

## **Syllabus Information**

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**Academic Year:** 2021/22

**Subject:** 63282 -

**Faculty / School:** 202 - Facultad de Ciencias Humanas y de la Educación

**Degree:** 585 -

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

### **1. General information**

### **2. Learning goals**

### **3. Assessment (1st and 2nd call)**

## **4. Methodology, learning tasks, syllabus and resources**

### **4.1. Methodological overview**

The learning process that has been designed for this subject is based on the following: Presentation and presentation by the teacher of examples of teaching-learning activities based on the disciplinary contents of the area and contextualized to the reality of the classes of E.F. in secondary school, continually reflecting on the difficulties of putting it into practice due to the diversity of the students at this stage and their different motivations, as well as their connection with the nearby socio-cultural environment. From the examples proposed by the teacher, design of activities by the students, in a group way, mutually enriching each other with the contributions of each one and raising debates about their application difficulties. In line with the above, put into practice some of the proposed activities, to learn about the specific application methodologies in secondary school and make a reflection based on the experience of the proposals themselves. Work and individual / group presentations of reflection and design of activities, based on everything worked in the different sessions and that will be part of the evaluation documents that will be requested from the student.

### **4.2. Learning tasks**

#### **ACTIVITIES**

Search and use of documentary sources. It is used for those competences in which the location of references is decisive: historical reviews, identification of contexts and situations in which the various curricular contents are used or applied, and exploration of spaces and content update initiatives.

Critical reflection seminars. This activity is mainly aimed at training the skills of critical analysis of situations, references and procedures that can be taken into account for the identification of cultural objects, their transformation into teaching objects and their transformation into content.

Case analysis. These activities deepen the previous competence and project it towards the competence of evaluation and selective and contextual application of said theories in specific situations and problems.

Individual and group work on critical analysis and preparation of documents.

### **4.3. Syllabus**

Topic 1: Arrival at the center: Basic notions of the incorporation into the professional teaching world of PE professionals.  
Topic 2: The operation of secondary education centers: Orders and legislation. Organizational aspects.  
Topic 3: PE as a cultural object of study.  
Topic 4: The stages of ESO and Bto: Didactic Orientations and objective evaluation.  
Topic 5: Curriculum ESO and Bto. in Aragon: general aspects of the curriculum and specific aspects of PE. EF and active life.  
Topic 6: The content blocks in ESO and Bto. Fundamental content and relevant content. Good practices.  
Subject 7: The processes of opposition contest in Secondary.  
Topic 8: The structure of the FP in Aragon.  
Topic 9: Sports education in the Autonomous Community of Aragon: General organization of sports education.  
Topic 10: Sports education in the Autonomous Community of Aragon: Winter sports, Athletics, Soccer and futsal, Mountain sports. Programming in the ERE.  
Topic 11: The national catalog of professional qualifications: integrated VET system.  
Topic 12: Higher Degree Teachings: Physical Conditioning and Socio-Sports Animation.  
Topic 13: Middle Grade Teachings: Technician in Conducting Physical-Sports Activities in the natural environment.  
Topic 14: Middle Grade Teachings: Technician in Conducting Physical-Sports Activities in the Natural Environment.

#### **4.4. Course planning and calendar**

In the first week of study of the subject, the teaching staff will communicate in writing or in Moodle the breakdown of tasks included in the assessment and the delivery schedule.