

ID	2545
Curricular Unit	Theory and Management Curriculum in Physical Education
Regent	Carlos Alberto Serrão dos Santos Januário
Learning Outcomes	<p>The course covers the following general powers: Know the different types of planning school plans in EF using the National Programs of Physical Education (PNEF) and making the management of the curriculum context and review .</p> <p>Specific Skills:</p> <p>. 1 Performs Annual Plan Class, identifying relevant learning objectives and teaching strategies leading them, adjusted to group-class capabilities and resources present in the school and surrounding community so;</p> <p>2. Performs the step plans and teaching unit justifiably, to form a coherent pedagogical unit, reflecting the balance between the guidance given in the official program and data supplied by the evaluation.</p>
Syllabus	<p>1.1. Knowing the structure of the Education Cluster Project (aims to be a tool for the implementation and management of autonomy, understood as a generator of document perspectives, cultures and school knowledge with community participation, and a way to motivate and make participate in this community. Sources: Education Act, educational principles and conceptions, Municipal Plans).</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> - Set goals for the school Grouping - Conduct participatory management with effective leadership at various levels - Perform the procedures for measurement and regulation of consensus and disagreement - Use of negotiation and shared interests devices. <p>1.2. Knowing the structure of the Project Curriculum School (as a reference to the various dimensions of educational action, integrating essential to the development of a representative of the local curriculum institutional logics School, based on common organizational pattern of the national curriculum links).</p> <p>Skills, know</p>
Evaluation	<p>Will be collecting data for planning with schools and nuclei stage.</p> <p>The classes are preparation tasks simulating real situations, training of skills and presentation tasks. Some curriculum products will be made in writing.</p>

Bibliography

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- Crum, B. (2002). Roles and responsibilities of physical education teachers:. Consequences for the initial formation of the Portuguese Society Bulletin of Physical Education 23, pp. 61-76.
- Ennis, C. (1996). A model describing the influence of values ??and context on student learning. In S. Silverman & C. Ennis (Eds.), Student Learning in Physical Education. Applying Research to Enhance Instruction (pp. 127-147). Champaign: Human Kinetics.
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