

<b>Updated On</b>	2021/06/08																																
<b>Curricular Year / Period</b>	2020/21 / S2																																
<b>Course</b>	Educação Básica																																
<b>Curricular Unit</b>	Ciência, Ambiente e Sociedade																																
<b>Language(s) of Instruction</b>	Portugues																																
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>5</th><th>125</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>45</td><td></td><td></td><td></td><td></td><td></td><td>15</td><td></td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								5	125	T	TP	PL	S	TC	E	O	OT	EC				45						15	
ECTS	Total	Horas de contacto semestral																															
5	125	T	TP	PL	S	TC	E	O	OT	EC																							
			45						15																								
<b>Teacher in charge (GDPR consent)</b> [complete name, email]	Francisco Afonso Cid Carreteiro / franciscocid@ipportalegre.pt																																
<b>Other teachers (GDPR consent)</b> [complete name, email]	Fernando António Trindade Rebola / fernando.rebola@ipportalegre.pt																																
<b>Prerequisites</b> [Curricular Units that must precede and specific entry competences]																																	
<b>Learning outcomes</b> [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<ol style="list-style-type: none"> <li>Understand the relationship between scientific development, technological development and social development and their impact on the environment.</li> <li>Understand the role of science and technology in economic and social progress, generating a better quality of life as well as complex environmental and ethical problems.</li> <li>Understand the complexity of today's environmental problems and the need to strike a balance between economic and social progress and environmental concerns from a sustainable development perspective.</li> <li>Understand the potential and limits of science and its technological applications in the search for solutions and commitments essential to the sustainability of natural and social systems.</li> <li>Develop the basic scientific knowledge needed to identify, define, take positions and act in a grounded manner in relation to complex environmental problems, integrating the perspectives of science, technology and society.</li> </ol>																																
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>Science, technology and economic and social development</li> <li>Progress of humanity and sustainable development</li> <li>Globalization and environmental degradation: <ul style="list-style-type: none"> <li>Energies of the present and the future</li> <li>Climate change</li> <li>Water, air and soil pollution</li> <li>Deforestation</li> <li>Loss of biodiversity</li> <li>Desertification</li> <li>Population growth, food pressure and agricultural practices</li> </ul> </li> </ol>																																
<b>Teaching methodologies (including assessment)</b> [Specify the types of assessment and the weights and evaluation criteria]	<p><b>1 - Teaching methodologies</b></p> <p>The discussion of controversial socio-scientific questions, chosen with the students, has as reference the analysis of texts selected by the teacher and the research done by the students. Students are confronted with problematic situations in a Science-Technology-Society-Environment matrix, which they must approach in a systemic perspective. Each topic will be subject, after discussion in the class, to a synthesis report. This methodology involves group work sessions, tutorial sessions and plenary sessions</p> <p><b>2 - Period assessment</b></p>																																

	<p>The evaluation takes into account the students' contributions in the course of the activities, the quality of the synthesis reports and the result obtained in a summative assessment test. The final classification is obtained through the means of the reports (50%) and the test (50%), weighted with the participation in the classes. Students who obtain a final grade equal to or higher than 9.5 are considered approved, provided that the average report and test scores are not less than 7 values</p> <p><b>3 - Examination assesement</b></p> <p>It is considered approved the student who obtains the classification of 10 Values as proof of evaluation</p>
<b>Bibliography</b>	<p><b>1 - Main Bibliography</b></p> <p>Carapeto, C. (2004). Fundamentals of Ecology. Lisbon: Open University.          Cheiras, D. (1994). Environmental Science Action for a Sustainable Future. N.Y.: The Benjamin / Cummings Publishing Company, Inc.          Lomborg, B. (2008). Calm! A Revolutionary Vision on the Environment and the World. Lisbon: Polar star.          Lovelock, J. (2007). The Revenge of Gaia. Because there is Earth to Retaliate and how we can still save Humanity. Lisbon: Gradiva.          Rodrigues, J. N. and Azevedo, V. (2006). Nuclear: The Debate on the New Energy Model in Portugal. Lisbon: Gradiva.          Reeves, H. and Lenoir, F. (2006). The agony of the Earth. Lisbon: Gradiva.          Santos, F. (2007). What Future? Science, Technology, Development and Environment. Lisbon: Gradiva.          Varandas, C. (Ed.) (2006). The Energies of the Present and the Future. Gazeta de Física, 29, 1-2.          Yeomans, M. (2006). Oil. Lisbon: Don Quixote.</p> <p><b>2 - Complementary Bibliography</b></p> <p>Texts from or selected by the teacher</p>
<b>Special Situations</b> [Students with special status]	<p><b>1 - Period assessment - Students with special status</b></p> <p>The evaluation takes into account the students' contributions in the course of the activities, the quality of the synthesis reports and the result obtained in a summative assessment test. The final classification is obtained through the means of the reports (50%) and the test (50%), weighted with the participation in the classes. Students who obtain a final grade equal to or higher than 9.5 are considered approved, provided that the average report and test scores are not less than 7 values.</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>It is considered approved the student who obtains the classification of 10 Values as proof of evaluation</p>