

ID	3329
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. 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>
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). 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 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). Skills, know (...)</p>
Evaluation	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

Carreiro da Costa, F. (2001). From the curriculum as text to the curriculum students in physical education. In Ket Nyit Chin & Hank Jwo (Eds), *The Exchange and Development of Sport Culture in East and West*, AIESEP Taiwan 2001 International Conference Proceedings (pp. 30-44). Taipé: National Taiwan Normal University.

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.

Crum, B. (2002). Funções e competências dos professores de Educação Física: Consequências para a formação inicial. *Boletim da Sociedade Portuguesa de Educação Física* 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.