

Organization of the School Year 2024/2025



1. INTRODUCTION

The document entitled "Organization of the 2024/2025 school year" presents guidelines for the next school year, with emphasis on the "Criteria for the Constitution of Classes" and the "Criteria for the Planning of Schedules". In addition to complying with the legislation in force in these areas, this document defines procedures and practices that aim to strengthen the curricular and school organization in the schools of the AE Maximinos. The organizational and pedagogical decisions described were based on the national law and structuring documents of the AE Maximinos. This document was prepared based on the AE Maximinos mission: To provide the community with a high-quality educational service, responding effectively to the various needs, considering the unique and dynamic character of the School and promoting a positive and cooperative attitude.

2. SCHOOL CALENDAR

Teaching activities are expected to start between September 12th and 16th and the Pedagogical Council of AE Maximinos, unanimously, is of the opinion that September **12th** will be dedicated to the reception activities of all students.

The following management of the calendar was also approved:

- AE Maximinos will replace teaching activities with other school activities of a formative nature involving students, parents and community in one day (date to be scheduled after approval of the APA - Annual Plan of Activities 2024/2025).

3. OPERATING REGIME

The pedagogical council, in the exercise of its own competence, elaborated the operating regime of school activities and defined the following conditions for the preparation of schedules:

- In the students' schedules, school activities should be concentrated, preferably, in one of the shifts of the day – morning or afternoon:
 - In the classes of the 2nd cycle, 9th grade and Secondary Education (Scientific-Humanistic Courses), preferably in the morning shift;
 - In the 6th and 7th grade digital textbook classes, the time span may be mixed, according to the physical spaces available;
 - In the 7th and 8th grade classes, preferably in the afternoon shift.

Note: *The Pedagogical Council safeguards any future changes, resulting from the unscheduled start of building works on EB23 Frei Caetano Brandão.*

Start and end time of each of the teaching activity periods (morning, afternoon and evening)

- Preschool education

From 09:00 to 12:00 and from 14:00 to 16:00

- 1st Cycle

From 09:00 am to 1:00 pm and from 3:00 pm to 4:00 pm (*music classes – From 8:15 am to 1:15 pm*)

- AEC

Development of Curricular Enrichment Activities in the 1st cycle of Basic Education in accordance with the provisions of article 18 of Ordinance no. 644-A/2015, of 24 August. Monitoring and supervision under the terms of the legislation in force.

1 st /2 nd years	3 rd /4 th years
2 a.m. - physical and sports activity;	2 a.m. - physical and sports activity;
1h - Performing arts;	1h - Experimental Sciences;
1h - Experimental sciences;	1h - Performing arts;
1 am - Board games;	1 am - Board games;

Notes: Three classes at Centro Escolar da Naia (1st, 2nd and 3rd years of music) will operate in a dual regime. A 4th grade class from EB1 da Gandra (music) as well.

- 2nd and 3rd cycles / Secondary (Frei School and Secondary school)

Mornings: from 8.15 am to 1.10 pm;

2nd, 3rd, 5th and 6th afternoons: from 1:30 pm to 6:25 pm;

Wednesday afternoon: from 1:30 pm to 5:25 pm.

- Adult Education / Modular courses / Portuguese as Host Language (PLA)

From 4:00 pm to 7:00 pm / 7:00 pm to 10:00 pm

Classes / Breaks (EB23 Frei Caetano Brandão and ES Maximinos)

No.	Activity	Beginning	End	Duration
First	class	08:15	09:05	00:50
interval		09:05	09:15	00:10
2nd	class	09:15	10:05	00:50
interval		10:05	10:20	00:15
3rd	class	10:20	11:10	00:50
interval		11:10	11:20	00:10
4th	class	11:20	12:10	00:50
interval		12:10	12:20	00:10
5th	class	12:20	13:10	00:50
interval		13:10	13:30	00:20
6th	class	13:30	14:20	00:50
Interval		14:20	14:30	00:10
7th	class	14:30	15:20	00:50
interval		15:20	15:30	00:10
8th	class	15:30	16:20	00:50
interval		16:20	16:35	00:15
9th	class	16:35	17:25	00:50
interval		17:25	17:35	00:10
10th	class	17:35	18:25	00:50

Note: Lunch break ≈ 80 minutes: [12:10 - 13:30] or [13:10 - 14:30]

4. CONSTITUTION OF CLASSES

Under the terms of article 210 of the AE MAXiminos RI (Internal Regulations), the constitution of classes is the responsibility of the Director, obeying criteria of a pedagogical nature defined by the national law published for this purpose, taking into account the criteria coming from the Pedagogical Council, the opinions of the class councils to which the students belonged in the previous school year and the opinions of EMAEI (Multidisciplinary Team to Support Inclusive Education), when the class includes students with selective and/or additional measures to support learning and inclusion.

Definition of criteria other than class heterogeneity, which are decisive for promoting success and reducing school dropouts

In the constitution of the classes, criteria of a pedagogical nature defined in the AE Maximinos Educational Project and Internal Regulation (point 2, Article 2, Despacho Normativo 10-A/2018) must prevail;

The Director is responsible for applying these criteria, in a framework of effective management and profitability of existing human and material resources, in accordance with legal regulations (point 1 of article 2 of DN no. 10- A/2018 of 19/06);

In the constitution of classes, the heterogeneity of children and young people must be respected, however, the Director, in the face of pertinent situations, and after hearing the Pedagogical Council, may meet other criteria that are decisive for the promotion of success and the fight against absenteeism and school dropout (point 2 of article 2 of DN no. 10- A/2018 of 19/06).

- **Preschool Education**
 - The groups are constituted in accordance with the legislation in force and article 222 of the RI;
 - The groups should be constituted, whenever possible, with children of similar age levels;
 - The constitution of the groups is the responsibility of the competent management body, taking into account the suggestions of the educators considered relevant;
 - All groups should preferably have an equal number of pupils in relation to the following items: gender, age group, number of subsidised pupils, ethnicity, nationality and behavioural problems.

- 1st Cycle

- The classes are constituted in accordance with the legislation in force: article 223 of the RI;
- The 1st year of schooling classes should be constituted, whenever possible, with students only from this year, maintaining, as a general rule, the groups from pre-school education, taking into account the suggestions of the educators and teachers of 1st CEB considered relevant by the competent management body and organization of articulated teaching;
- All classes should preferably have an equal number of students regarding the following items: gender, age group, number of subsidized students, ethnicity, number of retained, nationality and behavioural problems;
- For the constitution of the 2nd, 3rd and 4th year classes, the following shall, whenever possible:
 - Integrate students into a class in whose year they are enrolled;
 - Give pedagogical continuity to the groups/class until the end of the cycle, except, in this case, retained students, who may join a different class;
 - To aggregate students from consecutive years of schooling, in the impossibility of constituting classes of only one year.

- 2nd and 3rd Cycles

- The classes are constituted in accordance with the legislation in force: article 224 of the RI;
- The 5th grade classes should be constituted, whenever possible, maintaining the groups from the 4th grade, taking into account the suggestions of the 1st Cycle teachers considered relevant by the competent management body, also respecting the organization of the articulated teaching of music, dance and CLIL (Content and integrated language learning);
- In the remaining years of schooling, for the constitution of the classes, the pedagogical continuity of the groups must be taken into account, taking into account the guidelines from the class councils, the suggestions or requests of the parents and the analysis of the competent management body;
- Retained students are integrated into the classes, in a balanced way, taking into account guidelines issued by the class councils, the suggestions or requests of the parents, their profile, among other aspects that, on a case-by-case basis, are considered relevant by the competent management body for this purpose;

- To privilege the constitution of heterogeneous classes both in terms of school performance and in terms of socioeconomic characterization;
 - Consider the diversity of learning constraints to avoid the concentration of problematic cases and allow class environments conducive to learning. Meet the number of students (with PLNM - Portuguese Non-Mother Language), with selective and/or additional measures;
 - All classes should preferably have an equal number of students regarding the following items: gender, age group, number of subsidized students, ethnicity, number of retained students, nationality and behavioural problems.
- Secondary education
 - The classes are constituted in accordance with the legislation in force: article 224 of the RI;
 - Inclusion of students from the same class in the previous cycle, whenever possible, and considering the information provided by the Class Directors who accompanied the students in the previous cycle;
 - Students who have not transferred from one year to another must be integrated in a balanced way into the classes in operation in a given school year;
 - Considering the attendance regime by subjects that applies to Secondary Education courses, as well as the respective evaluation regime, a student may integrate more than one class from different school years, provided that the respective schedules are compatible when this request is requested from the Director of the AE Maximinos;
 - All classes should preferably have an equal number of students regarding the following items: gender, age group, number of subsidized students, ethnicity, number of retained students, nationality and behavioural problems.

5. GENERAL CRITERIA FOR THE PREPARATION OF STUDENTS' SCHEDULES

(Despacho Normativo No. 10-B/2018, of July 6)

- The distribution of teaching time will be concentrated in one of the shifts of the day;
- The maximum time between the two shifts will be two times;
- The distribution of the times of a discipline will be done in the most balanced way possible throughout the week;
- The existence of a 1-hour break after the period set for lunch, in classes with Physical Education classes, is a rule to be respected;
- The distribution of the curricular load of foreign languages and Physical Education subjects should not be done, if possible, on consecutive days;
- Languages cannot be in consecutive times in the timetable;
- The punctual change, of an exceptional nature, of the students' schedules for the purpose of replacing classes due to the absence of teachers, is approved, provided that the respective parents are previously informed;
- For situations in which, in advance, the impossibility of fulfilling the teaching service is known, the following modalities of substitution are established:
 - Exchange of teaching activity between teachers of the same class council;
 - Exchange of teaching activity between teachers from the same recruitment group or with qualification for it;
 - Restoration of teaching activity, through the occasional change of the class schedule, with prior authorization from all parents.
- The number of teaching times should not exceed 8 on each day of classes, and may be 9, exceptionally, on two days of the week (on days when the workload is exceptionally greater, classes in the area of expressions and/or optional subjects should be included, whenever possible);
- Without prejudice to the foregoing, the pedagogical council may also establish other criteria to be followed in the preparation of timetables and in the organization of educational activities that are relevant, in the context of the school in articulation with the community with a view to promoting dynamics of curricular flexibility and projects;

- During the school year, class schedules may undergo occasional changes as a result of exceptional and unforeseen situations that justify it, namely as a result of the replacement of an absent teacher, due to the need to make up missing classes or to carry out an exceptional assessment;
- The set of activities of a recreational, sporting, cultural or scientific nature, to be developed in the unoccupied school hours of students due to the unforeseen absence of teachers, in the 2nd and 3rd cycles, will be developed through the frequency of the resources / spaces presented below, of optional choice by the students:
 - School Library;
 - Student space;
 - Outdoor play area.
- In the 1st cycle, the replacements of class teachers are carried out, successively, by:
 - teachers in educational support;
 - distribution of students among the remaining classes of the school.
 - The replacements of missing teachers may also be made using other activities.
- With a view to preventing school failure and dropout, and without prejudice to measures to promote educational success, the group will organize, during the 2nd school period, opportunely disseminated to the school community, vocational and school guidance activities.
- Educational support is an integral part of the class, student and teacher schedule. For the attribution/scheduling of support, pedagogical criteria/guidelines are also defined for the balance of the student's weekly schedule, namely:
 - use of the free spot of the students' schedules in "completion" of the class schedule, without exceeding 9 hours of daily work at school;
 - schedule support in the mornings or afternoons without a teaching component assigned in the class schedule;
 - Balanced weekly distribution when it comes to more than one weekly support.

6. DISTRIBUTION OF TEACHING SERVICES

Despacho Normativo no. 10-B/2018, of July 6, establishes the rules that must be followed by the organization of the school year. The criteria on which the distribution of the teaching service is based, defined by the Director, aim at the efficient and effective management of the available resources, both in adapting to the educational purposes for which they are intended and in optimizing the training potential of each of the teachers:

- The teacher's weekly working hours are 35 hours and comprise two components: the Teaching Component (CL) and the Non-Teaching Component (CNL).
- The performance of positions is conditioned by the profile recognized to the designated teachers;
- In the distribution of teaching service, the adequacy of the teachers' profile to the needs of the classes, namely those with problems of indiscipline and failure, should be taken into account;
- The pedagogical continuity of the teacher in the class and in the subject should be privileged, provided that no problematic situation of a pedagogical or scientific nature has been diagnosed that would advise his replacement, duly recorded in official documents or known to the principal;
- The principle of continuity in the work in the Class Management is generally maintained, however, exceptions may arise for convenience in the organization of work with the classes, for the perspective of the individual situation of the teachers or for profile reasons, depending on the needs of the educational service to be provided;
- Taking into account the new curricular organization and the more flexible management of the curriculum, it will be sought to establish pedagogical teams coinciding in classes of the same school year, in order to facilitate the approach within the scope of DAC (Domains of Curricular Autonomy) and collaborative work, reducing the number of teachers per team, so that the principle previously enunciated may have to be punctually disrespected;
- The teachers' schedules are nominal and mandatory acceptance;
- In the preparation of the working hours of the teaching staff, all the hours corresponding to the duration of the respective weekly work provision must be recorded, except for the non-teaching component intended for individual work and participation in meetings of a pedagogical nature convened under the legal terms;
- The assignment of classes with subjects subject to national examination to teachers with predictability of prolonged absence should be avoided;

- The distribution of levels among the various teachers in the group/subject should be balanced and, if possible, not more than three;
- The teacher is obliged to communicate to the Director any fact that implies a reduction or constraint in the preparation of his/her schedule;
- Non-teaching service will be distributed essentially for the performance of coordination functions, student occupation, Class Management (DT), in measures to promote school success, School Library, Learning Support Center (CAA) or others considered convenient, in accordance with the legal regulations in force;
- The teacher of the 1st Cycle teaches 25 hours and, whenever possible, one year of schooling, as does the teacher of the EPE (Pre-School Education);
- The teacher of the 1st Cycle who has completed 60 years of age and requested the respective reduction is not assigned a class, being directed to educational support activities;
- The teaching component of the teachers of the 2nd and 3rd Cycle and Secondary Education is 22 hours. Also included in this category are teachers in groups 120 - English 1st cycle, 910 - Special Education 1 and 930 - 910 - Special Education 3;
- The timetables of teachers of the 2nd and 3rd Cycle and Secondary Education must not include more than 5 teaching segments of 50 consecutive minutes, nor must they include more than 8 segments of daily teaching activities;
- Teachers hired with incomplete schedules are assigned to the establishment time according to the following situations:
 - 2 establishment times for hours between 3 pm and 8 pm;
 - 1 establishment time for hours between 11 a.m. and 2 p.m.;
 - There is no allocation of establishment time for hours of less than 10 hours.

Definition of the duration of meetings of a pedagogical nature that arise from occasional needs (paragraphs 9 to 11 of article 7 of Despacho Normativo No. 10-B/2018, of 6 July)

- These meetings will have a maximum duration of 100 minutes.

Definition of criteria underlying the establishment of the minimum time to be included in the non-teaching component of each teacher's establishment

(Despacho Normativo No. 10-B/2018, of July 6)

- The time of the Non-Teaching Component of Establishment to be assigned to each teacher will be:
 - 120 Minutes for all Pre-school Education teachers;
 - 120 Minutes for all 1st Cycle teachers;
 - 150 Minutes for all teachers in the other recruitment groups.

Definition of activities to be included in the non-teaching component of the establishment in addition to those contained in Article 42 of the ECD

(P3, Article 6 of DN 10-B/2018)

The work at the level of the educational establishment or teaching must be developed under the guidance of the respective intermediate pedagogical structures with the aim of contributing to the realization of the school's educational project, and may include, depending on the category held, other activities (Cf. Article 82 of the ECD). The Pedagogical Council suggested and approved that teachers, in their Non-Teaching Component of Establishment, in addition to the activities provided for in Article 82 of the ECD may also:

- Support and work with small groups of pupils to help them overcome their difficulties;
- Accompany and/or supervise other teachers in the scope of supervision and monitoring of teaching practice;
- Develop projects of interest to the community.

The distribution of this component should ensure:

- That the needs of pedagogical and disciplinary monitoring of students are ensured;
- Educational activities that are necessary for the full occupation of students during the period of stay in the school are carried out;
- The activities assigned to the PADDE Team (School Digital Development Action Plan) are ensured;
- The monitoring activities of PPM (Multiannual Improvement Plan) indicators are ensured.

7. PROMOTING EDUCATIONAL SUCCESS

Action of the School Library(s)

- Activities focused on:
 - Active methodologies;
 - Vertical/horizontal articulation;
 - Promotion of books and reading;
 - Digital training.
- **Specific Tutorial Support (Despacho Normativo No. 10-B/2018, art. 12)**
 - An additional hourly credit is made available in order to provide specific tutorial support to students in the 2nd and 3rd cycles of Basic Education who accumulate two or more withholdings throughout their school career;
 - In the 2024/2025 school year, the Specific Tutorial Support continues to be extended to students in the 2nd and 3rd cycles of basic education and secondary education who did not carry over in 2023/2024.

- **Learning to Learn (Preschool Education)**

Project aimed at 5-year-old students. It is characterized by the creation of learning environments that promote inclusion, equity and social justice; Promotion of pedagogical differentiation using the diversification of teaching/learning methodologies and the use of diversified educational resources. This is given by the group's educator.

- **Learning Labs (1st cycle)**

- The action is aimed at all students from the 1st to the 4th year of schooling. Focused on the areas of reading comprehension and competence, writing, handwriting, mathematical reasoning.
- It promotes learning environments that facilitate inclusion, equity and social justice, by supporting students, when necessary, to improve learning, prevent indiscipline,

absenteeism and school dropout, through alternative pedagogical solutions for groups of students with specific characteristics and, therefore, reduce school failure and improve full success.

- **Workrooms (2nd / 3rd cycle)**

- The action aims to create learning environments that promote inclusion, equity and social justice, promoting support for students when necessary, preventing indiscipline, school dropout and absenteeism, through alternative pedagogical solutions for groups of students with specific characteristics and, therefore, improving school results in internal and external assessment.
- It is a TEIP action that is aimed at students of the 2nd cycle / 3rd cycle in the subjects in which there is greater failure and is characterized by using differentiated pedagogies and diversified forms of organization of the group / class, benefiting students from closer and more individualized support, more harmonized in terms of learning rhythms;
- In the 3rd cycle, the measure applies to the school years in which the hourly credit allows it.

- **Temporary Support Plans (PAT – 9th grade and Secondary Education)**

- In the subjects subject to the Final Exam/National Exam, students are provided with a reinforcement of the measures to support study outside the classroom corresponding to a 50-minute segment, recorded in the class/teachers' timetable, ensuring an effective monitoring of the student in the face of the difficulties detected and oriented towards the satisfaction of specific needs and the potential for enrichment.

- **PLNM (Portuguese Non-Mother Language)**

- Support for PLNM students, and the allocation of this support must meet the following scale of priorities:

1. A1 level students who have never been schooled (taught, preferably, by 1st cycle teachers) and/or whose alphabet is not Latin;
2. students who are not part of a specific PLNM group;

3. students who are in secondary education and have difficulties in following the curricula of their courses, especially those in regular education;

- Other measures:
 - Assistance in classes where the number of students is greater than 10, particularly in classes with proficiency level A1;
 - Constitution of PLNM classes, integrating students of the same proficiency level and avoiding a large gap in terms of age group;
 - Implementation of the PLNM PAT for students in terminal year - 9th or 12th grades;
 - Allow PLNM students in secondary education, integrated in a specific group, to attend the Portuguese classes of their class, avoiding the overlapping of the two subjects (PLNM/Portuguese).

Note: Measures apply according to priorities and available hourly credit.

- **Educational Support**
 - The implementation of educational support in Basic and Secondary Education aims to ensure inclusion, as a process that responds to the diversity of needs and potentialities of each student.
- **Teaching assistance / "Co-teaching"**
 - The teaching assistance aims to reinforce the quality of learning for all students, valuing experiences and collaborative practices that lead to the improvement of teaching. The supporting teacher works in close articulation with the full teacher/professor of the discipline, giving an account of the strategies implemented according to the specificity of the case and the results achieved by the students in each class.
- **Academic and Behavioural Support - AAC (5th to 8th grade)**
 - The AAC is defined according to indications emanating from the class council. It aims to prepare students for their self-orientation and to induce them, progressively, to create a positive attitude for making responsible decisions about the present and the future, both at school and in social and professional life.

- **Mentoring (3rd Cycle and Secondary Education)**

- The Mentoring Program identifies the students who, in each school, are available to support their peers by accompanying them, namely:
 - in the study together and in the development of learning;
 - in the clarification of doubts;
 - in school integration, in the peer group and in participation in school life;
 - in preparation for the evaluation moments;
 - in other activities leading to the improvement of school results.

- **Differentiated Learning Spaces**

- The Differentiated Learning Spaces are a support structure that aggregates human and material resources to support learning, being ensured by a group of teachers from different curricular areas/subjects, depending on the available resources, including special education teachers.

- **Office of Mediation and School Guidance/ Office of Reception, Integration and Adaptation of Foreign Students (GMOE/ GRIA)**

- GMOE integrates a team of specialized technicians in the areas of social education, psychology and social work, who, in a multidisciplinary action, intervene with students and families, in cooperation with the educational agents they consider themselves and partners/community.
- GRIA is associated with GMOE, composed of the same technical team and teachers, who welcome, monitor and include migrant students/families whose mother tongue is not Portuguese. Emphasis on the work of articulation and collaboration between all those involved in the school and life path of students/families.

- **Educational Development Projects (PDE)**

- They are a set of non-curricular activities that are predominantly developed beyond the students' teaching time, and aim, among others, at objectives of multidimensional training, school-environment connection or the European dimension in education, contributing to the integral development of the child/young person as a critical, responsible and conscious individual in the exercise of their citizenship;
- They are of an eminently educational and formative nature, focusing on the sports, cultural and recreational fields and Education for Citizenship, aiming at the integral training and creative use of students' free time.

- **Personal, Social and Community Development Plan**

- Promotion of educational success and inclusion (National Program for the Promotion of School Success):
 - Encouragement of social-emotional intelligence and personal development (EU... and the OTHERS: Attitudes + Positive" / CLASS DELEGATES + Proactive);
 - Parental Involvement (PARENTS + PRESENT).

8. CURRICULUM PLANNING AND MATRICES

Definition of other curriculum planning instruments, (in addition to the Educational Project), as well as their purpose and form of monitoring

(P4, Article 20 of DL 55/2018)

Curriculum planning at the school and class level materializes the assumptions of the educational project and constitutes a contextualized appropriation of the curriculum, appropriate to the achievement of learning and the integral development of students.

The curriculum planning instruments are the Educational Project, Class Curriculum Plan and Individual Educational Program.

Ways of implementing Citizenship Education

(P4, Art. 15, DL 55/2018)

It is up to the Group to decide how to implement Citizenship and Development in Secondary Education, choosing to develop "themes and projects", within the scope of the different subjects of the matrix, under the coordination of one of the teachers of the class, or group of students. At this level of education, Citizenship and Development is not subject to summative assessment, and the participation of students in the projects developed is subject to registration in the student's certificate (Portaria 226-A/2018, art.10).

Taking as a reference the basic curriculum matrix and the options related to curricular autonomy and flexibility, the AE Maximinos organizes the work of curricular integration and articulation with a view to developing the Profile of Students Leaving Compulsory Education, according to the following curricular matrices, organizing teaching times in units of 50 minutes (2nd and 3rd cycles, Secondary) and 60 minutes in the 1st cycle.

1ST CYCLE

Curriculum Components		Weekly charge in minutes			
		Year 1	Year 2	Year 3	4th year
Portuguese		420	420	420	420
Mathematics		420	420	420	420
Study of the Environment		180	180	180	180
Art Education & Physical Education		300	300	300	300
English				120	120
EMRC (optional)		60	60	60	60
Complimentary Offer	Aesthetics and Artistic Education	60	60	30	30
Study Support		120	120	30	30
Curriculum Components		Weekly load in hours			
		Year 1	Year 2	Year 3	4th year
Portuguese		7	7	7	7
Mathematics		7	7	7	7
Study of the Environment		3	3	3	3
Art Education & Physical Education		5	5	5	5
English				2	2
Complimentary Offer	Aesthetics and Artistic Education	1	1	0,5	0,5
Study Support		2	2	0,5	0,5
Total		25	25	25	25
EMRC (optional)		1	1	1	1

CURRICULAR PLANS FOR THE 5 TH AND 6 TH YEARS OF SCHOOLING		
Curriculum Components	Weekly charge (in blocks 50 minutes)	
	Regular	
	Year 5	Year 6
Portuguese	5 (2+2+1)	4 (2+2)
L.E. I – English	3 (1+1+1)	3 (1+1+1)
History and Geography of Portugal	2 (1+1)	3 (2+1)
Citizenship and Development	0,5 (1*)	0,5 (1*)
Mathematics	5 (2+2+1)	4 (2+2)
Natural Sciences	2 (1+1)	3 (2+1)
Visual Education	2 (2)	2 (2)
Technological Education	2 (2)	2 (2)
Musical Education	2 (1+1)	2 (1+1)
ICT	0,5 (1*)	0,5 (1*)
Physical Education	3 (2+1)	3 (2+1)
EMRC (optional)	1	1

*Fortnightly: ICT / CeD

CURRICULAR PLANS FOR THE 7 TH , 8 TH AND 9 TH YEARS OF SCHOOLING				
Curriculum Components		Weekly charge (in blocks 50 minutes)		
		Regular		
		Grade 7	Grade 8	Grade 9
Portuguese		4 (2+1+1)	4 (2+1+1)	4 (2+1+1)
L.E. I – English		2 (1+1)	3 (1+1+1)	2,5 (1+1+1*)
L.E. II – French / Spanish**		3** (1+1+1)	2** (1+1)	2,5 (1+1+1*)
History		2,5 (1+1+1*)	2 (1+1)	2 (1+1)
Geography		2,5 (1+1+1*)	2 (1+1)	2 (1+1)
Citizenship and Development		0,5 (1*)	0,5 (1*)	0,5 (1*)
Mathematics		4 (2+1+1)	4 (2+1+1)	4 (2+1+1)
Natural Sciences		2,5 (1+1+1*)	3 (2+1)	3 (2+1)
Physics - Chemistry		2,5 (1+1+1*)	3 (2+1)	3 (2+1)
Artistic and Technological Education	Visual Education	2 (2)	2 (2)	2 (2)
	Artistic Education Complement – Arts Workshop	0,5 (1*)	0,5 (1*)	0,5 (1*)
	ICT	1	1	1
Physical education		3 (2+1)	3 (2+1)	3 (2+1)
	EMRC	1	1	1
(optional)				
Complimentary Offer	Dramatic Expression	1		
	Art and Heritage		1	
	Image Technology			1

Semester: English / French 9th grade; FQ/CN 7th grade; Hist/Geog 7th Grade – Biweekly 50 minutes: OA/CeD

SCIENCE AND TECHNOLOGY

Disciplines	Weekly Charge (in minutes)		
	10 th	11 th	12 th
Portuguese	4 (2+1+1) – 200'	4 (2+1+1) – 200'	4+1 (2+2+1) - 250'
English	3 (2+1) - 150'	3 (2+1) - 150'	
Philosophy	3 (1+1+1) - 150'	3 (1+1+1) - 150'	
Physical education	3 (2+1) - 150'	3 (2+1) - 150'	3 (2+1) - 150'
Mathematics A	6 (2+2+2) – 300'	6 (2+2+2) – 300'	6 (2+2+2) – 300'
Physics and Chemistry A	6 (3+2+1) – 300'	7 (2+2+3) – 350'	
Biology and Geology	7 (2+2+3) – 350'	6 (3+2+1) – 300'	
Option 1			3 (2+1) – 150'
Option 2			3 (2+1) – 150'
EMRC	1 x 50= 50'	1 x 50= 50'	1 x 50= 50'

LANGUAGES AND HUMANITIES

Disciplines	Weekly Charge (in minutes)		
	10 th	11 th	12 th
Portuguese	4 (2+1+1) – 200'	4 (2+1+1) – 200'	4+1 (2+2+1) 250'
English	3 (2+1) - 150'	3 (2+1) - 150'	
Philosophy	3 (1+1+1) - 150'	3 (1+1+1) - 150'	
Physical education	3 (2+1) - 150'	3 (2+1) - 150'	3 (2+1) - 150'
History A	6 (2+2+2) – 300'	6 (2+2+2) – 300'	6 (2+2+2) – 300'
Geography A	6 (3+2+1) – 300'	6 (3+2+1) – 300'	
Mathematics Applied to Social Sciences	6 (3+2+1) – 300'	6 (3+2+1) – 300'	
Option 1			3 (2+1) – 150'
Option 2			3 (2+1) – 150'
EMRC	1 x 50= 50'	1 x 50= 50'	1 x 50= 50'

VOCATIONAL EDUCATION

Technical Course <u>in Management and Programming of Computer Systems</u>				
Training components	Year 1	Year 2	Year 3	
	10 th Grade	11 th Grade	12 th Grade	
	Curriculum Plan	Curriculum Plan	Curriculum Plan	TOTAL
Cultural:				
Portuguese	125	120	75	-
English	76	72	72	-
Integration Area	76	72	72	-
ICT	100	0	0	-
Physical education	50	50	40	-
Subtotal	427	314	259	
Mathematics	100	125	75	-
Physics and Chemistry	100	100	0	-
Subtotal	200	225	75	
Operating Systems	50	52	30	-
Computer architecture	50	52	30	-
Communication Networks	110	120	30	-
Programming and Information Systems	222	230	124	-
Subtotal	432	454	214	
Work-based training			600	
Subtotal			814	
Total course hours	1059	993	1148	3200

Document subject to change within the scope of the guidelines of the Ministry of Education, General Directorate of Health and other documents, approved by the Pedagogical Council and the General Council.

Approved by the Pedagogical Council on July 16, 2024

Approved by the General Council on July 18, 2024

Organization of the School Year 2024/2025

ATTACHMENTS