


## THE CURRICULUM APPLIED IN A SCHOOL ENVIRONMENT

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**Marcos Vinícius de Souza Toledo<sup>1</sup> and Luiz Cláudio Gomes Maia<sup>2</sup>**

### ABSTRACT

The objective of the research was to analyze the changes brought about by the reformulation of the curriculum in High School by the BNCC, when the Elementary School student enters High School. The methodological procedures were of an applied nature and with a qualitative approach. The research instrument was an interview script with four questions related to the High School curriculum and its transformations brought about by the BNCC. The results found suggested the importance, efficiency and influence of the curriculum in the school life of the students. The perceptions about the opinion of the reformulation of the curriculum by school professionals were essential to understand the changes brought about by the BNCC, which were the implementations of these curricula by division of areas of knowledge. As conclusions, the research demonstrated that for the curriculum to be efficient in teaching, it must be adaptable to the students' daily school life. For most of the interviewees, there was a need to change the curriculum in High School, due to greater flexibility and the possibility of directing students to the area of knowledge, so that they would have greater affinity and interest.

**Keywords:** Students. National Common Curricular Base. Curriculum. Middle school. Schools.

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<sup>1</sup> Doctor in Information Systems and Knowledge Management from FUMEC University  
Federal Institute of Minas Gerais – Advanced Campus of Ponte Nova, Brazil  
E-mail: marcos.toledo@ifmg.edu.br

<sup>2</sup> Doctor in Information Science from the Federal University of Minas Gerais  
FUMEC University, Brazil  
E-mail: luiz.maia@fumec.br

## INTRODUCTION

The school, over the years, has undergone profound changes in its pedagogical performances, seeking to analyze and apply the curriculum to the reality in which students live. The curriculum is a social construction, since it is linked to society and the cultural process, such as the creation of local identities through attitudes, values and behaviors that are linked to the social relations of individuals with the environment in which they live (RODRIGUES; OLIVEIRA, 2013).

From this perspective, it is essential that the school, through the Ministry of Education (MEC), propose changes in curriculum management, and that these changes bring important issues of the reality experienced by students into the school environment.

To assist schools in curriculum management processes, the Ministry of Education, in 2017, reformulated the National Common Curriculum Base (BNCC), which is a document at the national educational level, which was prepared to guide teaching in Brazil, from Early Childhood Education (ECE) to High School (EM).

In this reformulation, flexible curricula based on areas of knowledge are taken into account. The flexible part of the curriculum is the training itinerary, which is the student's choice when entering high school, in which area of knowledge to deepen their knowledge to later work in the world of work.

Through this study, the following research problem arose: What are the contributions of a flexible curriculum for the student's entry into High School, after the changes proposed by the BNCC by division of areas of knowledge?

From the question of the study, the objective of the study was defined, which was to analyze the changes brought about by the reformulation of the Curriculum in High School, through the BNCC, in the entry of students from the 9th grade of Elementary School to High School.

It was perceived, in the context of this study, that the justification for the choice of the research came from the need for the school to promote teaching in line with the students' reality. For this, choosing the area of knowledge is essential so that they do not become frustrated with their professional choices in the future, as erroneous career choices negatively affect the individual's behavior in a work environment, such as the professional feeling unmotivated, devalued and unproductive, causing psychological damage and low self-esteem.

Therefore, this study proposes to analyze the perceptions of school professionals about the reformulation of these curricula for High School based on the divisions by areas of knowledge proposed by the BNCC.

To achieve this proposal, this research used the changes suffered by the curricula in High School, divided by areas of knowledge.

## **THEORETICAL FOUNDATION**

This section presented points of view of several researched authors, identifying postures and ideas, through a critical and reflective analysis of their contents, with the objective of conducting a literature review on the theme Curricularization of Education in the interferences of the National Common Curricular Base in the choice of students in some Area of Knowledge in High School.

### **CURRICULUM AND ITS HISTORICAL-SOCIAL INFLUENCE ON EDUCATION**

Regarding the origin of the word curriculum, according to Goodson (1995, p. 45), "it was identified that it comes from the Latin *Scurrere*, which means to run, and refers to a course (or racing car)". By etymology, curriculum in its definition means:

[...] a course to be followed, or, more specifically, presented. As Burrows notes *et.al.* (1989, p. 248), 'with regard to etymology, therefore, the curriculum should be understood as the content presented for study'.  
[...] The link between curriculum and prescription was, therefore, forged from a very early age, and, with the passage of time, it survived and strengthened. In part, the strengthening of this bond was due to the emergence of sequential learning patterns to define and operationalize the curriculum according to the already established mode (GOODSON, 1995, p. 31).

Silva and Rosa (2009) argue that the concept of curriculum is given by a historical, cultural and social construction, however, simpler definitions are observed for the term, such as learning experience and school knowledge.

The term curriculum, when related to knowledge, can establish a relationship with the word "pedagogization" of knowledge, that is, with what students are expected to learn.

Over time, this was the meaning that most dominated the word curriculum, but, on the other hand, the use of the word curriculum understood as learning experience is still recent (SILVA; ROSA, 2009).

Goodson (1995, p. 48) argues in his texts that the search for meaningful learning, "which meets the needs of school members and based on the curricular reforms that occurred in England, refers to the history of schooling, which has deep social exclusion".

According to Silva (1999), the initial studies on curriculum emerged in the 1920s, in the United States, which was characterized by a conservative profile of education, based on the ideals of Bobbitt, which would equate the educational system with the industrial system, based on the model proposed by Taylor.

This author defended a technical curricular organization, and with the intense concern of building a liberal democracy, in order to provide younger people with a progressive posture towards society.

In the 60s, this curriculum model began to be questioned, as it was traditional and technical. The school was reproduced as a capitalist society and this model was the desired one at the time.

Giroux (1986, p. 46) presented the curriculum as a cultural policy in his studies: "a proposal that defends the pedagogy of possibility and that would be able to stand out over the theories considered to be of reproduction". For this, the curriculum can be understood as having a liberating and emancipatory function, in which its potential in the cultural field and resistance to traditionalist tendencies in education is highlighted.

Therefore, a curriculum centered on class struggle and different inequalities is essential for education. This means that curricula that problematize contents, objectives, methodologies and knowledge in school practices are important for the cognitive development of the student, and choosing an area of knowledge according to the flexibility of the curriculum, as proposed in the High School Reform, which are listed in the National Common Curricular Base, is essential for the educational formation of the student.

## THE AREAS OF KNOWLEDGE AND TRAINING ITINERARIES AT THE BNCC

According to Law No. 13,415/2017, in its article 36, the High School curriculum is composed of Mandatory Subjects and Formative Itineraries, which are organized through the offer of different curricular arrangements, according to the importance for the local community and possibilities of offers in the education systems.

The five areas of knowledge for High School were presented below:

- 1) Languages and their Technologies;
- 2) Mathematics and its Technologies;

- 3) Natural Sciences and their Technologies;
- 4) Applied Human and Social Sciences;
- 5) Technical and Professional Training.

From this structure of the area of knowledge presented, it is necessary to reorient the syllabus and pedagogical proposals composed, inseparably, of basic general training and training itinerary (Resolution CNE/CEB No. 3/2018, art. 10).

Thus, in basic general education, the curricular components and pedagogical proposals must guarantee the essential learning defined in the BNCC.

According to the National Curriculum Guidelines for Secondary Education 2018 (DCNEM/2018), they must contemplate, without prejudice to the integration and articulation of different areas of knowledge, studies and practices of:

- I – Portuguese language, ensuring that indigenous communities also use their respective mother tongues;
- II – Mathematics;
- III – Knowledge of the physical and natural world and of the social and political reality, especially in Brazil;
- IV – Art, especially in its regional expressions, developing the languages of visual arts, dance, music and theater;
- V – Physical education, with optional practice for the student in the cases provided for by law;
- VI – History of Brazil and the world, taking into account the contributions of different cultures and ethnicities to the formation of the Brazilian people, especially the indigenous, African and European matrices;
- VII – Afro-Brazilian and indigenous history and culture, especially in the studies of Brazilian art and literature and history;
- VIII – Sociology and philosophy;
- IX – English language, which may be offered in other foreign languages, on an optional basis, preferably Spanish, according to the availability of the institution or education network (CNE/CEB Resolution No. 3/2018, art. 11, § 4).

The training itineraries, which are strategic for the flexibility of the curricular organization of High School, allow students to choose from that can be structured with a focus on an area of knowledge, technical and professional training or, also, on the mobilization of general skills in different areas, composing integrated itineraries, in the following terms of the DCNEM/2018:

- I – Languages and their Technologies: deepening of structuring knowledge for the application of different languages in social and work contexts, structuring curricular arrangements that allow studies in vernacular, foreign, classical and indigenous languages, Brazilian Sign Language (LIBRAS), the arts, design, digital languages, corporeality, performing arts, scripts, literary productions, among others, considering the local context and the possibilities of offer by the education systems;

II – Mathematics and its Technologies: deepening of structuring knowledge for the application of different mathematical concepts in social and work contexts, structuring curricular arrangements that allow studies in problem solving and complex, functional and non-linear analysis, analysis of statistical data and probability, geometry and topology, robotics, automation, artificial intelligence, programming, digital games, dynamic systems, among others, considering the local context and the possibilities of offering it by education systems;

III – Natural Sciences and their Technologies: deepening of structuring knowledge for the application of different concepts in social and work contexts, organizing curricular arrangements that allow studies in astronomy, metrology, general, classical, molecular, quantum and mechanical physics, instrumentation, optics, acoustics, chemistry of natural products, analysis of physical and chemical phenomena, meteorology and climatology, microbiology, immunology and parasitology, ecology, nutrition, zoology, among others, considering the local context and the possibilities of offer by the education systems;

IV – Applied Human and Social Sciences: deepening of structuring knowledge for the application of different concepts in social and work contexts, structuring curricular arrangements that allow studies in social relations, economic models, political processes, cultural plurality, historicity of the universe, man and nature, among others, considering the local context and the possibilities of offering by education systems;

V – Technical and Professional Training: development of innovative and up-to-date educational programs that effectively promote the professional qualification of students for the world of work, aiming at their professional qualification both for the development of life and career and to adapt to the new occupational conditions and the demands of the contemporary world of work and its continuous transformations, in conditions of competitiveness, productivity and innovation, considering the local context and the possibilities of supply by education systems (CNE/CEB Resolution No. 3/2018, art. 12).

Thus, the offer of different training itineraries by schools must consider the local reality, the desires of the school community and the physical, material and human resources of the school institutions, in order to provide students with effective possibilities to build and develop their life projects and integrate themselves consciously into the labor market.

To this end, the itineraries must ensure the appropriation of cognitive procedures and the use of methodologies that favor the students' protagonism. In addition, it must ensure a constant dialogue with local realities, which are different in each location in the Brazilian territory and are in permanent social, cultural, political, economic and technological transformation. Therefore, these learnings must be ensured in a curricular organization arranged in areas of knowledge.

## **METHODOLOGY**

In this section, the methodological procedures used in this study were presented. The methodology of the scientific work refers to a set of procedures, which will be used in the investigation of the research (FONSECA, 2012).

To achieve the proposed objective, this research began with a review of the literature on the subject, in order to support the results that were achieved at the end of this study.

The nature of the research was applied, because according to Fonseca (2012, p. 32), "applied research aims to generate knowledge for practical application, aimed at solving specific problems". This study proposed to capture the perceptions of psychologists and pedagogues of the researched schools about the reformulation of curricula for High School based on divisions by areas of knowledge.

The approach used in this research was qualitative. Moresi (2003, p. 37) says that: "qualitative research allows us to identify key issues and formulate questions".

The answers obtained in the interviews that were applied by the researcher to the pedagogues and psychologists of the schools were analyzed qualitatively. With these interviews, we sought to infer about: the opinions of the interviewees regarding the changes in the curricula in High School with the implementation of the BNCC in education.

For the sample of this research, the Elementary Schools in the cities of Governador Valadares and Ponte Nova, in the state of Minas Gerais, which have the 9th grade of Elementary School, whether state or private, were selected. Municipal schools were not included in this study, as they did not have this school year in education.

The two cities were chosen due to the researcher's interest, because the first city is where he lives and the second is the city where he works. According to Castanheira (2013, p. 37), convenience sampling "is when the individuals employed in the research are selected because they are readily available, not using statistical criteria".

In the field research, a survey of the 2024 School Registry was carried out on the *website* of the Minas Gerais Department of Education (SE/MG), <http://www2.educacao.mg.gov.br/>, in order to visualize the number of schools in the city that offer the last year of EF.

When entering this *site*, in the Schools tab, when clicking on School Lists, a list of active educational establishments in Minas Gerais appeared. In the survey of these lists, 40 state schools and 17 private schools were identified in the city of Governador Valadares that had the 9th grade of Elementary School.

In the city of Ponte Nova, 6 state schools and 4 private schools were identified that had the last year of Elementary School.

The schools were chosen using a Simple Random Sample without replacement. According to Castanheira (2013, p. 29), this type of sample "is the most used type of



probabilistic sampling, since it gives accuracy and effectiveness to the samples, in addition to being the easiest procedure to be applied".

This is because all elements are equally likely to belong to the sample. In this study, the schools were drawn and could no longer be selected. For the selection of schools, an *online software* called *Raffle was used*, available free of charge on the following *website* <https://www.b2bstack.com.br/categoria/software-de-sorteios>.

Initially, 4 schools were drawn for the interviews. The draw had to be redone 2 times, because in the first attempt, 2 schools did not accept that the servers did the interviews, Professor Nelson de Sena State School and Vitorino College, and in the second round of the draw, 2 other educational institutions were drawn, and 1 of these schools did not accept the invitation for the interviews, Colégio Nossa Senhora de Lourdes. The number of 4 schools was reached. And then, 1 more school was drawn, and finally, the total was 5 schools.

In these schools, 2 employees from the professional guidance sector were selected, the pedagogue or psychologist, who represented the research populations. Only in 1 school were 2 pedagogues interviewed, as it did not have a psychologist on its staff.

The total number of respondents for the survey was 10. The total number of 5 schools and 10 interviewees was due to data saturation, the answers began to be repeated, and no new elements were found for additions of information from the interviews. Data saturation is a criterion that allowed the validation of these data.

According to Minayo (2017, p. 7), sample closure by saturation is defined as "the exclusion of new participants when the data obtained start to present, in the researcher's assessment, a certain redundancy or repetition, and it is not considered relevant to persist in data collection."

The professional guidance sector responded to the interviews proposed in this study, in order to assist students in choosing the area of knowledge when entering high school.

The number of participants in the research was a total of 10, which was represented by psychologists and pedagogues who worked in the schools.

The interviews were semi-structured, since they have a flexible model as a reference, that is, they have a previous script, but the interviewer can ask questions outside the script, if he needs to detail some information in specific ways.

In semi-structured interviews, the interviewee is free to position himself in favor or not of the theme, without being tied to the question formulated (MINAYO, 2010), following a



script of questions built from the category of analysis and the theoretical framework defined in this study.

The interviews took place between May 13 and 24, 2024.

In qualitative research, one must deal with the category of analysis, which can be defined in the phase that precedes the field study, in the exploratory stage of the study, or from the data collection (MINAYO, 2010). It is necessary to take into account, in the category of analysis, the common or relational characteristics, which are used to establish classifications.

To construct the analysis category, the "content analysis" method was used. To meet the objective of the study presented at the beginning of this research, the interview script was elaborated, using the category of analysis developed, defining it as CA: Curriculum in High School.

Chart 1 presented the Interview Script, in which the category of analysis was informed, with the variable that identifies the question supported by the theoretical foundation of this study, established with the initial "Q", and the numbering that accompanies it indicates the location of the sentences in the table, in a total of 4 questions.

Chart 1 - Research Interview Guide

Analysis Categories	Interview Questions		Authors and Resolutions of the Theoretical Foundation
CA	Q 1	What is the importance of a curriculum for teaching? What suggestions do you consider would make it more effective in the execution of this pedagogical tool?	Brazil (2012); Gandin (2014); Moreira and Candau (2018); Silva (1999).
	Q 2	Do you agree with the reformulation of the curricula for High School? If so, why?	Brazil (2017); CNE/CEB Resolution No. 3/2018.
	Q 3	Do you agree with the divisions of areas of knowledge in the BNCC for High School? If so, why?	Brazil (2018); CNE/CEB Resolution No. 3/2018.
	Q 4	How can students be directed to the correct choice of the BNCC area of knowledge in High School?	Brazil (2018); CNE/CEB Resolution No. 3/2018.

Source: Prepared by the authors (2024).

For the analysis of the collected data, the *paid* software *Sonix* was used, available at: <https://sonix.ai/>, with the objective of converting the audios of the interviews into text format, facilitating the transcription of the interviewees' speeches. It was necessary to define a method for the analysis of these data.

Minayo (2010, p. 263) states that the analysis and interpretation of the data collected will lead to the "treatment of the material that leads to the theorization of the data, producing the confrontation between the previous theoretical approach and what the field investigation brings as a singular contribution".

In this study, the analysis of qualitative data was carried out through content analysis. Bardin (2011) states that:

Content analysis is a set of communication analysis techniques. This type of analysis is not an instrument, but a range of devices; or, more accurately, it will be a single instrument, but marked by a great disparity of forms and adaptable to a very wide field of application: communications (BARDIN, 2011, p. 37).

The wordclouds software *was also used, online* and free of charge, available at: <https://www.wordclouds.com/>, this tool served in the elaboration of the "Word Cloud", for the category of analysis based on the frequency of words said throughout the text by the interviewees.

Thus, at the end of this research, it was possible to analyze the scope of this study.

## RESULTS AND DISCUSSIONS

This section presented the analysis of the data and the results of the research, as well as the discussions of these results with the literature proposed in this article. This analysis organizes and synthesizes the data, in order to respond to the problem proposed in the research investigation (FONSECA, 2012).

The research was carried out in 5 schools that have the 9th grade of Elementary School and 10 interviews were conducted with the pedagogues and/or psychologists of these schools.

Chart 2 shows the encodings that were used in the Content Analysis.

Chart 2 - Encodings Used in Content Analysis

Schools	Interviewed	Training	Teaching Experience (years)
Franciscan College Immaculate Conception	A1	Pedagogue	18 years old
	A2	Pedagogue	20 years
Presbyterian College	B1	Psychologist	25 years
	B2	Pedagogue	21 years old
Clóvis Salgado State School	C1	Pedagogue	15 years

	C2	Psychologist	17 years
Adventist Educational Center	D1	Pedagogue	20 years
	D2	Psychologist	22 years old
Colégio Ibituruna	E1	Pedagogue	28 years old
	E2	Psychologist	30 years

Source: Prepared by the authors (2024).

Chart 2 shows the names of the schools that participated in the interview, which did not happen with the names of the interviewees, due to the confidentiality of the study according to the Informed Consent Form and the Term of Commitment to Comply with the Research. Chart 2 also shows the education of the respondents of this research, with their respective experiences in teaching.

Thus, as shown in chart 2 above, the letter of the alphabet from A to E was named for the "Interviewees", followed by the numbering 1 and 2, because for each school institution, there were 2 interviewees in this study.

Finally, the Final Category for this study: High School Curriculum (CA) was elaborated by the synthesis of the meanings revealed by the interviews and by the analysis of the Word Cloud that could be identified during the study.

The purpose of elaborating the Word Cloud was to demonstrate the frequencies of words that appeared in the answers of the interviewees. The Word Cloud is an image expressed, as a representation of the reading of consensual opinions. The length of each word indicates its frequency, admitted as an important relevance on a given topic (SURVEYGIZMO, 2017).

The content analysis of the qualitative data was initiated, in which an analysis of the collected narratives is made to relate and contextualize the main information obtained with the literature review presented in the study (AGUIAR FILHO, 2016). From there, the information obtained in the interviews was correlated with the Final Analysis Category and the Theoretical Foundation proposed in this study.

## CURRICULUM IN HIGH SCHOOL

When presenting the perceptions about the High School Curriculum, some aspects were highlighted, such as its importance and effectiveness and its influence on daily school life.

There were also perceptions about the opinion of the reformulation of these curricula, the divisions of areas of knowledge and the direction for the correct choice of the area of knowledge of the BNCC in High School.

### **Effective School Curriculum**

When the interviewees were asked about the importance of the curriculum for teaching and how to make it effective, two perceptions stood out in the answers obtained: the view of the curriculum as a guiding instrument for teaching and the need for it to be adaptable.

All of them defined the curriculum as the guide for teaching activities, also using adjectives such as: essential, fundamental, directing and leading to refer to the curriculum. It is pointed out as an organizing instrument of school practices.

According to Gandin (2014, p. 39), "the curriculum is a training project (involving contents, values/attitudes and experiences), whose construction is made from a multiplicity of interrelated practices".

Because, I see, the curriculum as the guiding line of the teaching-learning process. If it does not exist, the teacher will not know very well where he is going with the syllabus. The school will not know how to direct its pedagogical work. So, the curriculum is a guide, an essential pedagogical instrument for teaching (INTERVIEWEE D2).

A characteristic commonly pointed out for the school curriculum to be effective is its adaptability. The interviewees emphasized that it needs to be consistent with regional contexts, practices and materials available in the school and with current situations.

The dynamism of the curriculum is valued in all mentions, but some expressed the perception that it is possible to promote this adaptability, while others say that, in the traditional teaching currently performed, there is no autonomy to make changes in this instrument.

But it cannot be plastered. The teacher and the pedagogical team need to outline pedagogical strategies with that curriculum, to develop it in the school, that is, in the school's pedagogical project. So, like, I see that the suggestions, that the school curriculum is a guiding line, it is general, it has to be adapted to the daily life of the students. And I think that each school unit needs to adapt this curriculum to its reality as close as possible to the student's life (INTERVIEWEE D2).

I would do it differently if I could, but, as a school institution, we don't have this total autonomy to change the school curriculum, which is still very rooted and

traditionalist, but if I could, I would put the student as the central subject of the pedagogical process, with more interdisciplinary classes, with subjects talking to each other, more practical classes in science and computer labs, among other suggestions (INTERVIEWEE D1).

What was said by the last interviewee converges with Silva (1999), who says that the curriculum is a powerful resource of the social hierarchy and exclusionary mechanisms in contemporary societies, which have as a reference a biased choice of content for this purpose.

### **Reformulations of the Curriculum in High School**

When asked about the reformulation of the Curriculum in High School, most of the interviewees presented a positive opinion on the subject. The main reason attributed for this optimistic perception is the possibility of directing students to the areas of knowledge in which they showed greater affinity and interest, thus also allowing the construction of their formative itinerary.

It was also pointed out that the reformulation of the curriculum can reduce the emotional overload of students, both by reducing the number of subjects taken and by mitigating the burden of choosing a profession.

With the curricular reform, the curriculum will become more flexible, and thus better meet the interests of the student when entering High School, as the curriculum will consist of a part of mandatory subjects common to all areas of knowledge and a flexible part, in which students will choose a set of subjects that better meet their cognitive and professional profile (INTERVIEWEE A2).

I agree, I found it very interesting, in the previous school I was in, for example, High School in the 1st Grade had 23 subjects. [...] These facts ended up wearing out the students a lot physically and psychologically. Many good students ended up getting bad grades, because they could not handle this huge volume of school activities. And with the reformulation of the curricula in High School, they will be organized by areas of knowledge and not by disciplines, and this was a huge gain for education, the student will choose in which area of knowledge he most identifies, through his cognitive abilities (INTERVIEWEE D1).

The last stage of basic education has higher dropout and failure rates, and also because the education offered is of low quality, with an excessive number of subjects, a high dropout and failure rate, in addition to content that is far from the interests of students (BRASIL, 2017).

The contrary opinions arose in smaller numbers and reflected a concern with the fact that the curricular reformulation had happened early, reaffirming that teaching is still traditionalist and that this format should be changed before the changes in the curricula.

It was also possible to note the concern with the component of the curricula applicable in Elementary School, as it is limited, given that, in High School, this component is broader and divided by areas of knowledge.

I wouldn't even say that the curricula have been reformulated, although there is the curriculum referring to Minas Gerais, which was now made for the BNCC. I think he was precocious. Note that up to the 9th year of Elementary School there is a very specific delimitation of each curricular component, unlike High School, which was divided by areas of knowledge. In High School, they are broader. [...] So, I don't agree. I think it was precocious, immature, it was inconsequential and very bad this reformulation of the curricula. In my opinion, the reform was very bad. Is a reform necessary? Yes, it is necessary. However, the curriculum had to be thought of in a more mature way (INTERVIEWEE E2).

From this structure of the area of knowledge presented, it is necessary to reorient the syllabus and pedagogical proposals composed, inseparably, of basic general training and training itinerary (Resolution CNE/CEB No. 3/2018, art. 10).

### **Areas of Knowledge in the BNCC**

Regarding the opinion on the division of the areas of knowledge in the BNCC, it was possible to highlight mentions of the division itself, the direction to these areas and the instruments that can be used for such direction.

Regarding the division, the interviewees were again favorable for the same reason that they agreed with the reformulation of the school curricula, the possibility of guiding the student to his area of greatest interest and affinity, also allowing him to better develop the skills and competencies related to the chosen area of knowledge.

Yes. With the division into areas of knowledge in the BNCC, the student will have the opportunity to deepen his studies and develop his general skills in a set of disciplines that he most identifies with and that he can later choose a profession based on his cognitive profile and the area of knowledge [...] (INTERVIEWEE A2).

And this is fantastic, he will work with a life project, which will be linked to the development of his socio-emotional competence, which will allow the student to build his own professional, academic and personal trajectory with autonomy (INTERVIEWEE E1).

*Brasil (2018) shows that the life project must value the diversity of knowledge and cultural experiences and appropriate knowledge and experiences that enable it to*



Regarding the direction to the areas of knowledge, the perception was that it is up to the student to choose the area, through the support of the school, which should enable the knowledge of the available training itineraries and act in the creation of the life project.

The training itineraries are strategic for the flexibility of the curricular organization of High School, as they allow students to choose from that can be structured with a focus on an area of knowledge, on technical and professional training or, also, on the mobilization of general competencies in different areas (BRASIL, 2018).

In the Analysis Category, High School Curriculum, the Word Cloud was elaborated, as shown in Figure 1.

REVISTA ARACÊ, São José dos Pinhais, v.6, n.3, p.5832-5851, 2024



In the illustration of the Word Cloud above, it was noticed that the words with the highest occurrences are: "student", "area", "class", "knowledge", "curriculum", "teaching", "school", "matrix" and "high school".

These word frequencies were widely used, both in the theoretical foundation and in the answers of the interviewees in this research. And these words are in line with the specific objective proposed for this Category of Analysis and its description in Bardin.

This analysis was carried out from the reading of the most prominent words said by the respondents during the interview. The analysis of the content on the theme made it possible to go beyond the individual statements, through the organization, coding, categorization and inference of the contents of the interviews in their contexts and their connections with the answers of the interviews.

We sought to identify nuclei of meaning, in which similar words composed expressions to be condensed into the Analysis Category, through the points of view of the professionals who worked in the school.

Thus, the Word Cloud was used to point out the theme to be analyzed, enriching the content analysis in a graphic way and enabled the elaboration of the Analysis Category, in which the words "curriculum", "teaching" and "high school" were highlighted in the Cloud, and, therefore, the "High School Curriculum" was created.

## **FINAL CONSIDERATIONS**

With the reformulation of the High School curricula in 2022, it was necessary for students in the 9th grade of Elementary School to choose which area of knowledge to enter, in order to start their studies in the 1st Grade of that teaching modality.

The National Common Curriculum Base, which is an educational document, which brings the essential learning that every student must develop throughout their Basic Education, was changed in 2017, and one of the most profound structural changes for education was the division into areas of knowledge, for High School, based on training itineraries.

These itineraries are a set of subjects that students choose in high school. Their purpose is to consolidate, deepen and expand the integral formation of students in the construction of the life project, which aims at ethics, citizenship and justice in social life as principles.

For this, a professional orientation based on the general competencies of the students and on the life project are essential, so that erroneous choices in the training itineraries are mitigated, and that school dropout in high school can decrease over the years.

In the analysis category of the study, "Curriculum in High School", the perceptions of the interviewees about the curriculum applied in High School were presented, highlighting its importance, influence and efficiency in the daily life of the students. The opinion of the interviewees about the reformulation of the curriculum for High School and the guidance for the correct choice of the area of knowledge of the BNCC, by the students when entering High School are paramount.

For the interviewees, for a curriculum to be effective in teaching, it must be adaptable according to the lived reality of the students, and the curriculum influences both the individual and social aspects of the school individuals.

Regarding the objective of the research, which was to analyze the changes brought about by the reformulation of the Curriculum in High School, through the BNCC, in the entry of the student from the 9th grade of Elementary School to High School, it was demonstrated that this objective was successfully achieved, because, with the change of the curricula for High School proposed by the BNCC in areas of knowledge, The students were able to choose which area they most identified with and, from there, study only the subjects that they most identified with their cognitive profiles.

The guiding question of the research – What are the contributions of a flexible curriculum for the student's entry into High School, after the changes proposed by the BNCC by division of areas of knowledge – was answered.

When the results were ascertained, it could be stated that the respondents agreed that the curriculum is a broader pedagogical instrument, as it guides the entire teaching process. Regarding the reformulations of the curriculum in High School, most respondents stated that the changes were necessary, giving greater flexibility to the curriculum, with the possibility of directing students to the areas of knowledge in which they showed greater affinity and interest, thus also allowing the elaboration of the formative itinerary.

There were opinions against the changes in relation to the curriculum, but they were less frequent, as some interviewees reaffirmed that teaching still remains traditionalist, with expository classes and that there should be more time to discuss these curricular reformulations.

The division into areas of knowledge was seen as beneficial for teaching, as the possibility of guiding the student to his area of greatest interest and affinity, also allowing him to better develop general skills and the life project related to the chosen area of knowledge.

As a limitation of the study, it is noteworthy that for the professional guidance professionals of the schools to do a more in-depth research in relation to the curricularization and the divisions of the area of knowledge of the BNCC for High School before its implementation in education.

Considering the results achieved and the limitations of the research, some future studies related to the theme can be carried out:

- a) Apply this research in other schools in various locations in Brazil, in order to compare the results and create collective actions in schools that have the final year of Elementary School to use professional guidance, before the student enters High School, for this, it is suggested to use questionnaires based on professional guidance as research instruments;
- b) And from the elaboration of these questionnaires, trace the cognitive profile and professional aptitudes of the students through the area of knowledge presented by the National Common Curricular Base from the year 2022, for High School.

It is expected, with the results of this study, that High School can have less school dropout, and that each student can attend his formative itinerary consistent with his cognitive aspects.

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