world. The teacher can evaluate the actions proposed during the investigation, whether through a seminar, the production of a video, a vlog, an argumentative text, or other possibilities.
Final social practice	The student returns to the final social practice with a fresh perspective on reality and a changed attitude, becoming a critical and engaged citizen. They begin to observe problems more thoughtfully, as their understanding of the empirical object (the fires) has been consciously and critically examined, possibly moving from common sense to philosophical reflection with the guidance of the teacher. Consequently, their practice will undoubtedly be of higher quality and suitable for transformative actions, both individually and within their social groups.

Source: Adapted from Saviani (2012); Gasparini (2012), and Galvão, Lavoura and Martins (2019).

It should be noted that the development of the stages follows a dialectical movement. There is interaction between the phases, as they are interdependent and essential for comprehending the entirety of the phenomena (Galvão, Lavoura & Martins, 2019). For instance, fires correspond to generic, abstract, fixed, and empirical content. To observe them concretely, it is necessary to transcend these limits and connect knowledge to understand their different perspectives. This requires articulation to grasp the totality of this phenomenon. In this sense, situations are proposed that allow for the integration of historically systematized knowledge, facilitating learning that occurs from synchrony to synthesis through the mediation of analysis (Saviani, 2012; Martins, 2012).

Integrating environmental health into the curriculum helps to overcome a purely rationalist and economic mindset that focuses solely on efficiency and production. This mindset often overlooks discussions about the negative impacts of environmental issues included in various curricula. These issues can be addressed through the perspective of the "Nature of Science" (Hodson, 2013), which recognizes the close connection between science, technology, and society. It understands them as cultural aspects linked to the distribution of wealth and power. Additionally, it is suggested to discuss socio-scientific

and environmental issues with ethics, care, and active local involvement. This approach helps resolve conflicts of interest and enhances students' arguments and involvement.

Concluding Remarks

We aimed to assess environmental health in light of the guiding principles of the BNCC, using the Historical-Cultural Pedagogy didactic approach. We observed the pressing need to incorporate topics related to environmental health into the curriculum. By studying Historical-Cultural Pedagogy, we were able to explore a path that combines this didactic approach with environmental health. Although it was challenging to outline the phases in a coherent manner, we concluded that this strategy is effective for promoting the integration of knowledge relevant to the natural sciences, which often involve concrete and abstract phenomena.

We also concluded that it is possible to use the identification of the social problem as a basis for selecting relevant skills and themes from the BNCC and/or the DCT. This can be an effective strategy for developing students' abilities and fostering a critical understanding of environmental health. The approach begins with the concrete and real-life experiences of students and teachers. In this way, we believe that this exercise could be one way for teachers to improve their approach to environmental health problems experienced in social practice. Additionally, we acknowledge the importance of surpassing the recommendations in the BNCC by embracing a dialectical approach to skill development through the integration and understanding of environmental health-related topics. This implies that all teachers can unite in support of environmental health, without limiting themselves to the natural sciences. Instead, they should strive to stimulate the incorporation of these themes so that they are not neglected or approached solely with isolated scientific information lacking critical interpretation.

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RESUMO:
O presente artigo investigou estratégias para dar visibilidade aos temas relacionados à saúde ambiental no currículo a partir das Ciências da Natureza. Realizou-se pesquisa qualitativa, com foco na pesquisa documental, analisando a BNCC e a Agenda 2030 para os ODS, a fim de identificar elementos estratégicos que enalteçam a saúde ambiental no currículo. A abordagem metodológica foi apoiada na Pedagogia Histórico-Crítica (PHC) para dar maior visibilidade da saúde ambiental no currículo. Para essa análise, partiu-se do problema social de saúde ambiental "queimadas", exercendo um movimento dialético de síncrese à síntese, pela mediação da análise, com base em estudos que fundamentam essa visão. Concluiu-se que é possível, a partir de um tema de saúde ambiental, agrupar habilidades, competências específicas, temas contemporâneos e ir para além do que está preconizado nos documentos curriculares.

PALAVRAS-CHAVE: Saúde ambiental; Ensino; BNCC; PHC.

RESUMEN:
Este artículo investigó estrategias para dar visibilidad a temas relacionados con la salud ambiental en el currículo de las Ciencias Naturales. Se realizó una investigación cualitativa, con enfoque en la investigación documental, analizando el BNCC y la Agenda 2030 para los ODS, con el fin de identificar elementos estratégicos que potencien la salud ambiental en el currículo. El enfoque metodológico fue apoyado por la Pedagogía Histórico-Crítica (APS) para dar mayor visibilidad a la salud ambiental en el currículo. Para este análisis, partimos del problema social de las "quemaduras" de salud ambiental, ejerciendo un movimiento dialéctico de la sincresis a la síntesis, a través de la mediación del análisis, a partir de estudios que sustentan esta visión. Se concluyó que es posible, a partir de una temática de salud ambiental, agrupar habilidades, competencias específicas, temas contemporáneos e ir más allá de lo recomendado en los documentos curriculares.

PALABRAS CLAVE: Salud Ambiental; Enseñando; BNCC; PHC.