

<b>ID</b>	3661
<b>Curricular Unit</b>	Curriculum Development in Physical Education and Sport
<b>Regent</b>	Carlos Alberto Serrão dos Santos Januário
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>a) To claim the presence of PE as a compulsory subject in the educational system.</li> <li>b) To know the curriculum educational orientations in Physical Education and their impact in curricular decisions.</li> <li>c) To know the different curriculum levels and how they operate and relate to each other.</li> <li>d) To know about both the Portuguese curricular organization and the Physical Education programmes.</li> <li>e) To design educational plans - the school PE project, the PE annual plan, and the plan of a teaching unit.</li> <li>f) To know the concepts, ideals and practices related with educational evaluation, in general, and with Physical Education in particular.</li> <li>g) To explain the contribution of the curricular theory for the development and implementation of teaching in Physical Education.</li> </ul>
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>1) The legitimacy of the Physical Education as a compulsory subject for students of the school curriculum: the purpose of physical education in schools.</li> <li>2) The educational orientations in physical education according to Jewett et al.</li> <li>3) The concepts of physical education according to Bart Crum.</li> <li>4) The different levels of curriculum.</li> <li>5) The organization of the education system in Portugal and the national curriculum for physical education.</li> <li>6) The structure, composition of curricula and educational principles underlying the physical education programs in Portugal.</li> <li>7) The levels of curricular decision: decisions related to the development project of the School Physical Education; decisions concerning the preparation of the annual class; step decisions, decisions on the design of the teaching unit; decisions relating to the assessment of students.</li> <li>8) The evaluation in physical education: objectives, functions, features, climate, times and procedures.</li> </ul>
<b>Evaluation</b>	<p>The contents are organized in three thematic modules, namely: a) Basic concepts, b) Physical Education Programs and c) Planning of the educational activity. The first module provides the dictionary of conceptual tools used at the field of Theory and Curriculum Development; the second module examines the structure and content of the National Physical Education Programs; and the third module is the most applicative of the program in order to analyze the planning options and models. The assessment takes as its task the analysis of physical education teaching conceptions and planning analysis.</p>

**Bibliography**

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