

212032 – TEACHING OF CHEMISTRY AND BASIC EDUCATION CURRICULUM

CREDITS: 04 (four) – 60 hours/class

CONTENT:

Study of proposals and theories focused on discussion of the scientific knowledge transformation into school knowledge. Study of the main concepts of Chemistry developed in High School and Elementary School starting from the evaluation of didactic material available for Basic and Higher Education, in addition to results of recent research in the sub-areas of Chemistry.

SYLLABUS:

1. Didactic transposition.
2. PCK - Pedagogical Content knowledge.
3. National Curricular Guidelines.
4. Evaluation of the main concepts and contents of Chemistry in Basic Education.

BIBLIOGRAPHY:

1. ABELL, Sandra K.; LEDERMAN, Norman G. Handbook of research on science education. Mahwah: Lawrence Erlbaum Associates, 2007.
2. ATKINS, P. Princípios de química: questionando a vida moderna e o meio ambiente. Porto alegre: Bookman, 2001.
3. BRASIL. Ministério da Educação (MEC), Secretaria de Educação Básica. Orientações Curriculares Nacionais para o Ensino Médio. Volume 2. Brasília: MEC, 2006.
4. BROWN, T.L. Química a ciência central. São Paulo: Pearson Prentice Hall, 2005.
5. GESS-NEWSOME, Julie; LEDERMAN, Norman G. Examining pedagogical content knowledge: the construct and its implications for science education. Kluwer Academic, 2001.
6. LOPES, A.C. Currículo e Epistemologia. Ijuí: Unijuí, 2007.
7. MALDANER, O.A. A formação inicial e continuada de professores de Química. 2. ed. rev. Ijuí: Unijuí, 2003.
8. PERRENOUD, P. Práticas pedagógicas, profissão docente e formação: perspectivas sociológicas. Lisboa: Dom Quixote, 1993.
9. National and international journals in the area of science and chemistry teaching.