

## ARTICLE

**PHYSICAL EDUCATION IN INTEGRATED HIGH SCHOOL FROM THE LEGAL  
FRAMEWORK: FROM DENIAL TO POSSIBILITIES**IVAN CARLOS BAGNARA<sup>1</sup>Orcid: <https://orcid.org/0000-0002-6049-874X>JULIANO DANIEL BOSCATTO<sup>2</sup>Orcid: <https://orcid.org/0000-0002-7248-0117>

**ABSTRACT:** This study aims to analyze how Physical Education (PE) could be conceived in Integrated High School (IHS) at Federal Institutes, based on different Brazilian legal documents, tensioned with the theoretical and conceptual assumptions that conceive it as a curricular component, integrated with the pedagogical project. We developed a qualitative, descriptive, and documentary research based on the legal frameworks. We resorted to the hermeneutic perspective to understand PE legal propositions in IHS. The data indicate that work, science, technology, and culture are understood as inseparable dimensions of human formation and need to ground the educational proposals of IHS curricular components. Regarding PE in this educational modality, the knowledge of its specificity and its particularities should, whenever possible, be linked to the knowledge of other curricular components in at least three distinct dimensions, interdependent or not: with those in the field of languages; with those in the general training nucleus; those in the vocational area. Thus, we understand that PE is responsible to contribute on the formation of political subjects, providing a basic framework that can help them exercise citizenship, in the context of a republican and democratic society. In this sense, students, upon completing the IHS, need to clearly understand and relate with the universe of body movement culture, articulating the knowledge produced in this context with other life dimensions.

**Keywords:** Professional education, Integrated curriculum, Educational legislation, School Physical Education.

**A EDUCAÇÃO FÍSICA NO ENSINO MÉDIO INTEGRADO A PARTIR DOS MARCOS LEGAIS: DA  
NEGAÇÃO ÀS POSSIBILIDADES**

**RESUMO:** Este estudo objetiva analisar como poderia ser concebida a Educação Física (EF) no Ensino Médio Integrado (EMI) nos Institutos Federais a partir dos diferentes documentos legais brasileiros, tensionados com os pressupostos teórico-conceituais que a concebem como um componente curricular integrado ao projeto pedagógico. Para isso, foi desenvolvida uma pesquisa qualitativa, descritiva e documental que, com base nos marcos legais, recorreu à perspectiva hermenêutica para tentar melhor compreender as proposições legais para a EF no EMI. Os dados mostram que trabalho, ciência, tecnologia e cultura são entendidos como dimensões indissociáveis da formação humana e necessitam

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estar na base das propostas educacionais dos componentes curriculares no EMI. No que se refere à EF inserida nesta modalidade educacional, sempre que possível os conhecimentos de sua especificidade e suas particularidades deveriam articular-se aos conhecimentos dos demais componentes curriculares em, pelo menos, três dimensões distintas, interdependentes ou não: com os demais conhecimentos da área de linguagens; com os demais conhecimentos do núcleo de formação geral; e com os demais conhecimentos da área de formação técnico-profissional. Assim, entendemos que à EF é atribuída a responsabilidade de contribuir com a formação de sujeitos políticos, fornecendo um quadro referencial básico que possa auxiliá-los no exercício da cidadania e no contexto de uma sociedade republicana e democrática. Nessa direção, os estudantes, ao concluir o EMI, necessitam compreender e se relacionar de forma lúcida com o universo da cultura corporal de movimento, articulando os saberes e conhecimentos produzidos neste âmbito com as demais dimensões da vida.

**Palavras-chave:** Educação profissional, Currículo integrado, Legislação educacional, Educação Física escolar.

### **LA EDUCACIÓN FÍSICA EN LA ENSEÑANZA SECUNDARIA INTEGRADA A PARTIR DE LOS MARCOS LEGALES: DE LA NEGACIÓN A LAS POSIBILIDADES**

**RESUMEN:** Este estudio tiene como objetivo analizar cómo podría concebirse la Educación Física (EF) en la Enseñanza Secundaria Integrada (ESI) en los Institutos Federales, a partir de los diferentes documentos legales brasileños, tensados con las bases teórico-conceptuales que la conciben como un componente curricular, integrado al proyecto pedagógico. Para eso, se desarrolló una investigación cualitativa, descriptiva y documental que, con base en los marcos legales, recurrió a la perspectiva hermenéutica para buscar comprender mejor los planteamientos legales para la EF en la ESI. Los datos indican que el trabajo, la ciencia, la tecnología y la cultura son comprendidos como dimensiones inseparables de la formación humana y necesitan estar en la base de las propuestas educativas de los componentes curriculares en ESI. Con relación a la EF desarrollada en esta modalidad educativa, siempre que posible, los conocimientos de su especificidad y con sus particularidades, debe vincularse al conocimiento de los demás componentes curriculares en al menos tres dimensiones distintas, interdependientes o no: con los otros conocimientos del área de lenguaje; con los demás conocimientos del núcleo de formación general; con los demás conocimientos del área de formación técnico-profesional. Así, entendemos que la EF se encarga de contribuir con la formación de sujetos políticos, brindándoles un marco básico que les pueda ayudar a ejercer la ciudadanía, en el contexto de una sociedad republicana y democrática. En este sentido, los estudiantes, al completar el ESI, necesitan comprender y relacionarse lúcidamente con el universo de la cultura corporal de movimiento, articulando los saberes y conocimientos producidos en este contexto con las otras dimensiones de la vida.

**Palabras clave:** Educación profesional, Plan de estudios integrado, Legislación educacional, Educación Física escolar.

## INITIAL CONSIDERATIONS

In recent times the Brazilian formal education has been presenting significant changes, especially from reforms in educational legislation that require an adequacy of the school curriculum and, therefore, the organization and operation of the processes of teaching and learning that develop in everyday school. Assuming that Brazil is situated in the condition of a republican and democratic state of law, the laws that regulate the different levels of education have a direct influence on the general organization of education and the formal curriculum that is introduced in educational institutions.

However, there is no consensus among teachers and others involved with school education about the interpretation of educational laws. Not infrequently they have been receiving a series of criticisms from teachers and other professionals responsible for their development in educational institutions. These criticisms happen both in relation to the content of the rules and to the way the legislative processes which gave rise to them were conducted. Adopting a critical perspective on legislation, whether educational or not, is crucial to move the dialectics of a republican democracy, because it allows its citizens to analyze, better understand and contribute to the improvement of laws. It is necessary, however, to understand that, once approved, legal documents need to be followed and respected.

In this context are the teachers of basic education, who, from their professional training at the Undergraduate level, acquire the license of the State to teach the knowledge historically constituted by the sciences, arts, culture, philosophy and other areas of knowledge. In this direction, Fensterseifer, Silva and González (2020, p. 20) point out that "[...] within the school all curricular components need to respond to the republican character of this institution in the way they deal with knowledge and social relations that take place in this public space". Thus, in the condition of licensed to act in the process of school education of the subjects, it is undeniable that teachers cannot act solely from their own principles or particular interests, but, above all, they must observe the legal documents and guidelines that govern the Brazilian educational system, even, in some cases, possibly not agreeing with the full content of these documents.

In these terms, for the different areas of knowledge and the respective curricular components and, therefore, also for Physical Education (PE), there is the challenge of adapting to the constant changes in laws, guidelines, normative instructions and other opinions that are established in the collegiate bodies of the Republic. When trying to understand the educational legislation that guides the development of PE in Integrated High School (IHS) to Vocational and Technological Education (VTE) within the Federal Institutes (FIs), specificity of this text, in addition to adapting to the general educational legislation and PE itself, there is the challenge of establishing a kind of unitary identity between the propaedeutic area with a particular area of vocational training (BRASIL, 2013).

At this juncture, we question: What would be the limits and possibilities of a PE designed for the IHS in FIs considering the legal frameworks and the theoretical and conceptual aspects that conceive it as a curricular component integrated to the pedagogical proposal of the school institution? This can lead us to a second question, equally pertinent in the context presented: How or what would be a conception for PE in the IHS taking into account the peculiarities demonstrated by the documents that govern the IHS and PE? To try, even if provisionally, better dimension and understand these guiding issues, in this study we aimed to analyse how could be conceived the PE in the IHS in FIs from different Brazilian legal frameworks, tensioned with the theoretical and conceptual assumptions that conceive it as a curricular component integrated to the Pedagogical Project of Courses (PPC).

## METHODOLOGY

Considering the problem approach, this research is characterized as qualitative, since this type of study, for Diehl and Tatim (2006), makes it possible to describe the complexity of a problem and its interaction with certain variables. About its objectives, this research is characterized as descriptive, because it intends, initially, to describe and thematize elements and concepts that constitute the background of PE from the perspective of IHS. For Cervo, Bervian and Silva (2007), descriptive research observes, records, analyzes and correlates facts, phenomena or concepts, thus constituting a perspective

with potential to account for the proposal of this text. Still, from the standpoint of technical procedures, it is characterized as a documentary research, because, according to Mattos, Rossetto Júnior and Blecher (2008), documentary research aims to investigate primary sources of information.

In this perspective, this documental study has as its data base the legal documents that deal, in a more or less direct way, with PE inserted in High School and in the IHS in the context of the FIs.

**Box 1 - Documents that constituted the database for analysis**

Legal landmark	Preamble	Year
Decree n° 2.208, of 17th April 1997.	Regulates § 2° of art. 36 and arts. 39 to 42 of Law n° 9.394, of December 20th , 1996, which establishes the Directives and Bases of National Education.	1997
Decree No. 5.154, of July 23, 2004.	Regulates § 2° of art. 36 and arts. 39 a 41 of Law n° 9.394, of 20 December 1996, that establishes the Directives and Bases of National Education.	2004
Law No. 11.892, 29 December 2008.	It establishes the Federal Vocational, Scientific and Technological Education Network, creates the Federal Institutes of Education, Science and Technology.	2008
Opinion CNE/CP n° 11/2009.	Proposal for an innovative curricular experience for High School Education.	2009
Resolution No. 2, of 30 January 2012.	Defines National Curricular Guidelines for High School Education.	2012
National General Curricular Guidelines for Basic Education.	Establishes the National General Curricular Guidelines for Basic Education.	2013
Law of Diretrizes and Bases da Educação Nacional.	Establishes the Guidelines and Bases of National Education.	2017
Law No. 13.415, 16 February 2017.	Amends the Laws n° 9.394, of 20 December, 1996, and n° 11.494, of 20 June, 2007. It revokes Law no. 11.161, of 5 August 2005 and establishes the Policy of Encouragement to the Implementation of Full-Time High Schools.	2017
Common National Curricular Base: High School.	It establishes the Common National Curricular Base: High School.	2017

**Source:** Elaborated by the author.

To analyse and discuss the data, we chose to adopt a hermeneutic perspective. By embarking on a hermeneutic analytical effort, this text is guided by the triple task described by Ruedell (2014), namely announcing, translating and explaining the theoretical and conceptual assumptions concerning the themes in question. The hermeneutic approach, as explained by Silva and Fensterseifer (2019), requires a deep incursion and approximation with the text, in order to extract from it interpretations that are coherent and consistent with the objectivity it seeks to express.

It is necessary to consider, however, that hermeneutics does not have the illusion or the pretension of exhausting the meaning of things, but, rather, it seeks to provide and opportunize the establishment of new meanings (or resignify the old ones) for things (FENSTERSEIFER, 2009). Thus,

the hermeneutic task proposed in this text is, besides instigating debates and reflections on the educational legislation related to PE in the IHS, better understand the theoretical and conceptual assumptions that support and justify the inclusion of PE as a curricular component in the IHS to the VTE related directly to the FIs.

## LEGAL PRECONDITIONS FOR INTEGRATED HIGH SCHOOL EDUCATION

When dealing specifically with the Brazilian formal education, which is performed in the school environment, we need to pay attention to a set of documents of political-administrative nature that guide the educational processes carried out within the educative institutions. For Boscatto (2017), the development of schooling, regardless of the level or modality, should respect the laws, resolutions, guidelines and regulations that guide it, which are designed by democratically legitimized representatives who meet in collegial bodies to draw up the applicable rules.

The set of legal documents governing formal education in Brazil shows that schooling plays a key role in the development of subjects and, consequently, in the constitution of society. The Law No. 9.394/96, known as Law of Diretrizes and Bases - LDB (BRASIL 2017a), can be considered a kind of backdrop to think the school educational processes for all curriculum components, to the extent that it presents aspects articulated with an ideal of society to which it proposes to help constitute.

In view of this premise, we highlight the main terms that articles 2nd and 3rd of the LDB present: preparation for the exercise of citizenship, pluralism of educational conceptions, social practices, respect for the common good and the democratic order, ethical training and critical thinking. Besides these, especially for High School, it is evident the reference made to the world of work, that is, we can start from the assumption that the aforementioned terms need to be articulated, also, with the dimension of work and the necessary qualifications to exercise it (BRASIL, 2017a).

These legal foundations refer to the perspective of a republican and democratic society, and therefore raise, in the same way, an institutionalized education developed on such pillars. Bagnara and Fensterseifer (2020) understand the school as a republican and democratic institution that plays an important role in the democratization of knowledge historically produced and systematized by sciences, art, philosophy, sociology and other areas that make up the school curriculum. For the authors, in this school, the speeches and actions cannot be confused with those of other spaces (political party, religious, market, etc.), and their determination should not be guided by economic or media criteria. In the authors' view, a republican and democratic school is responsible for dealing with powerful knowledge<sup>3</sup>.

This demands a specific responsibility to the school, which is to enable the development of educational processes aimed at the formation of emancipated subjects, creative and critical readers of the reality where they live and with conditions to act on it (FRIGOTTO, 2012). Fensterseifer, Silva and González (2020) add that, in this institution, the appropriation of knowledge and forms of coexistence that allow new generations to participate in public spaces that support this specific type of sociability is crucial. Given this scenario, it is up to the different educational modalities and all curriculum components to give their share of contribution in the development of the assumptions described in the LDB (BRASIL, 2017a) and other educational legislation.

In this educational context, it is also inserted the IHS to the VTE in the FIs, central locus of this text. This education modality had its origins with the promulgation of Decree No. 5.154/2004, which, in its Article 4th, paragraph 1st, emphasizes that the articulation between the technical high school vocational education and High School will happen in an integrated way (BRASIL, 2004). The text of this decree replaces and overcomes the assumption established by Decree No. 2.208 of 1997, which presented, until then, the compulsory separation between High School of general training and professional and technical high school education (BRASIL, 1997). From the creation of the FIs, with the Law No. 11.892/2008, the offer of integrated education becomes a priority in these institutions, because, among the purposes and characteristics defined in Articles 6th and 7th of this Law, is to provide technical high school vocational education, primarily in the form of integrated courses (BRASIL, 2008).

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<sup>3</sup> Young's text (2007) presents important elements for analysis. The term will be returned to below.

The organization of the curriculum in an integrated way is the object of other normative documents that specify it better, such as Resolution n° 2 of CNE/CEB, which defines the National Curricular Guidelines for High School (BRASIL, 2012), and the recent Law n° 13.415/2017, of the "New High School" (BRASIL, 2017b). Resolution n° 2 of CNE/CEB brings, in its 5th article, that High School, in all its forms of offer and organization, is based on the integration of general knowledge and, where appropriate, technical-vocational (BRASIL, 2012). In turn, the law of the "New High School" establishes, in its 4th article, 3rd paragraph, that, at the discretion of the education systems, it may be composed integrated formative itinerary, which translates into the composition of curricular components of the Common National Curricular Base - CNCB (BRASIL, 2017b, our emphasis). The emphasis presented by these documents, therefore, is on the possibility of students accessing high school education integrated to VTE. In other terms, the "New High School" law itself does not exclude the possibility of offering this training model, giving autonomy to educational institutions to organize their curricula as they see fit and in accordance with the legal documents.

At this juncture, a central aspect of this educational modality emerges, which is to understand what an integrated curriculum effectively means. According to the Establishes the National General Curricular Guidelines for Basic Education (DCNGEB), an integrated curriculum assumes "[...] that the student's general training should become inseparable from the professional training and vice-versa, in all fields where this preparation for work takes place" (BRASIL, 2013, p. 228). In this sense, the training of the subjects is located in the articulation between the knowledge required for professional and technological performance in a given area, along with the understanding of the historical and social elements that are constituted in the scope of sciences, culture, technology, art, philosophy and the world of work. Besides, the Decree n° 5.154/2004 and the DCNGEBs treat as essential to overcome the reduction of the preparation for the work to its merely operational aspect, simplified and linear, disconnected from the knowledge that is in its scientific-technological genesis and in its historical-social appropriation (BRASIL, 2004, 2013).

Therefore, as Morais and Henrique (2017) write, thinking about a comprehensive and integrated human education is to first reflect on work as a founding action, given that this is a primordial element of human existence. In this direction, work is considered a fundamental educational principle for the development of an integrated curriculum. The ontological dimension of work is, therefore, the starting point for the production of knowledge and culture by different social groups. Considering this premise for the development of educational processes shows that the IHS is a modality with enormous potential to contribute to the formation of critical subjects, insofar as students have the possibility, besides developing technical skills necessary for know-how, to know, question and reflect on the relationships that constitute the sciences, culture, arts and the development of technologies, contributing to their preparation for the exercise of citizenship and training to act in a particular professional área.

Frigotto (2009) states that considering work as an educational principle means thinking about the potential of production of answers to basic human needs (world of need) in an articulated manner to social, intellectual, cultural, recreational, aesthetic, artistic and affective needs (world of freedom). In this way, it is necessary to break with the paradigm that seeks, as the author describes, to reduce human work from vital activity to a commodity that can be bought and sold (labor power).

Thus, in our understanding, the challenge that emerges in the IHS to VTE is to think about a formative process that overcomes the mere "psychophysical, intellectual, aesthetic and affective preparation subordinated to the one-dimensional needs of mercantile production" (FRIGOTTO, 2009, p. 72) and the labour "market" and think about these same dimensions, but linked to the "world" of work (in its ontological perspective).

Ramos (2017) believes that, within the scope of the IHS, it is crucial for students to know the fundamentals related to the world of work, which implies understanding the historical determinations of their economic, social and cultural conditions, which, when questioned and problematised through knowledge mediation, can be transformed not only subjectively, but politically, through the recognition of their identity. This means developing a type of training that provides students with learning that, in addition to overcoming instrumental technical know-how, enables the understanding and demystification of prejudices, stereotypes and the denaturalisation of socio-cultural and economic factors that permeate and cross the world of work.

In this perspective, we agree with Bagnara and Fensterseifer (2019a), when they state that institutionalized education, especially public education, cannot limit itself to reproducing the various senses and meanings embodied in and by society, but, rather, to thematize them, denaturalize them, highlighting the plurality of senses and meanings that individuals can produce about the most varied subjects and themes in different contexts. Thus, in the same way as Sacristán and Pérez-Gómez (1998), we understand that school education and, within this scope, also the IHS, should facilitate students' reconstruction of knowledge, attitudes and forms of conduct that are assimilated directly and uncritically in social practices outside the school. This premise meets, above all, what is regulated in item III of Article 35 of the LDB, when presenting as the purpose for High School the improvement of the student as a human being, including the ethical formation and the development of intellectual autonomy and critical thinking (BRASIL, 2017a).

In this context, for the integrated curriculum, as stated in the DCNGEBs, it is essential assumption to organize the knowledge and develop the teaching and learning processes so that

[...] the concepts are apprehended as a system of relations of a concrete totality intended to be explained and understood, so that the student develops a growing process of autonomy in relation to the objects of knowledge. Work, science, technology and culture are thus understood as inseparable dimensions of human education, starting with the concept of work, simply because it is understood as a first-order mediation in the process of production of existence and the objectification of human life. The ontological dimension of work is thus the starting point for the production of knowledge and culture by different social groups (BRASIL, 2013, p. 228-229).

This holistic conception for the development of the teaching and learning processes shows that the IHS is a modality with enormous potential to contribute to the training process of enlightened subjects, to the extent that students have the possibility of not only developing technical skills necessary for know-how, but, above all, know, question and reflect on the relationships that constitute the sciences, culture, arts and technologies, contributing to their preparation for the exercise of citizenship and training to act in a particular professional area. In this relationship, Frigotto (2012) emphasizes that high school, and we also add the IHS, should be conceived as a stage of basic education, articulated to the world of work, culture and science, and constituting a social and subjective right, therefore linked to all spheres and dimensions of life.

Given these understandings about the conception of this type of education, the legal frameworks establish some guidelines and prisms for the selection of content, curriculum organization and the development of teaching and learning processes. About the curricular organization, Article 36 of the LDB states that the curriculum of high school will be composed by the indications of the CNCB and by formative itineraries, which should be organized through the offer of different curricular arrangements according to the relevance to the local context and the possibilities of the education systems (BRASIL, 2017a).

In these terms, the organization of the IHS is configured by the general basic training, which is composed of the areas of knowledge indicated by the CNCB, namely: Languages and their technologies; Mathematics and their technologies; Natural Sciences and their technologies; and Applied Humanities and Social Sciences (BRASIL, 2017c), plus vocational training in a given area. According to the conception for the IHS presented in this text, these areas of knowledge, theoretically, are articulated with the knowledge of vocational training, i.e., to the vocational training itinerary chosen by students when they enter the schools of VTE<sup>4</sup>.

In the relationship between CNCB, High School and IHS there is a particular aspect, namely, the vocational training area needs to follow the prerogatives of the National Catalogue of Technical Courses (BRASIL, 2016), as the other areas of knowledge need to be articulated with the assumptions of CNCB. In this sense, the CNCB, for High School, teaches that "each area of knowledge establishes specific area competencies, whose development should be promoted throughout this stage, both under the CNCB and the training itineraries of different areas" (BRASIL, 2017c, p. 33). That is, there is

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<sup>4</sup> For the educational units that only offer propaedeutic teaching, the students choose to emphasise one of the other four formative itineraries, including compulsory teaching of the Portuguese language and Mathematics in all school years.

provision for access to all students to a set of specific skills, which should ensure universal knowledge from the curricular components that enable the performance and insertion in society.

For Boscatto, Impolcetto and Darido (2016), there is universally legitimized and culturally produced knowledge that students have the right to learn. The nature of this knowledge and wisdom is not limited to the particular contexts of the subjects, but, above all, it deals with aspects of universal culture, providing generalizations that are independent of the context, but tensioned by it, thus enabling access to a referential basis to better understand and act in the world. In other terms, it is a knowledge that has the potential to provide students with a more lucid relationship with the world and that deals with the common good (BOSCATTO, IMPOLCETTO; DARIDO, 2016; BAGNARA, FENSTERSEIFER, 2019b). This type of knowledge is called by Young (2007) powerful knowledge, which is produced by communities of experts and is more directly related to the scientific perspective.

As Young (2007, p. 1294) argues, this kind of knowledge is not the knowledge of the powerful, but "refers to what knowledge can do, such as provide authoritative explanations or new ways of thinking about the world". Thus, powerful knowledge in contemporary society concerns specialised knowledge, which we know is not available at home, especially in less advantaged social contexts. It is distinct from, and at the same time challenges, personal experience. We recognize the significance that the contextual/particular knowledge has for the subjects, however, in a republican and democratic perspective, in which everyone should be concerned with issues related to the common good, the powerful knowledge, by seeking to understand the universality and provide generalizations, provides the subjects (at least potentially) with a better understanding of the context, enabling lucid interventions in the world, because this type of knowledge provides a referential base so that the subject can make judgments.

Powerful knowledge, in Young's view (2007, 2011), is of conceptual nature. For Bagnara and Fensterseifer (2021), dealing with knowledge in a conceptual perspective is something very important for PE, but insufficient due to the nature of the "object" that this curricular component deals with at school. Thus, we are challenged to think what is a powerful knowledge that can encompass the universe of body culture of movement, because the thematization of games, sports, fights, gymnastics, dances, etc., requires a multidimensional approach (considering the conceptual and bodily dimensions), which can be configured in a perspective of teaching praxis. In the field of Physical Education, this is a great challenge.

This set of curricular knowledge provided in the form of competencies to be developed, should be appropriate to the different realities of schools, considering the characteristics of their region, local cultures, training needs and flexibility of curriculum organization (BRASIL, 2017c). In this understanding, the autonomy of educational institutions for the curricular organization is relative, because, at the same time that the legislation presents and allows various forms of operationalization of this perspective, it establishes a set of competencies that should constitute the background of this organization and the educative processes developed.

Regarding the form of effectiveness of the curricular knowledge, the CNCB follows the recommendations of the opinion CNE/CP n° 11/2009, and, in accordance with the Resolution n° 2, in its Article 8, highlights the possibility of the curriculum to be organized from the areas of knowledge (BRASIL, 2009, 2012, 2017c). In these terms, there is indication that the organization by areas of knowledge does not dilute or exclude the curricular components with their specificities and own knowledge, but, rather, implies the strengthening of the relations between them and their contextualization for apprehension and intervention in reality, requiring planning processes and collective work of teachers.

In this sense, the various curricular components that integrate the various areas of knowledge, according to the DCNGEBs,

[...] can be treated either as subjects, always in an integrated manner, or as units of study, modules, activities, practices and contextualized and interdisciplinary projects or diversely articulating knowledge, transversal development of themes or other forms of organization (BRASIL, 2013, p. 189).

Based on the elements presented so far, we understand that the pedagogical conception for the IHS to VTE, specifically in the FIs, faces a series of obstacles and difficulties for its effectiveness. Understanding the IHS and its particularities is crucial to advance in this issue, because, although there are in the legislation a number of indications about its operationalization, "the principles do not carry in themselves the rules of its application" (CARVALHO, 2013, p. 143). That is, the mere indication of certain legal assumptions in official documents does not guarantee that the actions of teachers in everyday school are guided by such assumptions and also understood in a consensual manner in all contexts.

In this sense, and in a more direct relationship with PE in FIs, a series of researches have been conducted, such as those of Silva (2015), Mendonça (2016), Santos (2016), Soares (2017), Sá (2019) and Bagnara and Boscatto (2021), which point out some difficulties regarding the effectiveness of the IHS. Based on the referred studies we can present some examples: the curricular components (including PE) are still developed in a disciplinary way, with little or no articulation/integration between the areas of knowledge; there are difficulties in building a theoretical-political basis that can assist in the consolidation of an integrated training; educational projects elaborated from the outside in, i.e., based on ready-made menus or elements of pedagogical projects from other contexts and courses; power struggles between the areas of general basic training with the professional area and between the areas of knowledge in the elaboration of the PPC; the dissonance between the graduate profile with the organization of knowledge and knowledge in the disciplines, revealing, in many cases, educational projects based on subjectivities and particular preferences and not taking as assumption an institutional horizon of training, among others.

We can understand that the difficulties presented may, hypothetically, derive from a historical context related to IHS, mainly due to the fact that it is a recent modality and that it is related to several elements. Among such elements we can highlight the very initial and continued training of teachers who enter the FIs, some of whom have Bachelor's degrees and no formative experiences in teaching and others with Bachelor's degrees, but guided by the historical disciplinary fragmentation; the possible lack of organization with times and spaces and the supposed absence of predisposition to develop planning and collective work; the fundamentals and prerogatives of the selection processes themselves, which may not contemplate, in their course, the legal and theoretical-conceptual specificities of the career of Basic, Technical and Technological Education (BTTE) and in the IHS to VTE, among others.

Even with the elements presented, in our comprehension, the public educational policy of the FIs exposes students the opportunity to develop a qualified training process in the context of teaching, research and extension. In this sense, the studies of Almeida et al. (2020) and Boscatto and Darido (2020) show concrete data on the profile of PE teachers in FIs, in which most have Master's and/or Doctoral degrees. Added to this are the objective working conditions that these educational institutions provide to their teachers, since most work in a regime of exclusive dedication, with incentives for qualification at the level of *Stricto sensu* Post-Graduation, with career plan with functional progression and with specific regulations that limit the number of hours/class to teach (ALMEIDA et al., 2020; BOSCATTO; DARIDO, 2020). These elements potentially contribute, without offering guarantees, it must be emphasized, for the development of more qualified training processes if compared to other public educational institutions that have different scenarios and with greater precariousness and difficulties imposed on teachers.

Among, however, the challenges and confrontations cited and others that may emerge with regard to PE, initially we understand that it is necessary to better understand its legal assumptions and its organizational possibilities to, subsequently, propose a perspective of training/place for this curricular component in the IHS, specifically in the FIs, which considers, at the same time, the specificities, particularities and assumptions of this educational modality, a task that, although possible, is admittedly complex.

## **PHYSICAL EDUCATION IN INTEGRATED HIGH SCHOOL: POSSIBILITIES FROM THE INTERPRETATION OF LEGAL FRAMEWORKS**

At the beginning of this topic it is important to emphasize that there is no legislation dedicated exclusively and directed to the curricular components and their particularities in the IHS to VTE. Therefore, we seek to perform a movement that addresses the assumptions and specificities of the legal point of view of PE in High School, without disregarding, however, the elements referred to in the legislation that deal with the particularities of the IHS (discussed in the previous topic). This path becomes essential, because the core aspect of this study is the search for understanding of how PE can be conceived within the scope of IHS in FIs. Such a note is necessary to the extent that we understand that, along with the changes in legal documents, this curricular component can also acquire different meanings and forms of development in the context of IHS to VTE, taking into account the different interpretations that can be elaborated by teachers working in this educative context.

Initially we point out that PE needs to be aligned with the assumptions described in the legal documents related to school education in a broader perspective, which were presented in the previous topic. At this juncture, we reinforce the understanding that educational institutions and all curricular components, and in this case, also PE, need to be thought from the republican and democratic pillars that, in theory, sustain the Brazilian society, added and tensioned by educational documents, for example, the CNCB and the specific documents of the educational institutions themselves (Institutional Pedagogical Projects, PPCs, among others).

Thus, as described in Article 26, paragraph 3, of the LDB, and in Article 9, subparagraph b, of Resolution N° 2 of CNE/CEB, PE needs to be integrated into the pedagogical proposal of the educational institution (BRASIL, 2012, 2017a). In this sense, Bagnara and Fensterseifer (2019a) emphasize that there needs to be effort on the part of PE teachers in formulating educational objectives articulated with the intentionalities of the school institution. By doing so, this curricular component could account for its educative responsibility, after all, being part of the formal curriculum, it should give its share of contribution to the formative process established in institutional documents.

The current version of the LDB, in its article 35-A, paragraph 2, indicates the mandatory inclusion of PE studies and practices for High School (BRASIL, 2017a). Given this assumption, there are elements that relate to the possibilities of developing "PE practices" (BRASIL, 2017c, p. 475) that oppose the conception of IHS presented in this text and also with the theoretical reference of the area of critical nature (KUNZ, 2004; SOARES et al., 2012, GONZÁLEZ; FRAGA, 2012; BETTI, 2013, among others). In this relation of opposition, we can highlight the pedagogical tradition of PE, which historically has a very close relationship with the development of sports practices in the classroom and which has received strong criticism from the so-called Renewal Movement<sup>5</sup> of the Brazilian PE, especially in the last decades.

A critical PE aims to overcome the essentially biological, hygienist, and sportive character that seeks the formation of "healthy bodies" and able to perform effectively its function in the labor market. In the view of Fensterseifer, González e Silva (2019), PE is configured as a curriculum component that has an educational responsibility based on objectives, content and knowledge that allow understanding, from its thematization, the world and the human dimension linked to the body culture of movement. Thus, PE should not limit itself to reproduce the meanings that are present in the different manifestations of body culture of movement, but rather, it needs to thematize and denaturalize them, highlighting the plurality of meanings.

Added to the criticism previously made about the "PE practices", as stated in the CNCB and which opposes to the PE developed in a critical perspective, the Law of the "New High School" enables the hiring of professionals with notorious knowledge to teach classes in areas related to their training or professional experience (BRASIL, 2017b, our emphasis). It is also added the possibility of developing PE in the form of "clubs or workshops", also provided for in the CNCB (BRASIL, 2017c, p. 472).

These aspects have enormous potential to infer to the PE an essentially instrumental and practical character, linking it to the physical-biological dimensions of the body or technical-tactical of

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<sup>5</sup> The Renewal Movement kept as one of the central themes of its debates and publications the idea of freeing PE from the stigma of a merely practical, technicist, mechanistic, sportive and reproductive activity, which was not concerned with the production of knowledge and the teaching of knowledge (BAGNARA, 2017).

certain sports, a perspective disconnected from the intentions of the school and which has been the target of questioning in recent years.

In our perception, the possibilities of performance in the form of PE "practices", presented by these legal documents, may limit the learning opportunities that this curricular component offers students, to the extent that hiring professionals with notorious knowledge and experiences restricted to a practical performance, would supposedly replace the hiring of professionals with specific training in higher education. The initial formative process in the Undergraduate level, in theory, enables future teachers to have access to scientific knowledge that the academic-professional training in the field of Physical Education has been producing over the past decades, which even put into question the development of classes essentially based on practical activities.

In addition, the possibility of replacing regular classes by activities in the format of workshops and clubs can lead to the understanding of PE classes (or activities) limited to physical-sport performance, something still present in some FIs, as Boscatto and Darido (2017) write. We understand that the development of PE close to the idea of club or workshop, despite providing opportunities for students to access certain body practices, can greatly restrict the possibilities of production of multidimensional knowledge and wisdom inherent in the universe of body culture of movement, and that, in our understanding, is the conceptual basis of the conception of PE in the IHS.

It is important to emphasise, however, that, in our understanding, it may be pertinent to think about the educational potential that giving students the opportunity to be part of sports teams, dance and/or gymnastic groups, etc., and to participate in presentations and school competitions, has. These experiences may even be one of the only opportunities experienced by the students to know the limits and bodily possibilities and the access to different places and cultures. Moreover, the organisation and preparation of these school teams and the consequent participation in events and competitions, even if it is not possible for all the students, depending on how the process is mediated, may contribute with the understanding of aspects related to this kind of event and that are also present in society, such as the participation in social groups, the organisational understanding of a competition, the respect for rules, ethics, discipline, collectivity, among other fundamental elements in the educational process of the subject.

The preparation and organization of sports teams and different groups need, however, to be linked to the particularities of the school institution and not to be confused with the training conducted in clubs and specialized schools. To this end, it is necessary to provide, in the organization of institutional times and spaces, specific moments for the development of these activities at times other than the PE classes, and not to restrict the pedagogical performance of PE to this teaching perspective.

Accordingly, other legal assumptions are displayed that demonstrate a broader conception of teaching, in which students, when experiencing and appropriating PE practices, "move with different intentionalities, built in their personal and social experiences with body culture of movement" (BRASIL, 2017c, p. 475). Even presenting the theme from the perspective of PE practices, a prism that can generate different tensions in the field of PE (as previously discussed), the CNCB itself deepens this premise by indicating that the movements (sports, fights, dances, gymnastics ...) are mediators of the symbolic and significant content of different social groups, requiring an approach that is integrated to the reflection on the body culture of movement (BRASIL, 2017c), therefore, something that goes beyond the perspective of exclusivity of body practice.

In this scenario, while the CNCB initially presents the possibility of developing PE from the perspective of practices, clubs and workshops, it also points to a scenario that prioritizes, in addition to the know-how, the reflective understanding about the meanings and senses implicit in the body culture of movement, which were and are historically constructed and should materialize within the pedagogical actions of PE in the IHS. It is important to highlight, then, that the ability to understand the symbolic elements that are inherent to the teaching contents is given by reflection processes that are mediated by language acts and through the intersubjective dialogue between those involved in the educational process in the PE classes, because, as far as discussions about what is being studied are enabled, the subjects have the opportunity to reflect and debate on the issues that are constituted and inserted in the historical and sociocultural context.

Thus, the legal documents, and more specifically, the CNCB, indicate that PE is located in the area of languages and their technologies, highlighting that corporeality and motor skills are understood as acts of language. Although such documents do not present, explicitly and in detail, what would be the theoretical perspective of corporeality and motricity, a deeper and contextual analysis of the CNCB enables us to think about a concept that overcomes exclusively the physical and biological dimension of the body and human movement, thematizing them, thus, as symbolic elements of languages and with senses and meanings produced by different and diverse sociocultural interactions of the subjects.

Therefore, we understand that, in addition to the development of studies and practices on body culture of movement, it is also essential to study the body/corporeity in the perspective of this same body culture of movement. In this relationship, Boscatto (2017, p. 126) demonstrates the importance of discussing some issues, for example, "[...] the culturally produced stereotypes of beauty, gender and sexuality; the factors that enhance the workforce in the labour field; the care for the worker's health; the physical and biological aspects that contribute to the improvement of the health condition". In this understanding, corporeality also presents itself as a theme for study in PE, as it can be problematized and tensioned considering its relationship, for example, with the world of work and other dimensions of life. Such pedagogical possibility can also be developed through projects, seminars, collaborative classes or other integrative activities in partnership with the other curricular components of the area of languages and their technologies.

In this sense, the CNCB presents the competencies and skills for PE together with the area of languages and their technologies (BRASIL, 2017c). By including PE in this way and even pointing out that the curriculum organization can be carried out from areas of knowledge, even without excluding the possibility of acting as a discipline, it is launched as a challenge for PE, initially, to articulate with the area of languages. In this direction, conceiving the curriculum of high school and, also, of the IHS under the premise of areas of knowledge, implies thinking about strengthening the existing relationships between the disciplines and their contextualization in the area (BRASIL, 2009, 2012, 2017a,b,c). To some extent, this perspective could help in a better dimensioning of the problem of fragmentation of PE knowledge with the area of languages, with other areas of knowledge and with the knowledge linked to VTE.

For González and Fraga (2009), the inclusion of PE in the area of languages is related to the consolidation of body culture of movement as an object of study of PE. The paradigmatic change in PE, in which the goal of this curricular component is no longer to make students physically fit to provide students with experimentation, knowledge and appreciation of different body practices, understanding them as dynamic, diverse and contradictory cultural productions, allowed a kind of broadening of the educational horizon of PE at school, considering, in this new premise, the body language as a central element of the pedagogical work, and no longer the body practice as means and ends.

The CNCB thus emphasizes that the area of languages, and in this case, in particular, PE, should contribute to "train individuals able to enjoy, produce and transform the body culture of movement, taking and sustaining ethical, conscious and reflective decisions about the role of body practices in their life project and in society" (BRASIL, 2017c, p. 475). There are in the area several scholars who present a similar position, such as González and Fraga (2012), Betti (2013), Bagnara and Fensterseifer (2019a), among others. To account for this educative perspective it is necessary that PE develops an educational project and, at the same time, extended and dense, because, according to the CNCB, at the end of high school the student should present a deep and systematic understanding about the presence of body culture of movement in his life and in society, including the social, cultural, ideological, economic and political factors involved in the practices and discourses that cross and circulate about them (BRASIL, 2017c).

In addition to presenting some legal aspects that place the specificities of PE in the area of languages, it is necessary to analyze what is the place of this curriculum component in the context of VTE. Thus, it is pertinent to ask: What would be the educational responsibilities and the possibilities of articulating the knowledge of PE in the educational itinerary of the IHS to VTE?

The legal frameworks, which were presented and discussed in this text, conceive school education and, in this scenario, also the IHS, as a time and space intended for ethical training, with emphasis on the common good and democratic order, providing students with knowledge of the world

and the establishment of a more lucid relationship with it, with the potential to assist in the exercise of citizenship. In view of this, we also understand that PE in IHS is not linked to a perspective restricted to technical or instrumental training, which relates to the exercise of certain professions or the development of technologies. We understand, on the other hand, in the same way as Boscatto and Darido (2020), that the PE in the IHS has the potential to contribute to a necessary training for life, for the exercise of citizenship and for the understanding of the cultural context in which subjects are inserted. In this context, training for performance in the world of work is one of the dimensions that is present.

To achieve this perspective, based on the assumptions already mentioned in this text, there is the need to theme scientific knowledge, which enable the study of body culture of movement, and establish its relations with the world of work, preferably, and whenever appropriate, in an articulated manner. For Frigotto (2012), work, culture and science are three fundamental dimensions for the formation of a basis for critical understanding of how human society works and is constituted in its social relations and how the world of nature works. For the author, this is a precondition for being able to understand and act with the new technical and scientific bases of the production process.

Considering these assumptions, for the specific pedagogical performance of the PE in the FIs, this may mean that this curricular component cannot have the assignment of training qualified manpower for the performance in the workplace or exclusively for the maintenance and production of healthy bodies and able to perform and maximize their strength in the workplace. On the contrary, "[...] it is important that students understand the aspects inherent to the body instrumentalization, the productive, economic and social relations within the scope of employment and the biological and sociocultural conditioning that interfere with the subjects' health" (BOSCATTTO, 2017, p. 132). Thus, it presents a broader relationship in the training of subjects, to the extent that PE assumes a pedagogical responsibility that overcomes an instrumental character and contributes to the clarification of sociocultural and economic elements of the world of work.

For the effectiveness of this premise, it may be necessary some connections between the elements inherent to body culture of movement and other areas of scientific knowledge, as the complexity of what is being studied may require an approach based on the articulation of knowledge and knowledges. In this direction is that the powerful knowledge, in Young's perspective (2007), can give support for the critical understanding of social, economic relations, of physical, chemical and biological phenomena that are established in the world of work and in the scientific and technological development. According to Pacheco (2012), IHS training suggests the problematisation of scientific knowledge historically produced and accumulated by society and the objectives of professional training from a perspective of integration of dimensions. Thus, it is up to PE in IHS to weave the possible relationships between knowledge about the body, body culture of movement and professional training.

Assuming these assumptions, the PE in the IHS needs to problematize the body culture of movement in its condition of symbolic content, linked to different social groups, considering multiple perspectives, such as democracy, diversity, society, culture, ideology, economy and politics, which constitute and cross the practices, discourses and symbols of the body culture of movement. This premise infers to PE the need for a multidimensional approach to curriculum knowledge. Thus, the elements that compose the universe of body culture of movement (sports, dances, fights, gymnastics...) need an approach that includes the conceptual dimension, which refers to an appropriation and theoretical-critical understanding about what is studied, in an organic relationship with learning and individual and collective corporal experimentation, configured in the educational praxis.

Considering the described as background and based on the assumptions presented to meet the theoretical and legal premise of PE inserted in the IHS, it is essential to understand that the body culture of movement and knowledge about the body can be understood as the main specificities of this curricular component. For the materialization and organization of pedagogical processes, educational actions can be developed taking as a starting point the scientific knowledge that makes up the academic field of PE itself. Moreover, the specificities of PE could and should, whenever possible, articulate with the knowledge of other curricular components in at least three distinct dimensions, interdependent or not: a) with the other knowledge of the language area; b) with the other knowledge of the general training core; and c) with the other knowledge of the technical-professional training area.

At the end of this analytical process we understand that the task of thinking about PE in the the capacity of theoretical and conceptual abstraction of teachers about the legal assumptions, without legal assumptions, without neglecting to consider the particularities of each educational context. We understand and recognize that this is not an easy task or one that could be carried out in a metaphysical perspective (from outside to inside); on the contrary, it is quite complex, and in several contexts, it still needs to be inaugurated. Thus, it seems to us that the elaborations and propositions teachers in their educational contexts, taking the legal frameworks as a basis and betting on the assumption of the legal frameworks and betting on the assumption of the protagonism about their teaching.

## FINAL CONSIDERATIONS

The Brazilian educational legal frameworks do not present, in a clear and explicit way, what could be the educational conception for the teaching of PE in the IHS to VTE. Thus, the PE teachers, when analysing, interpreting, understanding and discussing the documents dealing with this curricular component, need, in each educational context, to design it according to their pedagogical possibilities, in line with the institutional documents and considering the particularities of each sociocultural context. Thus, teachers are given the opportunity to develop a movement that may contribute to the construction of a pedagogical identity for PE in IHS according to the distinct possibilities of action, without disregarding, however, the legal and normative aspects that govern public education in Brazil.

It is important to emphasize again that, even having the option not to agree with all the legal documents, it is necessary to understand that they were prepared by the collegiate bodies that constitute the Republic and, therefore, they are official documents and need to be critically discussed by PE teachers in the preparation and development of school curricula and educational processes. At the same time, precisely because they are documents produced in the context of a Democratic Republic, it is possible, based on analysis and critical positioning of the subjects that compose it, to propose revisions and adjustments from time to time. This is one of the main reasons that raise the need for critical appropriation, by PE teachers, of documents dealing with the responsibility of PE in school education in various educational modalities.

In an attempt to stimulate the debate about the central questions that led to the writing of this text, which deals with the conception and, consequently, the "place of PE in the IHS", closer to the FIs, we risk the preparation of an initial outline. In our conception, PE, in the context of VTE, can contribute to the training process of emancipated individuals with critical capacity, prepared to act autonomously from the body culture of movement in its condition of symbolic content, produced by various social groups throughout history, through the thematization of scientific, technological, ethical and aesthetic knowledge that can be articulated with the world of work. Therefore, it is fundamental that students reflect, discuss, experience and appropriate the knowledge inherent to body culture of movement and body from a multidimensional approach articulated with the different areas of scientific knowledge and with the professional training area.

From this perspective, PE is assigned the responsibility of contributing to the formation of political subjects, providing a basic reference framework that can help them exercise citizenship in the context of a republican and democratic society. Thus, students, when concluding the IHS, need to understand and relate lucidly with the universe of body culture of movement, articulating the knowledge and knowledge produced in this scope with the other dimensions of life, for example, the world of work, politics, democracy, societies, diversity, cultures, arts, ideologies, economy, among others.

We perceive that the theoretical elements presented throughout this text still need more appropriation, discussion and reflection by those involved with the IHS, so that new interpretations and future propositions about PE can be developed. In this sense, it may be pertinent to consider the need to perform curricular (re)organizations in the context of IHS to VTE which could be conceived from times and spaces of studies and dialogues on the possibilities and the unfolding of legal frameworks in everyday school, allowing the identification, including its limitations.

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