

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181300244] Linguagens e Representações em Português e Matemática		
	[3181300244] Languages and Representations in Portuguese and Mathematics		
Plano / Plan:	2015/2016		
Curso / Course:	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico		
Grau / Diploma:	Mestre		
Departamento / Department:	CEN - Ciências Exatas e Naturais		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Área de Docência		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	4		
Horas de Trabalho / Work Hours:	0108:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0045:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

Docente Responsável / Responsible Teaching

[2056] José Luís Menezes Correia [2251] Dulce Helena Morgado Raimundo Melão ; [2130] Helena Margarida Dos Santos Vasconcelos Gomes ;

Outros Docentes / Other Teaching

[2229] CATIA SOFIA NUNES RODRIGUES

[2251] Dulce Helena Morgado Raimundo Melão

Learning Outcomes of the Curricular Unit

With the work in the curricular unit it is expected that students are able to:

- Deepen the knowledge necessary to teach mathematics and Portuguese in the 1st cycle of basic education.
- Develop structures of representation and communication in Portuguese and mathematics.
- Develop the ability to analyse mathematical knowledge and Portuguese in teaching and learning situations.
- Analyze the images / representations about the Portuguese language, Portuguese-speaking literature, Lusophone cultures and the teaching-learning of Portuguese
- To know the meanings that the deaf community attaches to their own language and the Portuguese language in the production of knowledge.
- Know the representations of the Portuguese language teachers about the Portuguese sign language in the scenario of the current language policies.

Learning Outcomes of the Curricular Unit (Lim:1000)

With the work in the curricular unit it is expected that students are able to:

- Deepen the knowledge necessary to teach mathematics and Portuguese in the 1st cycle of basic education.
- Develop structures of representation and communication in Portuguese and mathematics.
- Develop the ability to analyse mathematical knowledge and Portuguese in teaching and learning situations.
- Analyze the images / representations about the Portuguese language, Portuguese-speaking literature, Lusophone cultures and the teaching-learning of Portuguese
- To know the meanings that the deaf community attaches to their own language and the Portuguese language in the production of knowledge.
- Know the representations of the Portuguese language teachers about the Portuguese sign language in the scenario of the current language policies.

Bibliografia / Bibliography (Lim:1000)

Amante, F. S. (2014). ¿Why are you afraid of Indians? Issues of representation and misrepresentation in (Portuguese) children's literature¿ in *Humanities and Social Sciences Review*, 3 (2), 327335.

Breda, A.; Serrazina, L.; Menezes, L.; Oliveira, P., Sousa, H. (2011). *Geometria e medida no ensino básico*. Lisboa: DGIDC, Ministério da Educação.

Conxita, L. (ed.). (2006). *Interfaces in Multilingualism: Acquisition and Representation*. Amsterdam/Philadelphia: John Benjamins.

Gomes, M.C. (2010). *Lugares e Representações do Outro. A Surdez como diferença*. Coleção Ciências da Educação/6. Porto: CIIE/ Livpsic.

Leite, C. (2002). *O currículo e o multiculturalismo no sistema educativo português*. Lisboa: Fundação Calouste Gulbenkian.

Menezes, L., Guerreiro, A., Martinho, M. H., & Tomás Ferreira, R. (2013). *Essay on the Role of Teachers Questioning in Inquiry-Based Mathematics Teaching*. *SISYPHUS Journal of Education*, 1 (3), 44-75.

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