

BASIC EDUCATION

Year 1

Curriculum Units	Semester	Contact Hours	ECTS	Type	Obs
Space and Plan	I	60	5	C	
Drama Expression	I	60	5	C	
Plastic Expression	I	60	5	C	
Geography of Portugal	I	60	5	C	
Portuguese Linguistics	I	60	5	C	
Development and Education Psychology	I	60	5	C	
Physics and Chemistry	II	60	5	C	
Motor and Physical Expression	II	60	5	C	
Musical Expression	II	60	5	C	
Introduction to Number Theory	II	60	5	C	
Introduction to Literary Studies or Text Analysis and Production	II	60	5	PC	
Sociology of Education	II	60	5	C	

C – Compulsory; PC – Personal Choice

 Curriculum Units available to foreign students according to conditions described

Curriculum Unit	Space and Plane
Contents	<ul style="list-style-type: none"> - Reasoning in Mathematics - Inductive reasoning - Deductive reasoning - Visualization and spatial representation - Two-dimensional representation of three-dimensional objects - Construction of three-dimensional objects from two-dimensional representation - Partition of polygons - Cuts of three-dimensional objects - Euclidean Geometry - Basic concepts (point, line and plane) - Flat Geometric Shapes - characteristics, properties and relations between them - Geometric Solids - characteristics, properties and relations between them - Concept of greatness and measure - Process of measurement - length, area, volume and angles amplitude
Methodologies and Evaluation	<p>The methodology will focus on an approach that involves problem solving, developing the concepts from an informal basis to a more elaborate structures and allowing a reflective move of their own learning. The connections inside the geometry, with other branches of mathematics and real life will also be taken into account .</p> <p>The use of various types of materials, structured and unstructured, help to consolidate the theoretical concepts, more abstract, and develop arguments.</p>

	<p>The communication (written and oral) of geometrical ideas is encouraged throughout the sessions to facilitate the development of an appropriate terminology and understanding of the role and importance of concepts worked.</p> <p>The evaluation of this Curriculum Unit takes into account the performance of students in the various components involved. Both in theoretical and practical sessions, and in guiding tutorials student's participation is valued - interest and motivation demonstrated, relevant oral participation, and coherent written resolutions.</p> <p>Two classroom individual tests will allow the assessment of the quality of learning undertaken.</p> <p>The final grade will be assigned based on the information above.</p>
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Curriculum Unit	Drama
Contents	<p>a) rediscovery of the "I" of its identity, its balance and its relationship with others through dramatic games. b) expressing oneself freely through the verbal and nonverbal languages, using as reference the activities of Drama. c) understanding / realizing the functioning of the vocal tract through a practical experience of vocal / mouth expression. d) understanding the relationship between Drama Expression with the emotional aspects of language, with the behavior and attitudes of people (children, youth and adults), with the overarching component of its growth. e) understanding Drama Expression primarily as an attitude capable of innovating skills and practices and then see it as a socio-cultural animation technique. f) developing recreational and emotional and technical-pedagogical and didactic skills from the perspective of educational spaces (formal and non-formal). g) acquiring tools to facilitate projects in Drama Expression and its socio-cultural dynamics with the most diverse communities of people.</p>
Methodologies and Evaluation	<p>Methodology: Students will acquire skills that, increasingly, will improve their ability of expression and communication within the Drama Expression, in this order: Group Dynamics and Socialization, Non-Verbal Expression, Verbal Expression, Expression and Communication from Drama activities and content assessment. The remaining 15 Support hours will be devoted to Tutorial orientation (OT) from small projects by sub-groups.</p> <p>Evaluation <ul style="list-style-type: none"> . practical individual and group works, participation, attendance, creativity and imagination) . final project </p>
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Plastic Expression
<p>Contents</p>	<ul style="list-style-type: none"> - The plastic/graphic composition and the visual form elements, their syntax and expression. - Theoretical and practical foundations about the qualities of light/color and expressiveness of materials. - The pictorial composition and the creation of shape through the relationship between space and the light effects of colour. - The composition and creation of three-dimensional shapes through the relationship between space, structure, light, and balance. - The poetics of the visual images in their formal and modular qualities through the example of natural shapes. - The two-dimensional expression and the ambiguity between the fields of plastic languages and visual communication of children.
<p>Methodologies and Evaluation</p>	<p>Sessions will be mostly practical, supported by the presentation of audiovisual images and study visits.</p> <p>Students develop sequentially two individual projects:</p> <ol style="list-style-type: none"> 1 - two-dimensional composition with mixed media and registration combinatory processes on paper, paints, etc. 2 - three-dimensional composition with modeling pastes and other materials. <p>The projects will be developed with tutorial teacher's support. Classes will also be developed with a focus on special exercises that leads to the acquisition of specific skills according to needs revealed by the class, regarding research chosen topics and sequential development of projects.</p> <p>The evaluation will be continuous and will assume dominant aspects such as:</p> <ul style="list-style-type: none"> - Responsibility for commitments. - Research carried out on the potential of two-dimensional and three-dimensional composition. - Qualities of Project 1 and 2. - Creative skills through the ability to articulate media and materials with forms of expression and its teaching. - semantic and formal qualities of the development and presentation of final projects. - Participation and attendance.
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Geography of Portugal
<p>Contents</p>	<p>A - Natural Aspects (Physical) I - Geological Aspects II - Climate Issues III - The vegetation</p> <p>B - Human Aspects I - Demographics II - Economic Activities . The Primary Sector . The Industry . Services . urbanism</p> <p>III - Portugal in the European and global context</p>
<p>Methodologies and Evaluation</p>	<p>The methodology will combine the following components: one predominantly expository; another one basically informative, without neglecting the specific aspects of the subject matter; yet another one with a theoretical-practical focus which aims to stimulate not only the participation of students, but also critical reflection of reality in question in an oral and /or written manner, based on written, oral or ICT materials. To this end, the teacher will put at the disposal of students, diverse and well-structured material, which includes handouts, videos, computer hardware and graphics. This material will provide both a support and a starting point for critical analysis and diverse problems exposed.</p> <p>At this level of education, the assessment will have determinant moments marked by at least one comprehensive test and a theoretical-practical work, research, to be presented in the teaching sessions. However, these moments do not invalidate the importance attached to work, book reviews and reflections to text, images or graphic expression to use in class. This methodology reflects a character that emphasizes the continuity of the evaluation process which will be taken into consideration the following items:</p> <ul style="list-style-type: none"> - Scientific quality of the products presented - Student's participation in the activities proposed - Ability to analyze, synthesize and personal and critical perspective - Interconnection of the concepts and opinions to the surrounding reality - Objectivity and contextualization regarding the differing approaches to the problems proposed - Consistency and adequacy of ideas, arguments and personal perspective to the problems / issues given - Correction in writing and speaking - Correction in the expression of scientific terms
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical</p>

	work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.
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Curriculum Unit	Portuguese Linguistics
Contents	<ul style="list-style-type: none"> - Knowledge of the language; - Morphological and lexical knowledge; - Syntactic knowledge; - Phonological knowledge.
Methodologies and Evaluation	<p>Theoretical-practical classroom sessions, considering moments of lecturing by the teacher and individual and / or group activities resulting from the development of the syllabus. In an online platform, specific contents are provided, as well as the materials used in classes, references and additional useful information for students. Location: <URL: http://elearning.esep.pt/> (access subject to registration). Elements of assessment and their weighting in the final standings: one or two individual written tests, 60%; other works, 40%.</p>
	<p>This Curriculum Unit is taught in Portuguese. Explanations and tutorials in English or French may be provided to foreign students.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the practical works are submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English, French or Spanish. If the practical works are submitted individually or by a group of foreign students only, they have to be fully written in English, French or Spanish.</p>

Curriculum Unit	Psychology of Development and Education
Contents	<p>1 - The Human Development</p> <p>1.1 - Theoretical models and methodologies in Developmental Psychology.</p> <p>1.2 - Cognitive, emotional and social development in first childhood.</p> <p>1.3 - Cognitive, emotional and social development support in the preschool and school years.</p> <p>1.4 – Cognitive, emotional and social development, in adolescence.</p> <p>2 - Learning</p> <p>2.1 - Definition of learning: stages and processes</p> <p>2.2 - Strategies and learning styles</p> <p>2.3 - Models and approaches to learning and its pedagogical implications: Behaviourist, Cognitivist, and Constructivist Models</p> <p>3 - The Motivation</p> <p>3.1 - The different types of school motivation</p> <p>3.3 - Socio-cognitive dimensions of school performance</p> <p>3 4 - Cognitive and Humanist models of motivation</p> <p>3.5 - The role of the educator / teacher as the trigger agent for the motivational process</p>

Methodologies and Evaluation	<p>Methodologies</p> <ol style="list-style-type: none"> 1. Theoretical 2. Thematic debates 3. Group work by students 3.1. Analysis of theoretical texts, practical exercises, exposure to theoretical syntheses and results. 3.2. Choose one of the theoretical concepts covered in the Curriculum Unit, from which it is intended that students do research on the topic in the available databases. <p>Evaluation</p> <p>The final evaluation of each student shall be based on: a written test (weight 2); In group work done in the classroom (weight 1), the preparation and exhibition of a personal reflection and an informed opinion on the issues under study (weight1).</p>

Curriculum Unit	Physics and Chemistry
Contents	<ol style="list-style-type: none"> 1. Atomic theory of matter 2. Electricity and electrical circuits 3. Magnetic phenomena 4. Solubility 5. Mixtures and compounds 6. Changes in state of matter 7. Density and buoyancy of objects in a fluid 8. Air, water, sound and light 9. Solar system.
Methodologies and Evaluation	<p>The sessions (2+2 hours weekly) will be alternately theoretical and practical, although they can be simultaneously theoretical-practical.</p> <p>In sessions with a theoretical nature, content will be addressed in a meaningful way, seeking to start from tangible aspects and of previous ideas and insights of the students, so that teaching will focus on quality of understanding.</p> <p>In sessions with a practical nature diverse methodologies will be used such as experimental work, problem-solving activities and discussions. Diverse laboratory techniques will also be used, where possible, to enable students to develop skills necessary for their future teaching practice.</p> <p>For the evaluation of students in this Curriculum Unit the following elements will be considered:</p> <ul style="list-style-type: none"> . Quality of the input and participation of students in the Curriculum Unit of planned activities; . Classification of reports of group activities, which should end with a report that takes into account the content and quality of tasks performed. . Two assessment individual in-class tests. <p>The final grade will be obtained through the average of reports (40%) and tests (60%), weighted with the participation and contributions in class.</p> <p>According to the Regulation of Initial Teacher Education, students will exempt from examination with an attendance grade equal or greater than ten. For the student to obtain a minimum of ten,</p>

	<p>she/he will have to get a mark equal or greater than seven in any of the assessment components. For those who sit for exam, a minimum grade of ten marks will have to be obtained.</p>
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Curriculum Unit	Physical and Motor Expression
Contents	<ol style="list-style-type: none"> 1. Motor development: current models and perspectives. 2. Physical growth. 3. Motor behaviors in childhood. 4. Assessment of motor development. 5. Learning theories and explanation of motor development. 6. Motor learning. 7. Motor control. 8. Process of acquisition of motor skills. 9. Pedagogical considerations.
Methodologies and Evaluation	<p>Methodology: This Curriculum Unit has 45 contact hours and 15 support hours (tutoring). The workshops will have a theoretical and practical nature focusing on small groups for discussion / analysis of content and experiences in the classroom.</p> <p>Final Evaluation of the Curriculum Unit will be made from the following equation: - Summative evaluation test. Weight 3. (3x) . Final work. Weight 2 (2x) . Individual participation (attendance rate of students as well as the tasks carried out during the sessions). Weight 1 (1x) The sum of the three components of the evaluation will be divided by the denominator 6 that will result in the final evaluation.</p>
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Musical Expression
Contents	<p>Introduction to musical literacy:</p> <ul style="list-style-type: none"> - Pitch (musical stave and treble clef, melody and harmony, diatonic scale and pentatonic scale, sharp, flat and natural signs). - Rhythm (rhythmical beating, rhythmic figures and breaks, simple measures, organizational elements, movements, extension and slur, legato and staccato, syncopation, triplets, point of rising, monorhythm and polyrhythm). - Tune (Orff instruments - defined pitch and undefined pitch; stringed instruments, aerophones, idiophones membranophones).

	<ul style="list-style-type: none"> - Dynamic (dynamic elements). - Structure (rondo, canon, ostinatos, anacrusis, binary and ternary forms). - Vocal, instrumental and corporal practice.
Methodologies and Evaluation	<p>Focusing on the active participation of students based on skills of intervention, achievement, research and reflection, the methodologies to be applied will expose the contents of the program, articulating theory and practice, followed by the development of a proposed work presented by the teacher. The assessment of students will be based on a continuous process and throughout the semester. Practical tests, and a test of theory will be made in the end of the semester. The appropriation of knowledge, the individual performance and cooperation, and a critical and reflective attitude will be important assessment elements.</p>
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Introduction to Number Theory
Contents	<p>The natural and the integer numbers</p> <ul style="list-style-type: none"> . Development and understanding of the concept of natural number (historical and psychological perspective) . One to one correspondence and counting . The concept of cardinal, ordinal and nominal - Representation of numbers . Systems of numbers - additive, multiplicative and mixed . - Formal construction of the set of natural numbers - Peano's axiomatic - Elementary properties of natural numbers - Patterns and regularities - numerical sequences - The set of integers - an extension of the set of natural numbers - Divisibility and prime numbers . Elementary properties of divisibility . Tests for divisibility - Greatest Common Divisor and Least Common Multiple of two or more integers - The relationship <i>less than</i> and their properties <p>The non-integer</p> <ul style="list-style-type: none"> - The non-integer numbers and their connection to the measurement problems - - The rational numbers written as fractions and as decimal - exploration of various models <p>The non-rational</p> <ul style="list-style-type: none"> - Incommensurable line segments and the origin of irrational numbers - Particular irrational numbers - Axiomatic construction of the set of real numbers - Absolute value of a real number

Methodologies and Evaluation	<p>The methodology focuses on an approach that involves problem solving, developing the concepts from an informal basis to more elaborate structures and allowing a reflective move of student learning. The observation, experimentation, representation, intuition and deduction are mathematical skills to develop, which allow the discovery of properties, develop and test mathematical conjectures and make demonstrations.</p> <p>The assessment involves two tests that allow assess student' learning throughout the semester. In none of them the mark may be less than 7.0 values.</p>
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Curriculum Unit	Textual analysis and production
Contents	<p>The Analysis and Textual Production syllabus aims to develop the basic skills of students in terms of critical reading, analysis and interpretation of different types of texts and in the field of written expression techniques.</p> <p>The contents of this CU are:</p> <ul style="list-style-type: none"> -Textual Typology; -Critical reading, analysis and interpretation; -Mechanisms for structuring and organization of the text; -Preparation strategies for textual production
Methodologies and Evaluation	<p>Methodologically, the sessions will have an essentially practical nature, with particular incidence on the analysis of literary and non-literary texts, rooted however in theoretical foundations for the analysis and textual production.</p> <p>As regards evaluation, a test and a group or individual work will be used.</p>

Curriculum Unit	Introduction to Literary Studies
Contents	<p>This UC aims to promote a deeper journey of literature through updated conceptual information that enables a wider and critic cognitive approach on emerging productions in the framework of Portuguese literature.</p> <p>The following are the contents of this CU:</p> <ul style="list-style-type: none"> -Literature: construction of possible and requirements of sense; -Imitation and terror: from the poetics genesis to the literary journey; -The literary system: standards and conventions.
Methodologies and Evaluation	<p>With a theoretical-practical methodology, this curriculum unit is based on critical reading of a set of documents which, within the framework of the unit, will allow a greater appropriateness in the thematic approach, definitions, concepts and literary pathways required for an up-to-date overview of literature.</p> <p>The issues scheduled for the sessions are based in reading and critical analysis of works or excerpts considered timely.</p> <p>The activities to be carried out by students require a continuous and permanent work, targeting a continuity in language learning, greater method for coherent and cohesive development of the skills and knowledge to develop throughout the semester.</p> <p>In-class written works to specify, and a summative test will be used.</p>

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Curriculum Unit	Sociology of Education
Contents	<p>I. Social functions assigned to the school institution</p> <ul style="list-style-type: none"> . Structural-functionalist theories about the functions of school . The school as a forum for social production <p>II. Quantitative expansion of education systems</p> <ul style="list-style-type: none"> . "School Explosion ": characterization of the phenomenon . Education and development: human capital theory . Equality of opportunity and meritocracy . Education and social mobility . The "optimistic demand" of education <p>III. The crisis of school</p> <ul style="list-style-type: none"> . A crisis of growth: criticisms to school . The persistence of inequalities: social and school factors . The "disenchanted demand" of education <p>IV. The problem of school failure</p> <ul style="list-style-type: none"> . Failure at school and compulsory schooling - the paradox . Characterization, size and cost of the social phenomenon . Explanation theories . The teacher / student pedagogical relationship: <ul style="list-style-type: none"> The class as a micro-social system . The selective interaction in the classroom . Teacher's role in the construction of school success . The educational establishment as the strategic unit of innovation and construction of school success . The relationship between educational institutions / family / community and the construction of school success
Methodologies and Evaluation	<p>Emphasis will be put on three types of educational work:</p> <ul style="list-style-type: none"> - Delivery of the various thematic contents of the program; - Group work (focusing on: the analysis of texts and other types of documents on an issue related to CU topics, etc.). - Work in large group (focusing on: the analysis of texts and other types of documents). <p>Students will be evaluated according to:</p> <ul style="list-style-type: none"> - Two written class tests (without consultation); - Group work done in class; - Group work to present in class on an issue related to educational topics addressed. <p>Weighting of these products:</p> <p>In-class tests: 50%</p> <p>Group work done in class: 20%</p> <p>Working Group to present in class: 30%</p> <p>At least one in –class test should be equal to or greater than 9.5</p>

Year 2

Curriculum Units	Semester	Contact Hours	ECTS	Type	Obs
Elementary Algebra	I	60	5	C	
Earth and Life Sciences	I	60	5	C	
Linguistic Development	I	60	5	C	
History of Portugal	I	60	5	C	
Laboratory of Artistic Expression and Creativity	I	75	5	C	
Discrete Mathematics or Mathematics and Real Life	I	60	5	C	
Didactics of Mathematics	II	60	5	C	
Didactics of Portuguese	II	60	5	C	
Children's Literature	II	60	5	C	
Expression Workshop	II	75	5	C	
Contemporary Portugal or Regional History and Geography	II	60	5	PC	
Geometric Transformations or Mathematical Modeling	II	60	5	PC	

C – Compulsory; PC – Personal Choice

 Curriculum Units available to foreign students according to conditions described

Curriculum Unit	Elementary Algebra
Contents	<p>A - Elementary operations</p> <p>In the set of natural numbers (\mathbb{N}) and in \mathbb{N}_0</p> <ul style="list-style-type: none"> Different concepts - intuitive approaches Different models of working out Different written algorithms Formal definition Properties <p>In the set of integers (\mathbb{Z})</p> <ul style="list-style-type: none"> Different models of delivery Properties Formal construction of the set of integers <p>In the set of rational numbers (\mathbb{Q})</p> <ul style="list-style-type: none"> Different models of completion with rational numbers written as a fraction and as a decimal Properties Formal approach to the set of rational numbers <p>In the set of real numbers (\mathbb{R})</p> <ul style="list-style-type: none"> From the axiomatic point of view Properties <p>B - Mental calculation and the calculation by estimation</p> <ul style="list-style-type: none"> Characteristics of mental calculation methods Different types of estimation <p>C - Algebraic structures</p> <ul style="list-style-type: none"> Groupoid, semigroup and group Ring and body
Methodologies and Evaluation	<p>The methodology focuses on an approach that involves solving problems, developing the concepts from an informal basis to more elaborate structures and allowing a reflective move of students' learning.</p> <p>To highlight the importance of mathematics in real life, the connections between algebra and situations of everyday life are</p>

	<p>explored as well as other branches of mathematics, particularly geometry and numbers.</p> <p>The use of structured materials, or not, is privileged and allows, on the one hand, to make the approaches previously expressed, and on the other hand, to develop different types of reasoning.</p> <p>The use of the calculator is taken into account when allowing for the enrichment approaches to problems and exploitations that would not be possible otherwise.</p> <p>The assessment involves two tests that allow assess student' learning throughout the semester. In none of them the mark may be less than 7.0.</p>
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Curriculum Unit	Earth and Life Sciences
Contents	<p>I – Earth's Structure and Dynamics</p> <ol style="list-style-type: none"> 1. Geological time <ul style="list-style-type: none"> . Major stages on Earth's history 2. Petrogenetic cycle <ul style="list-style-type: none"> . Sedimentary, magmatic and metamorphic rocks 3. Structure and dynamics <ul style="list-style-type: none"> . Structure of the geosphere . Plate tectonics and continental drift . Seismic and volcanic activity 4. The terrestrial subsystems and their interactions (geosphere, atmosphere, hydrosphere and biosphere) <p>II - Life and Living Beings</p> <ol style="list-style-type: none"> 1. The nature of life 2. The Cell - structural and functional unit of life 3. Matter and energy for life <ul style="list-style-type: none"> . Capturing of matter and energy by living systems . Use of matter and energy by living systems . Matter cycle and energy flow in ecosystems 4. Evolution and biodiversity <ul style="list-style-type: none"> . Theories of living beings evolution . Adaptation and diversity in animals and plants 5. Classification of living beings <p>III. Human impacts on the Earth system</p> <ul style="list-style-type: none"> . Environmental protection and sustainable development
Methodologies and Evaluation	<p>The sessions (2 +2 hours weekly) will have a theoretical and practical nature.</p> <p>In the sessions with a more theoretical nature, content will be addressed in a meaningful way, by starting from tangible aspects, previous ideas and insights of the students, so that teaching will focus on quality of understanding.</p> <p>In sessions with a more practical nature, methodologies used are diverse as are the experimental and field work, the problem-solving activities and discussions. Diverse laboratory techniques will also be used, when possible, to enable students to develop skills necessary for their future teaching practice.</p> <p>Students will be assed considering the following elements:</p> <ul style="list-style-type: none"> . quality of the input and participation of students in the Curriculum Unit of planned activities; . reports classification of the group activities, which should end with a report that takes into account the content and quality of tasks performed.

	. two individual assessment tests.
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Curriculum Unit	Linguistic Development
Contents	<ul style="list-style-type: none"> - The concepts of language and development, acquisition and learning; - Specific features of language acquisition and development; - From the use of language to language awareness; - Language development and social environment; - Difficulties of learning the mother tongue; - Spoken and written language; - The role of orality in the process of learning the written language; - Emerging literacy; - Early conceptions about the figurative and conceptual aspects of written language; - The appropriation process of reading and writing; - Learning environments promoters involved with reading and writing.
Methodologies and Evaluation	<p>Theoretical-practical classroom sessions, considering moments of lecturing by the teacher and individual and / or group activities resulting from the development of the syllabus.</p> <p>In an online platform, specific contents are provided, as well as the materials used in classes, references and additional useful information for students. Location: <URL: http://elearning.esep.pt/> (access subject to registration).</p> <p>Elements of assessment and their weighting in the final standings: one individual written test, 60%; other works, 40%.</p>
	<p>This Curriculum Unit is taught in Portuguese. Explanations and tutorials in English or French may be provided to foreign students. Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the practical works are submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English, French or Spanish. If the practical works are submitted individually or by a group of foreign students only, they have to be fully written in English, French or Spanish.</p>

Curriculum Unit	History of Portugal
Contents	<ol style="list-style-type: none"> 1. From Prehistory to the County of Portucale. Roman Lusitania. The end of Roman rule and the Moorish conquest. 2. Medieval Portugal (12th -15th centuries). From the County of Portucale to the affirmation of the Portuguese monarchy. The crisis of the fourteenth century and the dynasty of Avis. 3. The Discoveries and the Overseas Expansion (15 th-16th centuries). The exploration of the South Atlantic. The Portuguese Empire in Asia. The Portuguese in Brazil. 4. From the dawn of early modern age to the end of the Iberian Union. King John III and the succession crisis. Portugal in the Habsburg Monarchy. 5. From the Restoration to the Constitutional Monarchy (1640-1820). The Pombaline Era. Portugal and the Napoleonic wars.

	<p>6. From the Constitutional Monarchy to the First Republic (1820-1926). «Regeneração» and «Fontismo». The crisis and failure of the Constitutional Monarchy. The First Republic. Portugal in the First World War.</p> <p>7. The New State (1933-1974). The military dictatorship. The consolidation and development of the New State. The military coup on April 25, 1974.</p>
Methodologies and Evaluation	<p>Lectures play an important role in this Curriculum Unit, though not exclusively. Students will be asked to engage actively with the material and encouraged to explore maps and iconography, as well as to debate certain points. The teaching methods also include extensive use of audiovisual media. The structure of marks and the nature of assignments is the following: a) one written test (counts for 65% of the final grade); 2) an essay drawn from topics of the Curriculum Unit and which requires reading of selected bibliography (counts for the remaining 35%).</p>
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Laboratory of Creativity
Contents	<p>Art</p> <p>Artistic expression materials. Recyclable materials within the plastic expression. Painting and sculpture of the early twentieth century with references to arts. Arts and technologies. The concept of assemblage. The concepts of multimedia and mixed media.</p> <p>Music</p> <p>Musical literacy and its practical application: - Pitch; - Rhythm; - Tune; - Dynamics; - Structure. Twentieth century music and compositional tendencies. The fusion of sounds and different types of music. Experimentation and musical creation.</p> <p>Drama</p> <p>Body and voice. Breathing, concentration and attention. Verbal and nonverbal languages. Art of storytelling.</p>
Methodologies and Evaluation	<p>This Curriculum Unit works in three areas: musical expression, drama and artistic expression. It is emphasised in each area the experimental techniques and materials, leading the students to creative exercises. The following will be used for assessment:</p>

	practical exercises performed in each module; qualitative aspects - creative, aesthetic and technical - practical exercises.
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Discrete Mathematics
Contents	<p>Logic of propositions Elementary Properties of operations - De Morgan's First Laws</p> <p>Logic of sets Definition of set Representations of sets Operations with sets Properties of operations - De Morgan's First Laws</p> <p>Counting Methods Basic rules of counting Inclusion-exclusion's principle Bijection's principle Addition's and multiplication's principles Piegeonhole's principle Permutations, arrangements and combinations</p> <p>Graph theory Graphs Basic concepts Euler's graphs and their properties Hamilton's graphs and their properties</p> <p>Trees Definition and basic concepts Properties Kruskal's Algorithm</p> <p>Planarity and duality of graphs Plane graph Euler's formula for plane graphs Dual of a plane graph</p> <p>Colouring graphs Colouring of maps - Four Color's Theorem Colouring of vertices Colouring of edges Some properties</p> <p>Problems of pairing Hall's theorem</p> <p>Problems of different paths Menger's theorems</p>
Methodologies and Evaluation	The methodology focuses on an approach that involves solving problems, developing the concepts of an informal basis to more elaborate structures and allowing a reflective move of student learning.

	<p>The observation, experimentation, representation, intuition and deduction are to develop mathematical skills, which allow you to discover properties, develop and test mathematical conjectures and make statements.</p> <p>The connections within either of graph theory or combinatorial analysis, these other branches of mathematics and the real life will be taken into account. Thus, the work to be done contribute to the development of the ability to analyze the role of mathematics in solving everyday problems.</p> <p>The assessment involves two tests that allow assess student' learning throughout the semester. In none of the sort may students get less than 7.0 marks.</p>
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Curriculum Unit	Didactics of Mathematics
Contents	<ul style="list-style-type: none"> – Mathematical Processes - Arguments in Mathematics - Problem Solving and Investigations - Mathematical Connections - Mathematical Communication - Mathematical Representation in – Teaching and Learning of Mathematical Concepts - Numbers and Operations - Geometry - Measure - Data Analysis – Evaluation
Methodologies and Evaluation	<p>Tasks, texts and problems will be used to trigger the reflection and analysis on each topic. The student involvement is essential both for the work to develop autonomously and by contributions made in the classroom discussions. At the end of each topic the main ideas will be summarized .</p> <p>Throughout the semester, students will be asked to perform individual or collective work, which will be used to fuel the discussion in the classroom. The task proposed will involve the use of texts, documents and various kinds of structured materials as well as other considered appropriate at a given moment. For group work students will be asked to keep a written record which is the responsibility of each student individually.</p> <p>The evaluation of this CU takes into account the performance of students in the various components involved. Both in theoretical and practical sessions, and in guiding tutorial student participation is crucial to - interest and motivation demonstrated, relevant oral participations, and consistent written resolutions. The autonomous work component is self-assessed by the performance demonstrated during the contact sessions.</p> <p>The two assessment tests, group work and an in-class individual test will allow the assessing of the quality of learning undertaken by students.</p>

Curriculum Unit	Didactics of Portuguese
Contents	- The mother tongue in pre-school and primary education – institutional regulatory instruments

	<ul style="list-style-type: none"> - The development of oral skills: comprehension and expression - The development of language awareness and teaching grammar - The development of reading skills - The development of writing skills - Contexts and activities promoting the development of mother tongue skills - The assessment of mother tongue skills
Methodologies and Evaluation	<p>Theoretical-practical sessions, considering moments of reflection and debate on the contents and individual and / or group activities.</p> <p>In an online platform, specific contents are provided as well as the materials used in classes, references and additional useful information for students. Location: <URL: http://elearning.esep.pt/> (access subject to registration).</p> <p>Elements of assessment and their weighting in the final standings: a written test, 60%, individual work, 20%; other classroom work, 20%.</p>

Curriculum Unit	Regional History and Geography
Contents	<p>Module: Regional Geography</p> <p><u>A - Natural Aspects (Physical)</u></p> <ul style="list-style-type: none"> I - Geological Aspects II - Climate Issues III - The Biogeography <p><u>B - Human Aspects</u></p> <ul style="list-style-type: none"> I - Demographics II - Economic Activities <ul style="list-style-type: none"> . The Primary Sector . The Industry . Trade and Services . Urbanism III - Strategic Planning IV - Regional integration within national and European space <p>Module: Regional History and Environment Study</p> <ul style="list-style-type: none"> I. The National History and the Regional History: Power and national unity; The issue of identity; The regions, and its constitution in the national space; The definition of borders; The dimensions of historical analysis and the importance of regional and local studies. II. Studies of Local and Regional History: <ol style="list-style-type: none"> 1. The importance of local sources in the knowledge and dissemination of history; 2. The local media - research and use; 3. The built heritage, from the archaeological sites to the observation of local monuments; 4. The place names and statuary in the study of local history; 5. The revaluation of the biographies, the discovery of important local figures and the importance of local institutions; 6. Economic activities and instruments of labor; 7. The local experiences and demonstrations of daily life – from the family structure to the spaces of sociability;

	<p align="center">8. The memory of "our" school.</p> <p align="center">III. From the national dimension to the regional and local reality - the study of the environment</p>
Methodologies and Evaluation	<p>The methodology will combine the following components: one predominantly expository; another one basically informative, without neglecting the specific aspects of the subject matter; yet another one with a theoretical-practical focus which aims to stimulate not only the participation of students, but also critical reflection of reality in question in an oral and /or written manner, based on written, oral or ICT materials. To this end, the teacher will put at the disposal of students, diverse and well-structured material, which includes handouts, videos, computer hardware and graphics. This material will provide both a support and a starting point for critical analysis and diverse problems exposed.</p> <p>At this level of education, the assessment will have determinant moments marked by at least one comprehensive test and a theoretical-practical work, research, to be presented in the teaching sessions. However, these moments do not invalidate the importance attached to work, book reviews and reflections to text, images or graphic expression to use in class. This methodology reflects a character that emphasizes the continuity of the evaluation process which will be taken into consideration the following items:</p> <ul style="list-style-type: none"> - Scientific quality of the products presented - Student's participation in the activities proposed - Ability to analyze, synthesize and personal and critical perspective - Interconnection of the concepts and opinions to the surrounding reality - Objectivity and contextualization regarding the differing approaches to the problems proposed - Consistency and adequacy of ideas, arguments and personal perspective to the problems / issues given - Correction in writing and speaking - Correction in the expression of scientific terms
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Children's Literature
Contents	<p>1. Problematic of Children's Literature: Concept, scope and status; Specificity of the receiver.</p> <p>2. The illustration in children's books: The book as an aesthetic object; The relationship between text and image: inter-semiotic dialogue.</p>

	<p>3. The Oral Tradition Literature and the Children's Literature: From nursery rhymes to author's poetry; Traditional fairy tales and author's narratives.</p> <p>4. Children's Literature in the educational context: ludic-pedagogic potential.</p>
Methodologies and Evaluation	The sessions will have a theoretical-practical nature. The contents will not be displayed sequentially, but whenever it is advisable to the reading, analysis and appreciation of texts. The elements of evaluation are: two summative tests.

Curriculum Unit	Expressions Workshop
Contents	<ul style="list-style-type: none"> - Expression and communication. - Experimentation and creation. - Body and Voice. - Breathing, concentration and attention. - Verbal and nonverbal languages. - Exploration of materials. - Multimedia and mixed techniques. - Performing Arts
Methodologies and Evaluation	The focus is on implementation of projects where it is possible to exploit resources, techniques and experiences of discovery and learning situations. Students prepare three thematic projects: two group projects and an individual project. The products of evaluation are: qualitative aspects - creative, technical and aesthetic - of the projects.
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Geometric Transformations
Contents	<p>Isometries in the plane</p> <ul style="list-style-type: none"> Reflection Translation Rotation Glide Reflection <p>Symmetries</p> <p>Bands and tessellations</p> <p>Similitudes in the plan</p> <ul style="list-style-type: none"> Size transformations Similarity
Methodologies and Evaluation	<p>The methodology focuses on an approach that involves solving problems, developing the concepts of an informal basis to more elaborate structures and allowing a reflective move of student learning.</p> <p>The use of manipulative materials, structured and unstructured, will be, whenever possible, a constant in the sense that each</p>

	<p>student has their own journey of learning, strengthen their theoretical concepts and their spatial reasoning.</p> <p>The assessment involves two tests that allow assess student' learning throughout the semester. In none of the sort may students get less than 7.0 marks.</p>
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Curriculum Unit	Contemporary Portugal
Contents	<p>Contemporary Portugal (20th and 21st centuries):</p> <ol style="list-style-type: none"> 1. Demographic analysis: population and society; 2. Political, economic and social analysis: <ol style="list-style-type: none"> 2.1. At the dawn of the twentieth century (1890 - 1910); 2.2. In the 1st Portuguese Republic (1910-1926); 2.3. In the military dictatorship and the New State (1926 - 1974); 2.4. In April Revolution and the PREC (1974 - 1976); 2.5. In democratic Portugal (1976 to present) 3. Portugal Quo vadis?: Europe; PALOP; Globalization, Prosperity, Education, Identity, Crisis, Emigration (1986 - 2012)

Methodologies and Evaluation	<p>Classes will have a theoretical and practical. The teacher will make available to students structured information through presentations, handouts, multimedia projections, selected bibliography, etc. A special focus will be given, however, to situations enabling, on the basis of the analysis of texts and other documents and the use of various media, critical reflection and discussion of thematic content for joint analysis between teacher and students. The assessment takes into account the quality and formal correctness of student participation in scheduled activities, as well as the results obtained in products specifically designed for the evaluation. Assessment products are an individual in-class test (frequency of summative assessment - weighing 2 in the final mark) and a research paper, individual or in group, which will be presented and defended in class (with weight 1 in the final mark).</p>
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Year 3

Curriculum Units	Semester	Contact Hours	ECTS	Type	Obs
Data Analysis	I	60	5	C	
Human Biology and Health or Science, Environment and Society	I	60	5	PC	
Didactics of Expressions	I	60	5	C	
Didactics of Environmental Studies	I	60	5	C	
Portuguese Language and Culture	I	75	5	C	
Curriculum Theory and Organization	I	60	5	C	
History of the Portuguese Language or Portuguese as a Second Language	II	60	5	PC	
History and Philosophy of Education	II	60	5	C	
Foreign Language and Culture in Basic Education	II	60	5	C	
Observation and Study of Educational Contexts	II	120	10	C	
Optional Curriculum Unit	II	60	5	PC	

C – Compulsory; PC – Personal Choice

 Curriculum Units available to foreign students according to conditions described

Curriculum Unit	Data Analysis
Contents	<p>Descriptive Statistics Descriptive methods for two-dimensional distributions. Representation, correlation and linear regression.</p> <p>Probability Theory Random experiments. Outcome space. Events. Definition of Probability. Classical probability and empirical probability. Axiomatic approach to the concept of probability (finite case). Conditional probability and independent events. Theorem of Total Probability and Bayes's Theorem.</p> <p>Random Variables and Probability Distributions Discrete random variables . Binomial and Poisson distributions. Continuous random variables. Normal distribution, T-Student and Chi-square distributions.</p> <p>Inferential Statistics Population and sample. Sampling. Estimation and hypothesis testing. Linear regression analysis.</p>
Methodologies and Evaluation	<p>The methodology focuses on an approach that involves solving problems, developing the concepts of an informal basis to more elaborate structures and allowing a reflective move of student learning.</p> <p>The connections inside the Statistics and Probability, of these with other branches of mathematics and the real life will be taken into account. Thus, the work to carry out will also contribute to the development of the ability to critically analyze the information that comes to us daily, through the most diverse sources.</p>

	<p>The technological media will be used whenever possible. Thus, students will have at their disposal several tools - spreadsheets, databases - so that classroom activities are close to the reality of data processing.</p> <p>The communication (written and oral) of mathematical ideas will be encouraged throughout the sessions to facilitate, on the one hand, the development of an appropriate terminology and secondly, understanding the role and importance of the concepts.</p> <p>The evaluation of this Curriculum Unit takes into account the performance of students in the various components included. In the theoretical-practical sessions and tutorials orientation student participation is valued - interest and motivation demonstrated, relevant oral participation and consistent written resolutions. The component of autonomous work is evaluated by the performance demonstrated during the contact sessions.</p> <p>Two evaluation tests are carried out: an individual in-class test and a group work (three students maximum), which will allow the assessment of the quality of learning undertaken by students during the semester and none of them can be rated less than 7.0, on a scale of 0 to 20. The final classification will be given based on the information above, and those who get 9.5 or more are considered approved.</p>
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Curriculum Unit	Human Biology and Health
Contents	<p>1. Dynamic Equilibrium and Homeostasis The human organism as an open system The organization and regulation of the "internal environment"</p> <p>2. Structure and Functioning of the Human Body</p> <p>2.1 Collection, processing and movement of energy - general maintenance functions Food and the maintenance of life Notions of morph-physiological of the digestive, cardio-respiratory and urinary systems</p> <p>2.2 The Neuro-Hormonal system and the regulation of the organism - Reception, processing and dissemination of information. The nervous coordination The hormonal coordination</p> <p>2.3 The Reproductive System - perpetuation of the species Biological and physiological aspects of reproduction Heredity</p> <p>3. Rupture of the biological balance: The health-disease binomial Concept of health and disease Factors affecting the balance Inherited, nutritional, infectious and psychosocial diseases The protection of health, prevention mechanisms and prophylaxis - Immunity and food hygiene, physical, psychosocial and security rules.</p>
Methodologies and Evaluation	<p>The sessions will have a theoretical and practical nature and the use of diverse but complementary methodologies is foreseen. Based on everyday situations- problem students will develop research and investigation projects, which will allow a thorough treatment of the contents. Teachers provide students with well-</p>

	structured information which will support the experimental work to be undertaken by students in small groups. The evaluation will be based on a written test, in the theoretical and practical works and will be weighted with the quality of contributions and interest in activities.
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Curriculum Unit	Science, Environment and Society
Contents	<ol style="list-style-type: none"> 1. Science, technology and economic and social development; 2. Human progress and sustainable development; 3. Globalization and environmental degradation: current and future energies; pollution of water, air and soil; deforestation; loss of biodiversity; desertification; population growth food pressure, and agricultural practices; climate change.
Methodologies and Evaluation	<p>The sessions (2+2 hours weekly) will have a theoretical and practical nature. Throughout the sessions students will be confronted with problematic situations, in a Science-Technology-Society-Environment matrix, which they should address in a systemic perspective. The syllabus will be developed through the discussion of controversial socio-scientific issues, chosen with students, with reference to the analysis of selected texts by the teacher as well as research done by students. The topics addressed will be converted into individual summary reports. This methodology involves group work sessions, tutorials and plenary sessions.</p> <p>The following elements contribute to the assessment of students in this Curriculum Unit: quality of the input and participation of students in the Curriculum Unit of the planned activities, classification of reports, summary of activities and an in-class individual assessment test. The final rate will be obtained through the averages of reports (50%) and test (50%), weighted with the participation and contributions in class. According to the Regulation of Initial Teacher Education, students will exempt from examination with an attendance grade equal or greater than ten. For the student to obtain a minimum of ten, she/he will have to get a mark equal or greater than seven in any of the assessment components.</p> <p>For those who sit for exam, a minimum grade of ten will have to be obtained.</p>

Curriculum Unit	Didactics of Expression
Contents	<p>The expressions in pre-school education and in the 1st cycle of basic education: institutional regulator instruments.</p> <p>The development of expressive skills and mobility in verbal and non-verbal levels: comprehension and expression.</p> <p>The development of aesthetic and expressive consciousness in the teaching of expressions.</p> <p>The development of musical skills.</p> <p>The development of plastic skills.</p> <p>The development of dramatic skills.</p> <p>The development of motor skills.</p>

	<p>The development of skills involved in the use of expressions, promoted by contexts and activities.</p> <p>The evaluation of skills involved in the use of expressions.</p>
Methodologies and Evaluation	<p>Theoretical-practice sessions will be used, including moments of theoretical exposure by the teachers, and individual activities and/or group resulting from the development of the syllabus. For evaluation purposes are considered: practical tests with 60%; in-class written record and reading work, analysis and discussion of an article or chapter of a book in the bibliography indicated with 40%.</p>
	<p>This Curriculum Unit is available for foreign students in English and Spanish.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in English or Spanish.</p>

Curriculum Unit	Didactics of Environmental Studies
Contents	<p>A - Natural Sciences Module</p> <ol style="list-style-type: none"> 1. Science and Science Education: a) Science and pseudoscience, b) science education and scientific literacy; c) Contents of science education. 2. Social constructivism and science learning: a) identification of alternative conceptions b) alternative conceptions and teaching strategies. 3. Scientific research and evaluation: a) Practical, laboratory and experiment activities b) practical investigative work, c) assessment of learning. <p>B - History and Geography Module</p> <ol style="list-style-type: none"> 1. The place of History and Geography in the curriculum of Pre-School and 1st Cycle of Basic Education. 2. The universe of learning - social experiences and notions of time and space. 3. Knowledge of the world and Environmental Studies in History and Geography: a) The global, national and local levels; b) heritage, culture, memory and identity; c) The selection of topics to address and resource utilization. 4. The use of narrative as an educational resource in the understanding of the environment. 5. Planning, implementation and evaluation of activities and projects. 6. Education for Citizenship and Human Rights in education.

<p>Methodologies and Evaluation</p>	<p>The classes will have a theoretical and practical nature. The thematic contents constitute the framework for analysis, reflection and construction of teaching and learning activities involving the exploration of ideas / concepts and scientific processes (natural and social) and the development of scientific attitudes. The sessions are structured to be developed on the basis of the analysis of texts organized by the teacher and the discussion of the proposed activities implemented by the teacher and students. Other diversified documents and media will also be used to promote knowledge and critical debate about the contents. The assessment takes into account the formal correctness and quality of student participation in the activities scheduled in conjunction with the results in products specifically designed for evaluation. The evaluation will focus mainly on the performance of two in-class individual assessment tests in which each of them cover the contents of the respective module. Short reports / summaries will also be made resulting from the work of the classroom module (Natural Sciences) and a practical assignment (History and Geography); assessment of these reports and practical assignment as well as the attendance will be weighted in the final grade. The students who get a final grade equal to or greater than 9.5 will be approved, as long as the classification obtained in the in-class Natural Science assessment test is not less than 7.</p>
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Curriculum Unit	Portuguese Language and Culture
<p>Contents</p>	<ol style="list-style-type: none"> 1. The Portuguese culture: a past for the future. A model of the construction of the past, from a perspective of the present. 2. The Portuguese culture in space and in time. The habitat of the Portuguese culture. The Portuguese culture in the tropical-Portuguese context of the western European culture 3. The Portuguese culture: a vision along its literary history. <ol style="list-style-type: none"> 3.1. Language, society and culture. 3.2. The Portuguese culture in the Middle Ages: the medieval society and the medieval poetry 3.3. Renaissance, Humanism and Classicism: the literary production of Luis de Camões 3.4. The discovery of the New World: The literature of travels. <i>A Carta</i>, of Pêro Vaz of Caminha, <i>Os Lusíadas</i>, of Luís de Camões, and <i>Peregrinação</i>, of Fernão Mendes Pinto. 3.5. The Baroque as esthetics of coincidence of opposites: the baroque poetry and the prose of Priest António Vieira. 3.6. The Enlightenment in Portugal: the thought and the work of Luís António Verney. 3.7. The Romanticism: modernity and medieval revisitation - Almeida Garrett. 3.8. Viagens na Minha Terra: wandering in the literary space and the sentimental itineraries. 3.9. The “Generation of 70” and his cultural, philosophical and literary intervention. 3.10. The Realism and the Naturalism in Eça de Queirós. 3.11. Cultural expressions of the end of the century: The Decadentism.

	<p>3.12. The First Modernism: theoretical break and cultural problematics.</p> <p>3.13. The inner travel in the literature and in the art contemporaries.</p>
Methodologies and Evaluation	<p>The proposed methodology aims at an active and critical apprenticeship that drives to the progressive autonomy of the students in what regards the construction of the knowledge. The critical analysis and the problematization of the questions relative to the Portuguese culture will begin from selected texts that deal with the content aspects. It is still intended to stimulate the production of works of inquiry resulting from the questions and problems that the above-mentioned texts reflect. The evaluation assumes a mainly continuously nature, taking in consideration the quality of the participation of the student in the planned activities, in individual and in the work sessions during the classes, besides the results obtained with the products specifically prepared for evaluation. These are products of evaluation:</p> <ul style="list-style-type: none"> • 1 (one) test in the end of the semester (60 % for the final grade); • 2 (two) practical assignments, made in group and in accordance with a calendar to be defined with the students; each one according to the contents of the Curriculum Unit (40 % for the final grade). <p>Notice: The failure to do one of the above mentioned products of evaluation implicates the obligation to sit for exam.</p>

Curriculum Unit	Curriculum Theory and Organization
Contents	<ol style="list-style-type: none"> 1. Curriculum theory: <ul style="list-style-type: none"> – Autonomous field of study. – Aims and specificities. – Contribution to the development of the education and teaching frameworks. 2. Systemic approach to curriculum: <ul style="list-style-type: none"> – Concept(s). – Fundamentals. – Elements of the curriculum in childhood education / basic school. 3. Sources, influences and principles of the curriculum for early childhood education and curricula for basic education: <ul style="list-style-type: none"> – Sources of curriculum in early childhood education and basic education. – Epistemological, psychological, social, cultural and political principles. 4. Evolution of the curriculum in Portugal. 5. The organizational and epistemological curriculum matrix in Portugal: <ul style="list-style-type: none"> – Content areas in early childhood education. – Study plans and curriculum and non-curriculum areas in basic education. – Curricular organization according to skills.

	<p>6. Curricular contexts nowadays and different types of curriculum:</p> <ul style="list-style-type: none"> – Curriculum guidelines for early childhood education. – Informal curriculum. – Real curriculum. – Hidden curriculum. – Curricular decision levels (macro, meso, micro). <p>7. Current principles of curriculum development in early childhood education and basic education:</p> <ul style="list-style-type: none"> – Mono-teaching, team-teaching or pluri-teaching perspectives. – Integrated curriculum management perspective, in educational continuity. – (Horizontal and vertical), transversal, cross-disciplinary, flexible. – Inclusive perspective. – Valuing of the subject learner perspective as constructor of knowledge.
Methodologies and Evaluation	<p>From the methodological assumption that the theory should serve the practice and this should be part of the theoretical principles in education, one seeks that students individually or in teams, research and develop self and hetero-training. The Curriculum Unit develops in 150 hours. Of the 75 contact hours, 45 are designed to work in the classroom under the guidance of the teacher, being responsible for approaching the content, the presentation of small theoretical and practical assignments (in small groups) and the management of debate moments as well as the guidance, discussion, and reflection of autonomous work and its results (to be developed by students in the form of project). Fifteen hours are for mentoring guidance for the research and field work of students, being its timetable initially agreed with some flexibility. The remaining 75 hours are intended for autonomous work to be undertaken by the student, including assessment. The assessment of students in this Curriculum Unit has a formative character. The activities performed during the semester, during the sessions or in autonomy, may be individual or in small groups. The following are the elements of evaluation: a test to be held on the date previously agreed, a group report that demonstrates the integration of research and knowledge gained in autonomous work, under mentoring guidance, about one or more of the subjects covered; small tasks (activities) to be held during the sessions, and / or result of independent work under mentoring guidance.</p>

Curriculum Unit	History of the Portuguese Language
Contents	<p>I. From Indo-European to Galician-Portuguese 1. Romance languages; 2. The Ordinary Latin; 3. The Romanization of the Iberian Peninsula; 4. Substrates and superstrates in the Iberian Peninsula and the birth of the Romance languages; 5. Linguistic impact of the <i>Reconquista</i> and affirmation of the Galician-Portuguese.</p> <p>II. The Portuguese language in diachrony: some aspects</p>

	<p>1. From Galician-Portuguese to Portuguese; 2. The irradiation area of the Portuguese norm; 3. Morpho-syntactic and lexical structures characterizing the different stages of the evolution of Portuguese.</p> <p>III. The Portuguese language in the world 1. Geography of the Portuguese Language; 2. Dialectal variants in Europe; 3. The extra-European Portuguese.</p>
Methodologies and Evaluation	<p>Practical classes, geared to the analysis and linguistic commentary of source texts as well as to solving exercises on the evolution of forms and structures.</p> <p>Elements of assessment and their weighting in the final standings: one individual written test, 60%; other works, 40%.</p>

	<p>This Curriculum Unit is taught in Portuguese. Explanations and tutorials in Spanish may be provided to foreign students.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the practical works are submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in Spanish. If the practical works are submitted individually or by a group of foreign students only, they have to be fully written in Spanish</p>
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Curriculum Unit	Portuguese as a Second Language
Contents	<ul style="list-style-type: none"> - Acquisition of an L2 and bilingualism; - The most influential factors in the acquisition of an L2; - The communicative competence; - The task-based communicative approach in teaching / learning of L2; - Teaching to speak, read and write in L2.
Methodologies and Evaluation	<p>Theoretical-practical classroom sessions, considering moments of lecturing by the teacher and individual and / or group activities resulting from the development of the program.</p> <p>In an online platform, specific contents are provided, as well as the materials used in classes, references and additional useful information for students. Location: <URL: http://elearning.esep.pt/> (access subject to registration).</p> <p>Elements of assessment and their weighting in the final standings: one individual written test, 60%; other works, 40%.</p>
	<p>This course is taught in Portuguese. Explanations and tutorials in English or French may be provided to foreign students.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the practical works are submitted by a group which includes Portuguese and foreign students, the latter have to write a summary in English, French or Spanish. If the practical works are submitted individually or by a group of foreign students only, they have to be fully written in English, French or Spanish.</p>

Curriculum Unit	History and Philosophy of Education
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<p>Contents</p>	<p>1. Conceptual issues and problematic: concepts and purposes of education, ethics, moral, values and ethical references, relativity and universality in education, the role of educator, freedom and authority.</p> <p>2. Building and development of the education system:</p> <ul style="list-style-type: none"> • Emergency and development of the school model: the state system of education, <i>Pombalismo</i>, liberalism and educational debates ("emancipate", "civilizing" and "normalize"). • Republic, secularization of education and illiteracy: the "mobile schools", the popular universities and training of the "New Man". The New Education movement and the role of associativism. • New State and ideological control of education: schooling, literacy and the fifties campaigns. • Developmental policy and creation of "school for the masses." The <i>Veiga Simao</i> Reform. The perspective of continuing education. • Educating, democratizing and training and: freedom, responsibility and autonomy in the post April 25th. <p>3. The pedagogical modernity: trends and authors of modern pedagogy. Tradition and innovation in education.</p>
<p>Methodologies and Evaluation</p>	<p>Classes will have a theoretical and practical nature. The teacher will make available to students structured information through presentations, handouts, multimedia projections, selected bibliography, etc. A special focus will, however, be on situations that may allow, based on the analysis of texts and other documents and with the use of various media, reflection and critical discussion of thematic content for a joint analysis among teacher and students.</p> <p>The assessment takes into account the quality and formal correctness of the student's participation in the planned activities, as well as the results obtained in products expressly designed for evaluation. The following are products: an evaluation test performed individually (frequency of summative assessment - weighing two in the final classification) and a research paper, individual or in group, which will be subject to presentation and defense in the classroom (with a weight of 1 in the final classification).</p>

Curriculum Unit	Foreign Language and Culture in Elementary Education
<p>Contents</p>	<p>1. Plurilingual and pluricultural education: European linguistic policy aims.</p> <p>2. Psycho-cognitive foundations of the so-called early foreign language learning.</p> <p>3. Teaching foreign languages to children: listening, speaking, reading and writing.</p> <p>4. An active, functional, and multi-sensorial communication approach.</p> <p>5. The concepts of culture / civilization and language learning</p> <p>5.1. The cultural dimensions in language teaching</p> <p>5.2. Intercultural, multicultural and pluricultural education</p> <p>5.3. The cultural stereotype</p>
<p>Methodologies and Evaluation</p>	<p>Methods: Moments of theoretical presentation alternating with individual and group work (reading/commenting the</p>

	<p>recommended bibliography and proposing tasks and activities to accomplish with children).</p> <p>Analysis of the official documents - introduction of a FL in the Portuguese institutional framework. Guidelines of European policy - the Common European Framework of Reference for Languages.</p> <p>Crossing language teaching with different modes of expression: drawing or painting activities, rhythmic and musical activities, motor or manual, logical, or creative activities, etc.</p> <p>Evaluation: The evaluation will be carried out continuously and the final classification is obtained as a weighted average of: - individual assignment- 60%; - participation and work done in class (5 assignments) - 40%.</p>
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Curriculum Unit	Observation and Study of Educational Contexts
Contents	<p>Given the characteristics of the Curriculum Unit and its organizational pattern only some contents are listed, assuming the emergence of others from the integration of students in different educational contexts, since the dynamics developing in Curriculum Unit lies: in the observation of educational contexts (in their variable structure and dynamics); observation and active cooperation with the subjects in context and systematic evaluation of the action through processes of analysis and reflection:</p> <p>Educational settings - typology and 'systemic perspective';</p> <p>Observation as a strategy for construction of professional knowledge;</p> <p>Different ways of observing and recording (observation types, status and roles of the observer and the observed, ethical dimensions, targets and instruments for recording observation - categorical, descriptive, narrative, technological systems).</p>
Methodologies and Evaluation	<p>The methodology combines different forms of construction and use of knowledge. Thus, we can identify: Moments of presenting information and clarification of specific content by the teacher; Moments of reflection and discussion "of the lived" in light of theoretical conceptualization presented; Moments of reflection and analysis of small tasks to be proposed by the teacher in developed in small groups under the mentoring guidance and / or supervision; Experiencing moments of design, development and analysis of observation and cooperation projects to develop mentoring guidance and / or supervision; Integration and practice of observation and cooperation in different educational contexts.</p> <p>Evaluation will be formative and continuous, giving emphasis to the seminar assignments, as well as to presential sessions in educational settings, in self-tutorials orientation and / or supervision. Students will organize and present the "Observation and Cooperation Project File" to be built in groups.</p>
	<p>This Curriculum Unit is available for foreign students in English and Spanish, but students must speak Portuguese.</p> <p>Foreign students are expected to follow classes and participate in all activities assigned, either live or through the e-learning platform. If the final practical work is submitted by a group which includes Portuguese and foreign students, the latter have</p>

	to write a summary in English or Spanish. If the final practical work is submitted individually or by a group of foreign students only, it has to be fully written in Portuguese.
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Curriculum Unit	Inclusive Education and Special Needs Education
Contents	<ol style="list-style-type: none"> 1. Basic Concepts <ol style="list-style-type: none"> 1.1. Changing definition of disability and its implications for educational systems. 1.2. International Classification 1.3. Types and characterization of Special Needs. 1.4. Conditions for full inclusion. 2. Ecological perspective of human development <ol style="list-style-type: none"> 2.1. Main factors causing difficulties in children and protective factors. 2.2. Risk factors in development and warning signs. 3. Strategies and support for students with SNE <ol style="list-style-type: none"> 3.1. Current policy and legal framework. 3.2. Educational responses. 3.3. Early Childhood Intervention 3.4. Educational Measures in Special Education. 3.5. Specific Types of Special Education. 4. Evaluation and diagnosis of SNE <ol style="list-style-type: none"> 4.1. Importance of teamwork. Roles of the main actors. 4.2. Importance of work with the family. 4.3. The process of assessment and family intervention. 5. Overview of the Curriculum in Special Needs Education <ol style="list-style-type: none"> 5.1. Curricular adaptations 5.2. Individual educational programs. 6. Methodological and organizational strategies <ol style="list-style-type: none"> 6.1. Teaching strategies. 6.2. Socialization strategies. 6.3. Strategies for cooperative work. 6.4. Tutorials. 6.5. Management strategies in the classroom. 6.6. Strategies for managing inappropriate behavior. 7. Early Intervention Programs
Methodologies and Evaluation	<p>The methodology includes theoretical presentation and analysis of texts, case studies and problem solving in groups, films and debates.</p> <p>Students will be assessed according to:</p> <ul style="list-style-type: none"> - A written test; - Small group work to develop and deliver during the practical classes; - Reports on areas to be observed in educational contexts. <p>The final grade will be the result of the test (weighted equal to two) and the average of practical class assignments and reports (with a weighting equal to one).</p> <p>It is a necessary condition for approval of the Curriculum Unit that the test score is positive and that most assignments are completed. The number of papers and reports required will be decided at the beginning of the semester.</p>