

THE INTEGRATED CURRICULUM AS A STRATEGY TO OVERCOME CURRICULUM FRAGMENTATION IN FULL-TIME SCHOOLS

O CURRÍCULO INTEGRADO COMO ESTRATÉGIA DE SUPERAÇÃO DA FRAGMENTAÇÃO CURRICULAR NA ESCOLA EM TEMPO INTEGRAL

EL CURRÍCULO INTEGRADO COMO ESTRATEGIA PARA SUPERAR LA FRAGMENTACIÓN CURRICULAR EN LAS ESCUELAS DE TIEMPO COMPLETO



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ABSTRACT

This article analyzes the integrated curriculum as a strategy to address curricular fragmentation in full-time schools, considering its theoretical, historical, and normative foundations. It begins with the recognition that the traditional disciplinary organization of the curriculum has limited holistic human development, even in contexts of extended school hours. The research is characterized as a qualitative study, with a theoretical-documentary approach, based on the analysis of academic productions in the field of curriculum and normative documents of Brazilian education. The results show that the extension of school hours, when not accompanied by an integrated curricular reorganization, tends to reproduce the dichotomy between curricular and complementary activities, weakening the project of comprehensive education. The discussion points out that the integrated curriculum is configured as a political-pedagogical principle capable of articulating knowledge, times, spaces, and educational practices, favoring meaningful, contextualized learning committed to social justice. It is concluded that the implementation of an integrated curriculum requires not only normative guidelines, but also institutional conditions, coordinating school management, and collective processes of curriculum construction, reaffirming comprehensive full-time education as an educational project aimed at the complete human development.

Keywords: Curriculum. ETI (Integrated Technical Education). Fragmentation. School Management.

RESUMO

Este artigo analisa o currículo integrado como estratégia de enfrentamento da fragmentação curricular na escola em tempo integral, considerando seus fundamentos teóricos, históricos e normativos. Parte-se do reconhecimento de que a organização disciplinar tradicional do currículo tem limitado a formação humana integral, mesmo em contextos de ampliação da jornada escolar. A pesquisa caracteriza-se como um estudo de natureza qualitativa, de abordagem teórico-documental, fundamentado na análise de produções acadêmicas do

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campo do currículo e de documentos normativos da educação brasileira. Os resultados evidenciam que a ampliação do tempo escolar, quando não acompanhada de uma reorganização curricular integrada, tende a reproduzir a dicotomia entre atividades curriculares e complementares, fragilizando o projeto de educação integral. A discussão aponta que o currículo integrado se configura como um princípio político-pedagógico capaz de articular saberes, tempos, espaços e práticas educativas, favorecendo aprendizagens significativas, contextualizadas e comprometidas com a justiça social. Conclui-se que a efetivação do currículo integrado demanda não apenas orientações normativas, mas também condições institucionais, gestão escolar articuladora e processos coletivos de construção curricular, reafirmando a educação integral em tempo integral como um projeto educativo voltado à formação humana plena.

Palavras-chave: Currículo. ETI. Fragmentação. Gestão Escolar.

RESUMEN

Este artículo analiza el currículo integrado como estrategia para abordar la fragmentación curricular en escuelas de tiempo completo, considerando sus fundamentos teóricos, históricos y normativos. Parte del reconocimiento de que la organización disciplinaria tradicional del currículo ha limitado el desarrollo humano holístico, incluso en contextos de jornada escolar extendida. La investigación se caracteriza por ser un estudio cualitativo, con un enfoque teórico-documental, basado en el análisis de producciones académicas en el campo del currículo y documentos normativos de la educación brasileña. Los resultados muestran que la extensión de la jornada escolar, cuando no se acompaña de una reorganización curricular integrada, tiende a reproducir la dicotomía entre actividades curriculares y complementarias, debilitando el proyecto de educación integral. La discusión señala que el currículo integrado se configura como un principio político-pedagógico capaz de articular conocimientos, tiempos, espacios y prácticas educativas, favoreciendo un aprendizaje significativo, contextualizado y comprometido con la justicia social. Se concluye que la implementación de un currículo integrado requiere no sólo de lineamientos normativos, sino también de condiciones institucionales, gestión escolar articuladora y procesos colectivos de construcción curricular, reafirmando la educación integral a tiempo completo como proyecto educativo orientado al desarrollo humano integral.

Palabras clave: Currículo. Educación Técnica Integrada (ETI). Fragmentación. Gestión Escolar.

1 INTRODUCTION

The curricular organization of the Brazilian school has historically been marked by a fragmented logic of knowledge, times and spaces, strongly anchored in a disciplinary and technician conception of curriculum. Such a configuration, as Silva (2005) points out, is not neutral, as it expresses power relations that select knowledge, identities and subjectivities considered legitimate within the school. In this sense, curricular fragmentation is not only a pedagogical problem, but also a political and social one, since it tends to reinforce inequalities and limit human education in its entirety.

In the context of the extension of the school day and the consolidation of full-time Integral Education as a right, this curriculum model becomes tensioned. As highlighted by the Ministry of Education (MEC), Integral Education presupposes the overcoming of reductionist views that exclusively privilege the cognitive dimension, demanding training that considers the complexity of human development in its intellectual, affective, bodily, social, cultural, and ethical dimensions (Brasil, 2018).

Thus, the simple extension of the student's time in school does not guarantee, by itself, an Integral Education, and it is essential to reorient the curriculum practiced in the networks and in the school units, becoming more significant and democratic, instead of reductionist, technician and that prioritizes only cognitive perspectives, becoming inadequate for a critical problematizing society, human and transformed.

It is in this scenario that the integrated curriculum emerges as a strategy to cope with curricular fragmentation. According to Ramalho (2025), understanding the school and the curriculum as social and historical constructions and, therefore, subject to reinvention is a fundamental condition for the materialization of curricular proposals guided by the perspective of Full-Time Integral Education. The integrated curriculum, in this sense, is not restricted to the articulation between disciplines or the juxtaposition of shift and after-shift activities, but is configured as an organizing principle of educational processes, capable of integrating knowledge, practices, subjects, times and territories.

The Full-Time School Program (ETI), instituted by Law No. 14,640 of 31 of 2023 (Brasil, 2023) reinforces this understanding by stating the need to "overcome the curricular organization based on the logic of shift and after-shift for an integrated curriculum that integrates experiences". Such orientation dialogues with critical conceptions of curriculum that understand it as a space for cultural dispute and the production of meanings, in which human diversities must be recognized and curricular justice promoted (Ponce, 2019).

The impasse arises with the implementation of Full-Time Integral Education, establishing the extension of the day, and the school practice does not expand its democratic

vision and the student's reality, running the risk of falling into the trap of "shift and counter-shift" where time is extended, but knowledge remains watertight and without connection with the student's life.

The central problem lies in the following question: How to break with the logic of curricular fragmentation and ensure that the extension of time in public schools results, in fact, in an integral development (intellectual, affective, social and cultural), using the integrated curriculum as a tool for curricular justice and social transformation?

The main objective of this work is to analyze how the implementation of the integrated curriculum in public Basic Education can overcome the fragmentation of teaching and learning, using as an analytical basis the academic construct of recent years. To this end, it seeks to identify the limitations of the traditional model and discuss the curriculum as an organizing principle that articulates knowledge and territories.

In this scenario, the integrated curriculum assumes centrality in the construction of educational practices committed to equity, interdisciplinarity and the articulation between school knowledge and knowledge of everyday life. Understanding it as the guiding axis of Integral Education requires, however, a dive into the conceptual and normative bases that support this proposal in Brazil. To this end, we will discuss the tensions between the traditional model and the critical perspectives of curriculum, substantiating the theoretical assumptions that guide this study.

2 THEORETICAL FRAMEWORK

The debate on the school curriculum occupies a central place in contemporary educational discussions, especially in view of the social, cultural and political transformations that impact the organization of education systems. The curriculum cannot be understood only as a set of prescribed contents, but as a field of symbolic and ideological disputes that expresses conceptions of education, society and subject. In the context of integral education, this discussion intensifies, since such a formative perspective presupposes the expansion of educational experiences and the articulation between different dimensions of human development. Thus, understanding the theoretical bases of the school curriculum and its relationship with integral education becomes fundamental to analyze the challenges and possibilities of implementing integrated curricular proposals.

2.1 PERSPECTIVES OF THE SCHOOL CURRICULUM

The concept of curriculum presents multiple interpretations throughout the history of education. In a broader perspective, Sacristán (2013) defines the curriculum as a cultural

construction that organizes school knowledge and guides pedagogical practices, directly influencing the teaching and learning processes.

For the author, the curriculum "is not neutral, as it reflects political, cultural and social options" (Sacristán, 2013, p. 17). Goodson (2012) reinforces this understanding by stating that the curriculum should be analyzed as a social and historical artifact, the result of disputes between different social groups. According to the author, "the written curriculum is only a part of the curricular reality, and it is necessary to understand the curriculum lived and practiced in schools" (Goodson, 2012, p. 45).

From this perspective, authors of critical theories of the curriculum, such as Apple (2006), highlight that the school curriculum is deeply related to power relations and the legitimation of certain types of knowledge to the detriment of others. For Apple (2006, p. 59), "the curriculum is never just a neutral set of knowledge; it reflects dominant economic, political, and cultural interests." In Brazil, curriculum policies assume a structuring role in the organization of basic education.

The National Common Curricular Base (BNCC) guides the curricula of education networks by defining essential learning and general competencies aimed at the integral formation of students (Brasil, 2018). The BNCC emphasizes that education should promote the development of cognitive, socio-emotional, cultural, and ethical skills, which reinforces the need for more flexible and integrated curricula. However, studies indicate that the implementation of these guidelines faces challenges related to teacher training, pedagogical management and the institutional conditions of schools (Libâneo, 2016).

2.2 PERSPECTIVES OF INTEGRAL EDUCATION

Integral Education is a pedagogical and political conception that understands the subject in its entirety, considering the cognitive, physical, emotional, social, cultural and ethical dimensions of human development. Such a perspective goes beyond the restricted understanding of extending the school day, affirming itself as a project of 4 full human formation and guarantee of rights (Reference Center in Integral Education, 2024).

This conception is supported by Article 205 of the Federal Constitution of 1988, which establishes that education aims at the full development of the person, preparation for the exercise of citizenship and qualification for work. In this sense, the curriculum in Integral Education assumes a strategic role in the materialization of this purpose, organizing educational experiences that dialogue with the sociocultural contexts of students and with the contemporary challenges of Brazilian society.

Historically, Integral Education dialogues with the assumptions of the New School,

especially with Dewey (1959), when he defended an active school, centered on the experience and participation of students, and with Anísio Teixeira (1994), who conceived the public school as a space for democratic formation and articulation between education, culture and social life. Such fundamentals remain current by sustaining the centrality of the curriculum as an organizer of meaningful and contextualized experiences.

The curriculum, in the context of Integral Education, should be understood as a dynamic and integrated process, which articulates school knowledge, community knowledge and sociocultural practices, overcoming the disciplinary fragmentation historically present in the school organization (Sacristán, 2013).

The document of the Reference Center for Integral Education (2024) reinforces that the organization of the school in a single shift favors the construction of integrative pedagogical projects, expanding times, spaces and educational opportunities. From this perspective, the territory assumes a central role in the construction of the curriculum, being understood as an expanded educational space, in which the school is articulated with public policies, cultural, sports and social equipment.

This approach dialogues with Arroyo (2012), when he states that curricula need to recognize the real subjects of education, their histories, cultures and living conditions, especially those belonging to historically marginalized groups. The booklet also highlights the need to recognize the multiple ways of being a school, especially in indigenous, quilombola, rural and other traditional peoples and communities contexts, respecting the right to self-determination and cultural diversity, according to ILO Convention No. 169 (Reference Center for Integral Education, 2024) 5 This orientation dialogues with Freire (1996), for whom the curriculum should be built from the critical reading of reality and dialogue with the knowledge of the students.

Integral Education, as a public policy, is intrinsically linked to the confrontation of educational and social inequalities. The School Census data presented in the booklet show advances in access to full-time education, especially among black, indigenous, quilombola and students with disabilities populations, but also reveal persistent inequalities and discontinuities in the offer (Reference Center for Integral Education, 2024).

In this context, the curriculum plays a fundamental role in promoting equity, and should be guided by inclusive, intersectoral and anti-racist practices. Gomes (2017) highlights that a curriculum committed to social justice needs to recognize the structural racism present in Brazilian society and value historically silenced knowledge.

The document reinforces this perspective by dialoguing with the legacy of the Black Educator Movement, recognizing education as a practice of freedom and an instrument of

social emancipation. In addition, the articulation between curriculum, evaluation and teacher training policies is pointed out as an essential condition for the consolidation of Integral Education. Valuing education professionals, strengthening the pedagogical autonomy of schools, and adequate public funding are structuring elements for the implementation of integrated and contextualized curricula, as advocated by the Reference Center for Integral Education (2024).

3 METHODOLOGY

The present research is characterized, as to the approach, as qualitative, as it seeks the understanding and critical interpretation of theoretical conceptions related to educational public policies and the training of school managers.

Such an approach is adequate to the objective of the study, which consists of critically reflecting on the influence of educational policies on the performance of the school manager and on the realization of the right to education, considering the social contexts and ideological disputes that permeate its formulation and implementation.

With regard to nature, it is a basic research, since it is dedicated to the expansion of theoretical knowledge on the subject, without the immediate intention of practical application or direct intervention in specific educational contexts. The study seeks to contribute to the deepening of academic discussions about the relationship between the State, public policies and school management.

As for the objectives, the research has an exploratory and descriptive character. Exploratory, in that it investigates and problematizes different theoretical approaches to public educational policies and the training of school managers; and descriptive, as it systematizes and presents the main ideas, convergences and divergences among the authors analyzed, as discussed in the development of the article. Regarding the technical procedures, the study is configured as a bibliographic research, based on the analysis of books, scientific articles and didactic materials that address the themes of the State, public policies, education and school management.

The analysis of the bibliographic material occurred through systematic, interpretative and comparative reading, seeking to articulate the theoretical assumptions of the selected authors with the objective proposed in the article. As for the technical procedures, the study is configured as a bibliographic and documentary research. The bibliographic strand is based on the analysis of authors such as: Cavaliere (2014), Fazenda (2011), Felício (2012) Freire (1994), Gadotti (2013), Guará (2006) Lenoir (2005), Libâneo (2013), Moll (2012), Moran (2015), Morin (2002), Pedro and Santana (2025), Ponce (2019), Ramalho (2025), Saviani

(2005), Silva (2015), Weffort (2019), Zanardi (2016) who address the themes of curriculum, didactics and human formation. This procedure made it possible to identify different conceptions about public educational policies, as well as to understand their impacts on the formation and performance of school managers, establishing relationships between theory and practice in the context of Brazilian public education.

4 RESULTS AND DISCUSSIONS

The compartmentalization and fragmentation of school knowledge are among the most recurrent and critically problematized aspects in curriculum studies. Throughout the history of educational thought, different authors have denounced the pedagogical and formative limits of the rigid disciplinary organization, defending proposals for the integration of knowledge as an alternative to the fragmenting logic.

In general, the interpretations about the disciplinarization of the school curriculum derive from the understanding of the very processes of disciplinarization in the scientific field, which influence the organization of school knowledge and reinforce hierarchies, specializations and boundaries between areas of knowledge.

The analysis of the theoretical, historical and normative references shows that the integrated curriculum is consolidated as a consistent response to the limitations imposed by the curricular fragmentation historically present in the Brazilian school. The authors mobilized in the converge in the criticism of the technicist and disciplinary conception of curriculum, understood as insufficient to account for the complexity of human development and the contemporary demands of full-time integral education.

For Zanardi (2016), the extension of the school day has been, in many contexts, implemented based on models that maintain the separation between activities considered curricular and complementary actions, organized in different shifts, which hinders the effective integration of the curriculum.

From this perspective, the full-time school cannot be understood only as an extension of the students' time in the school space, but as a pedagogical project that requires the articulation between knowledge, practices and educational experiences, overcoming proposals that are limited to the alternation between classes and activities unrelated to the curriculum.

Silva (2005) conceives the curriculum as a construction crossed by power relations, in which selecting knowledge, identities and pedagogical practices implies political and cultural choices. This understanding dialogues directly with the perspective presented by Ramalho (2025), when he states that the school and its curricular artifacts should be understood as

social and historical inventions, subject to transformation. Both authors reject the idea of curricular neutrality and defend the need to break with crystallized models that reinforce inequalities and fragmentations of knowledge.

Something seen by Felício (2012, p. 05): [...] integral education must be able to respond to a multiplicity of demands, at the same time that it must aim at the construction of relationships towards human improvement, which entails offering possibilities so that the individual can fully evolve in all its dimensions (cognitive, corporeal, social, cultural, psychological, affective, economic, ethical, aesthetic, among others) Felício (2012, p. 05).

Although they start from different theoretical fields, the contributions of Silva (2005) and Ponce (2019) present points of convergence by defending a curriculum committed to social justice. For Ponce (2019), the notion of curricular justice presupposes the recognition of the 11 human diversities, the appreciation of different cultural knowledge, and the refusal of unique and universalizing narratives. This conception complements Silva's (2005) critique, by displacing the debate from the curriculum only as a field of power to also understand it as a space of ethical and political dispute in favor of equity and democracy.

In the contemporary educational context, according to Pedro and Santana (2025), the implementation of different public policies aimed at raising the quality of education is observed. The normative documents that underpin the curricular organization such as: Law of Guidelines and Bases of National Education (LDB), the National Curriculum Parameters for Secondary Education (PCNEM) and the National Common Curricular Base (BNCC) that incorporate terminologies and guidelines that express the concern with the integration and articulation between contents and areas of knowledge.

Such guidelines point to the need for pedagogical practices that promote the interconnection of school knowledge, favoring more meaningful and contextualized learning processes for students (Saviani, 2005; Gadotti, 2013).

In the normative field, the BNCC (Brasil, 2017) and the guidelines of the Full-Time School Program reinforce these conceptions by affirming full-time education as a guiding principle of the curriculum, and not as a mere expansion of the school workload. However, the base text problematizes that, despite this normative advance, the risk of maintaining the logic of shift and counter-shift persists, which can result in parallel and poorly articulated curricular practices. At this point, the integrated curriculum emerges as a central strategy to overcome this dichotomy, by proposing the integration of educational experiences throughout the school day.

With the concern of considering learning contexts, the BNCC (BRASI, 2017) guides the overcoming of a rigidly disciplinary organization of knowledge, by emphasizing the

application of school knowledge to social reality, valuing the context as a fundamental element for attributing meaning to learning, and strengthening the student's protagonism in the formative processes and in the construction of their life project.

The historical experiences of integral education presented as the Anísio Teixeira Park Schools, the CIEPs idealized by Darcy Ribeiro and the More Education Program — reveal important approximations and differences in the way of curricular organization. While some proposals maintained the separation between "traditional" and "complementary" activities, others advanced in expanding the educational dimensions of the school, incorporating culture, art, sport, and care as constitutive elements of the curriculum (RAMALHO, 2025).

These experiences, although distinct in their formats, converge in the understanding that the integrality of education requires overcoming the fragmentation of knowledge and the articulation between school, territory and community. 12 Ramalho (2025) highlights that the integrated curriculum is not limited to formal interdisciplinarity between disciplines, but implies a deeper reorganization of times, spaces, relationships, and pedagogical practices. This conception tensions reductionist views that treat curricular integration only as a methodological strategy, reinforcing its political-pedagogical character.

In this sense, the integrated curriculum presents itself as an organizing principle capable of guiding curricular choices consistent with full-time comprehensive education, in line with the guidelines of the ETI, which defend the overcoming of the fragmentation of knowledge and the valorization of social practices and daily life in the educational process.

The proposal of curricular integration is presented as a response to the limitations of the traditional disciplinary model, by enabling the expansion of the ways of approaching knowledge and favoring a more articulated understanding of reality, in dialogue with the contexts experienced by the students. By promoting the articulation between contents and concepts, this perspective contributes to the integral formation of basic education students, to the extent that it conceives knowledge as a set of interdependent relationships, and not as isolated and fragmented knowledge (PEDRO AND SANTANA, 2025). These authors understand that by assuming interdisciplinarity as a structuring principle of the curriculum, curricular integration enables educational institutions to develop broader and socially significant training proposals, aligned with the demands of contemporary society.

The articulation between different concepts, areas and methodologies favors the construction of relationships between different knowledges, stimulating the development of skills and abilities necessary for critical and responsible citizen participation. This dynamic contributes to the approximation between the contents of the different disciplines, promoting

deeper learning and the strengthening of capacities that go beyond the limits of specific knowledge in each area of knowledge (LENOIR, 2005; FAZENDA, 2011).

With regard to educational practice, the results of the analysis indicate that the effectiveness of the integrated curriculum depends strongly on the performance of school management and education networks. Ramalho's text (2025) emphasizes the role of the manager as an articulator of collective processes of curriculum construction, continuing education and dialogue with the territory.

The experience of the municipality of Diadema, for example, shows that the construction of integrated curricula is associated with the protagonism of schools, community participation and intersectoral articulation, elements that reinforce the democratic and contextualized dimension of integral education.

Thus, the different authors and documents analyzed do not oppose each other, but complement each other by showing that overcoming curricular fragmentation 13 requires both critical theoretical foundations and political, normative, and institutional conditions for its implementation. The integrated curriculum thus emerges as a strategy that articulates theory and practice, school and territory, teaching and life, reaffirming full-time integral education as an educational project committed to full human formation and social justice.

5 CONCLUSION

The present study showed significant advances in the understanding of the integrated curriculum as a strategy to overcome curricular fragmentation in full-time school. By articulating theoretical, historical and normative references, it was possible to deepen the debate on the limits of traditional disciplinary organization and demonstrate that the fragmentation of school knowledge is not an isolated problem, but a structural phenomenon, historically constructed and sustained by specific epistemological and political conceptions.

In this sense, the work contributes to the advancement of the curricular field by reaffirming the integrated curriculum as an organizing principle capable of responding to the contemporary demands of full-time integral education. From a theoretical point of view, the analysis evidenced the convergence between authors who understand the curriculum as a social and political construction, marked by power relations, but also open to transformation.

The contributions of Silva (2005), Ramalho (2025) and Ponce (2019) allowed us to broaden the understanding of the curriculum beyond its technical dimension, evidencing it as a space for ethical, cultural and political dispute. By integrating these perspectives, the study advances by explaining that curricular integration is not reduced to formal interdisciplinarity,

but implies a profound reorganization of school times, spaces, knowledge and practices, guided by integral human formation and social justice.

In the field of public policies, the work shows that normative documents such as the LDB, the PCNEM, the BNCC and the guidelines of the Full-Time School Program represent important advances by incorporating the integration of knowledge, the contextualization of learning and student protagonism as guiding principles of the curriculum.

However, the results of the analysis indicate that these guidelines still face significant challenges in terms of implementation, especially when the extension of the school day is limited to the logic of shift and after-shift, maintaining the separation between curricular and complementary activities. In this aspect, the study contributes by highlighting the need to align 14 normativity and practice, reaffirming the integrated curriculum as a central strategy to give materiality to integral education.

The practical implications of this work are particularly relevant for school management and education systems. By highlighting historical and contemporary experiences of integral education, such as the Park Schools, the CIEPs, the More Education Program and the experience of the municipality of Diadema, the study points out concrete paths for the construction of contextualized integrated curricula, socially referenced and articulated with the territory.

Thus, it is evident that the performance of the school manager as an articulator of collective processes, continuing education and intersectoral dialogue is a fundamental condition for the effectiveness of the integrated curriculum in the full-time school. However, it is important to recognize the limitations of this study.

As it is a theoretical and documentary research, the analysis does not include in-depth empirical investigations on the implementation of the integrated curriculum in specific school contexts. In addition, the policies analyzed are marked by internal contradictions and different levels of appropriation by the education networks, which requires caution in generalizing the results.

In view of this, it is suggested that future research advances in the empirical investigation of integrated curriculum practices in full-time schools, considering different regional realities, levels of education and socioeconomic contexts. Studies that analyze the perception of managers, teachers and students, as well as the impacts of the integrated curriculum on learning processes and on the integral formation of subjects, can contribute to the deepening of the debate and to the improvement of public educational policies.

Finally, it is concluded that the integrated curriculum is a powerful and necessary strategy to overcome curricular fragmentation, as long as it is understood as a collective

educational project and a political-pedagogical guiding principle of the full-time school. By articulating theory and practice, school and territory, teaching and life, the integrated curriculum reaffirms integral education as an ethical and social commitment to full human formation and the construction of a more just, democratic and inclusive society.

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