

<b>ID</b>	3329
<b>Curricular Unit</b>	Theory and Management Curriculum in Physical Education
<b>Regent</b>	Carlos Alberto Serrão dos Santos Januário
<b>Learning Outcomes</b>	<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. Specific Skills: 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; 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>
<b>Syllabus</b>	<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). Skills and knowledge include:</p> <ul style="list-style-type: none"> <li>- Set goals for the school Grouping</li> <li>- Conduct participatory management with effective leadership at various levels</li> <li>- Perform the procedures for measurement and regulation of consensus and disagreement</li> <li>- Use negotiation and shared interests devices</li> </ul> <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). Skills, know (...)</p>
<b>Evaluation</b>	Will be collecting data for planning with schools and nuclei stage. The classes are preparation tasks simulating real situations, training of skills and presentation tasks. Some curriculum products will be made in writing.

## **Bibliography**

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Carreiro da Costa, F. (2004). Un nuevo profesionalismo para la formación del profesorado. In M.A. González, J.A. Sánchez & J. Gómez (Eds.). *Preparación profesional y necesidades social* (pp. 41-48). La Coruña: Universidade de la Coruña.

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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.