

Course Unit	Didactics of Portuguese in the 2nd Cycle of Basic Education		Field of study	Specific Didactics	
Master in	-		School	School of Education	
Academic Year	2023/2024	Year of study	2	Level	2-2
Type	Semestral	Semester	1	ECTS credits	5.0
Code	5008-739-2102-00-23				
Workload (hours)	135	Contact hours	T -	TP 36	PL -
			TC -	S -	E -
			OT 9	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Carla Sofia Lima Barreira Araujo

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. operationalize didactic sequences, for 5th/6th grades, taking into account the official curriculum guidelines
2. plan sequences of integrative teaching and learning of five specific skills to be developed by 5th/6th graders
3. create didactic sequences that, in accordance with well defined performance criteria, ensure efficiency and productivity of listening activities, verbal interaction and oral presentation
4. arrange didactic sequences and activities that promote the formation of autonomous readers and arouse students' tendency to read a wide variety of literary and non-literary texts
5. encourage writing activities to enable the development of pupils' autonomy in the production, refinement and rewriting multimodal texts
6. develop grammatical laboratories suitable for 5th/6th graders

Prerequisites

Not applicable

Course contents

1. Pedagogical and curricular guidelines for teaching and learning Portuguese in the 5th/6th grades.
2. Skills involved in oral development.
3. Skills involved in learning to read: understanding.
4. Skills involved in literacy.
5. Grammatical knowledge and development of (meta)linguistic competence.

Course contents (extended version)

1. Pedagogical and curricular guidelines for teaching and learning Portuguese in the 5th/6th grades
 - Guiding document
2. Skills involved in oral development
 - Listening activities, verbal interaction and oral exposure
 - Oral formal modes
 - Oral Evaluation (performance criteria)
3. Skills involved in learning to read: understanding
 - Activities for the development of reading skills: before, during and after reading
 - Literary competence
 - The assessment of reading skills
4. Skills involved in literacy
 - Activities for the development of writing skills
5. Grammatical knowledge and development of (meta)linguistic competence
 - Activities for the development of lexical, morphological and syntactic knowledge

Recommended reading

1. Azevedo, F. . & Sardinha, M. (2009). Modelos e práticas em literacia. Lidel.
2. Azevedo, J. F. (2013). Clássicos da literatura infantil e juvenil e a educação literária. OperaOmnia.
3. Ballester, J. (2015). La formación lectora y literaria. Editorial Graó, IRIF, S. L.
4. Martins, G. O. . et al. (2017). Perfil dos Alunos à Saída da Escolaridade Obrigatória. ME/DGE.
5. Ministério da Educação. (2018). Aprendizagens Essenciais: Ensino Básico. ME/DGE.

Teaching and learning methods

1. Theoretical-practical classes: With moments of exposure and clarification of content by the teacher; - The design of teaching sequences, with the completion of lesson plans and teaching materials;
2. Tutorial guidance sessions with support in reading the selected bibliography; monitoring the design and production of lesson plans and teaching resources.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 50%
 - Portfolio - 50% (consisting of the plans and teaching materials carried out by the students)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese

Electronic validation

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18-12-2023	19-12-2023	20-12-2023	11-02-2024