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THE CURRICULUM FOR THE IMPLANTATION OF THE TIRADENTES MILITARY POLICE COLLEGE OF JACY-PARANA - RO, BRAZIL.

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Abstract:

The present article objective is to study the construction of a pedagogical approach and the curriculum for deployment of the Tiradentes Military Police College of Jacy-Parana - CTPMII, built through work of clearing the Jirau Hydroelectric Plant, will attend from the 6th year of elementary school to the 3rd year of high school. The Military Police of Rondonia State is responsible for the administration in partnership with the State Department of Education - SEDUC, Secretary of Security and Citizenship - SESDEC with support of the Executive Board of Preparatory Education and Care of the Army - DEPA, through the Military College of Brasilia - CMB. The mission is to foster teaching and development based on discipline and hierarchy of the district civil community. Created under state government of Rondonia (Brazil), by Decree Law no. 17,462 of December 28, 2012, with the capacity of 900 students, in the district of Jacy-Parana, municipality of Porto Velho, Rondonia, Brazil. This study uses an exploratory research approach, combined with data collection and a document analysis of the political-pedagogical project of CTPMII and the CMB.

KEY WORDS:

Curriculum Analysis, Pedagogical approach, Tiradentes Military Police College.

1. INTRODUCTION

The first Military College was created by Imperial Decree no. 10,202 in 1889, in the name of Imperial Military College of the Court. It was dreams of the Duque of Caxias and the Marques of Herval, with education directed to the orphans of soldiers killed in the War of Paraguay. Today, 12 Colleges in Brazil belonging to the Brazilian Army (Military College of Brasilia, revised 2008).

According to the General Plan and Teaching PGE/CMB, edition 2013 of the Brazilian Ministry of Army Defense and the Department of Education and Culture of the Army. The military institutions seek the formation of a citizen resolutely ethical, conscious of their rights and duties and ready to cope with the demands that arise, in the most diverse fields and levels of human activity. Where the student is the main

actor of the teaching and learning process, having the teacher as legitimate mediator of this process chasing quality principles such as the impairment of the leaders, valuing of the individuals, social responsibility, prospective vision and continuous improvement.

Ioschpe (2012, p.97), discussing how to improve the education launches the question, what to do in Brazil to evolve with the magnitude and the rapidity required? For him, the path is at the junction of three main factors: classroom practice, where one of the questions is the efficient use of time in classroom. Training of teachers, the educator must be encouraged to understand their role as "agent transformer of reality (...) ". And, school administration, where the quality of leadership is considered an attribute of success to any collective organization, and the school is not different.

According to Souza (2012, p. 111) pointing out three factors that contribute to the pedagogical management of the institution: The manager must submit a remarkable leadership role and even counting with a competent team must know and master all the processes of the institution, listen to the team, motivates, with clear drive for the achievement of educational objectives proposed. In addition to the pedagogical planning, dedicated school supervision and commitment to the institution.

Initially, when first registered in Military College the students are classified with "good behavior" (8.0). This grade of behavior may increase or decrease in accordance with the disciplinary rules of the student's knowledge and their parents participation. The same grade accompanying them throughout their school life in the institution. The numerical rating of the performance of the student has as criteria: Grade 10 (exceptional), grade 9 to 9.99 (great), grade 6 to 8.99 (good), grade 5 to 5.99 (regular), grade 3 to 4.99 (not satisfactory) and grade 0 to 2.99 (very poor).

The Tiradentes' Military Police College in Jacy-Parana (CTPM II) was created by Decree Law no. 17,462 of December 28, 2012, has the capacity for 900 students and is located at Street Bem-te-vi, Gleba 26, district of Jacy-Parana, municipality of Porto Velho, 90 km from Porto Velho, Rondonia, Brazil. Its administration was handed over to the Military Police of Rondonia.

Santos (2009) describes the origins of Jacy-Parana district at the end of the last century, with the coming of Northern migrants for the rubber plantations. Strategic Point of workers in the construction of the Road for the Iron and Wood Mamore (EFMM). By around 1910, became the Railway Station of Jacy-Parana and district in 17 of April 1945. With the deactivation of the EFMM trade almost disappeared, reappearing with the construction of the motorway BR 364, which has resulted in the 1980s most serious land conflict, resolved with the installation of new families to the right edge of the highway, towards Porto Velho - Acre, appearing the new village called Vila Nova in Jacy-Parana.

The educational project of the CTPM II, in the district of Jacy-Parana, location of the construction site of Jirau Hydroelectric Plant, proposed to form citizens capable of acting with competence and dignity in contemporary society, by adopting a pedagogical practice centered on both; critical-social trend, taking as base the theories of Robert M. Gagne, Vygotsky and Piaget, and has an objective, to provide learner awareness, empowerment and effective participation in the teaching-learning process.

The pedagogical praxis of the CTPM II will be structured by pedagogical principles of interdisciplinary, according to the National Curriculum Parameters from the Ministry of Education, starting from the assumption that the knowledge of their near reality can and will motivate the learner to understand the complex relationships existing at global level, around five foundations of social life: physical-environmental, socio-historical, sociocultural, political, and economic-productive, seeking to develop competencies, skills and capabilities for broader interpretation of their experiences of life.

The project adopted the discipline concept of Vasconcelos (1994), which defines the education discipline such as the provision of students to follow the teachings and rules of proper behavior. Currently, the lack of discipline is major cause of concern in general; for managers, teachers, family and authorities of Public Security in the country, a fact that is repeated also in the district of Jacy-Parana, Rondonia, Brazil.

Jacy-Parana is the hydroelectric of Jirau nearest village, referential for the 25,000 workers who occupied the work fronts of Santo Antonio mills and Jirau in 2009. Prior to 2009 there were 4,000 inhabitants only, today it has more than 15,000. The population suffers social blackspots such as, lack of local health system, public safety, high rate of child prostitution, high consumption of licit and illicit drugs, as well as constant installation of bars and brothels. There is an single state school called Mary of Nazareth, extremely overcrowded with hundreds of children still without registrations. Between 2007 and 2008, the demand for new registrations in Porto Velho jumped from a mere 1,500 to 4,000. (Source: Journal of the Amazon, 27 October 2009).

According to Myrdal (1957), for the development to occur in certain regions that suffered heavy negative impacts there need for State intervention. Intervention that goes beyond the logic of the market, considering not only economic issues, but also social investment, in a way as to ensure the local development, having the State playing an important role as organizer and social enterprise.

All students enrolled at the Military College complete a questionnaire to serve as a tool in

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diagnostic evaluations. The majority come from schools, among which there are kids of the local village, Bolivians, indigenous peoples, as well as kids of well paid mill's workers, workers of the plant and of other residents attracted to town by the installation of the mills, originated from different Brazilian states. A Large part of the students already enrolled come from unstructured families, and sees the Military College as an opportunity to receive from the state a differentiated structured teaching and through this a chance to ascend socially, reaching a future more worthy, and with greater quality of life.

The overall goal is: to assess the Pedagogical Management, combined with the discipline and hierarchy of a Military College, as a differential for learning, in an area of social exclusion and vulnerability. The specific objectives are: (a) draw up, curricular matrix with increased workload of basic modulo and times of classroom differentiated from the state schools, in accordance with the LDB 9394/96; (b) to carry out comparative analysis between the matrix curriculum of the Tiradentes Military Police College of Jacy-Parana and the Military College of Brasilia; (c) to adapt to our local reality the pedagogical and disciplinary procedures from the Military College of Brasilia, in view that they already develop a work focused on lag students school, where 90% (90 per cent) of the clientele are children of military personnel of different patents, coming from various regions of Brazil (a large part of the Amazon region) and of foreign countries, requiring for entrance to the institution a serious assessment of conditions of this student and an serious monitoring for leveling.

2. METHODOLOGY

This study used an exploratory approach to research, data collection was by documentary analysis of the political-pedagogical project of CTPM II and the Military College of Brasilia - CMB. The collection of data was made by documentary analysis of the political-pedagogical project of the College as well as bibliographic research.

3. RESULTS AND DISCUSSION

The military education was initially set up in a manner giving handouts, for children of military personnel, aiming quality education and discipline as basis. The Military Colleges have a common Disciplinary Regime. According to the Student Handbook of the Military College of Brasilia, the discipline is a pre-requirement for success, in both civil and military life. However, discipline must be conscious. The reason to be disciplined must never be due to fear, to the presence of a superior or an unwanted witness, but due to the conviction of been performing well, right and correct. A student who obeys will be a citizen who also obeys the laws. These institutions offer to civilians an enrolment within competitions so crowded as the best Brazilian public universities.

Souza (2012, p.110) evaluates the methods and procedures applied to the Military College of Brasilia, that has been highlight among the 12 Colleges Military network for discipline, hierarchy, strongly structured, within great responsibility on the success of the institution, allied within the differentiated pedagogical management. Since the year 2006, the institution conducts a pilot experience featuring a new arrangement in the sections of education, valuing and performing the most modern conceptions of teaching and learning in accordance with the (PCN - National Curricular Plan), which provides for a transmission of interdisciplinary and contextualized curriculum contents, which depends, directly, of an effective joint planning of teachers belonging to all areas of knowledge covered by the program. In this way, the organization of sections of teaching occurs per year, each of which possesses a Coordination of Education, i.e. the teachers of all disciplines of the same school year form a team, whose main objective is an integration of program contents and the fulfillment of plans laid down in a consistent manner.

The school pursues purposes and it is important to emphasize that educators need to have clarity of the goals of their individual school. Furthermore, there is a need to reflect on the educational action that the school develops on the basis of the aims and the goals that it sets. The aims of the school relate to effects intentionally desired and pursued (ALVES, 1992, p. 19).

The amendment of the Matrix Curriculum of Elementary and Middle level Education had as point of departure the LDB 9394/96 laying down minimum hour load of 800 hours and with 200 school days. The mission of the EEEFM Tiradentes of Jacy-Parana to is to provide a quality education, having as objective a pedagogical project differentiated, and guided in discipline and excellence of teaching, seeking the social rescue of the children and adolescents of Jacy-Parana district. Locally classified by public security as an area of the state with social exclusion and extreme vulnerability. The project develops new possibilities to the local clientele, raising their expectations for the future, consequently their self-esteem by having the certainty of been part of a differentiated teaching institution.

The institution has as goal to become an agent of transformation in the community, seeking to

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draw a differentiated pedagogical project, having as a parameter the pedagogical planning of Brazil's Army Colleges, renowned institutions and highlighted in the educational area, seeking to achieve a level of academic excellence, which will be analyzed quantitatively by means of national indices such as: proof of National Examination of Middle School Education (ENEM), the result of the Index of Development of Basic Education (IDEB), as well as the results in vestibular, and the statistics for monitoring carried out within the school through the Section of Education at the College.

The amendment carried out was the increase of study load; hourly, daily and annual. In the disciplines of Portuguese Language, Mathematics, Physics, Chemistry, Biology, History and Geography, in order to meet the legal requirements and the peculiarities of the institution, by means of a coherent proposal consistent with the interests and the needs of the students, to achieve the goals proposed in the project of creation of the school. The proposal changes come to meet the needs and specificities of the proposal of the school, in line with the philosophical views and mission of the institution. Thus strengthening its configuration. It is proposed to meet the students needs, narrowing the gap within their own constitution as an entity. Combining teaching and social function and constantly searching a new nature with recognition that it's in essence formal.

Weber (1998, p. 21) highlights the need to ensure that all excluded from social goods, conditions of human life, the care for their basic needs with serious policies. The essential importance of believing in the possibility of construction and reconstruction of man and of the world. Therefore, the possibility of transforming the social order installed. Teaching is not transferring knowledge, but to create the possibilities for its own production or construction (FREIRE, 1996, p. 47).

The institution through its staff and customers have a clear understanding of that, to form is much more than to train people or mobilize memories, we are talking about how to develop in these students the necessary values and skills needed to integrate those individual students project to the general project of the community in which they are inserted, contributing in his improvement as a person, in their training, and in the development of their intellectual autonomy and critical thinking. Allowing students to perceive their reality and enable citizenship participation, seeking to answer their own questions, and learn from their social group, being an agent that transforms and is refined at the same time, aimed to the formation of a participative and active citizen aware of their role in society.

Curricular components		YEARS / Workload								Total Workload
		6 ^o	CH	7 ^o	CH	8 ^o	CH	9 ^o	CH	
Common National Base	Lingua Portuguesa	05	200	05	200	05	200	05	200	800
	Arts	01	40	01	40	04	40	01	40	160
	Educing Physics	02	80	02	80	02	80	02	80	320
	Mathematics	05	200	05	200	05	200	05	200	800
	Science	02	80	02	80	02	80	02	80	320
	History	03	120	03	120	03	120	03	120	480
	Geography	03	120	03	120	03	120	03	120	480
	Religious Education	01	40	01	40	01	40	01	40	160
Subtotal		22	860	22	860	22	860	22	860	3440
Diverse Part	L.E.M	02	80	02	80	02	80	02	80	320
	sociology	01	40	01	40	01	40	01	40	160
	Agricultural Technique	01	40	01	40	01	40	01	40	160
Subtotal		04	160	04	160	04	160	04	160	640
Grand Total		26	1020	26	1020	26	1020	26	1020	4080

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INDICATORS:

School Days Annual :200 days
C/H Annual :1020
School Days Weekly :05
NO Weekly Classes :20 of 60 minutes
Form- classroom :50 Minutes
Form Recreation:15 Minutes
Form Weekly:40 Weeks

Observations: Religious Education should be taught in the opposite part of the year (optional)

Figure 01 - Curriculum Matrix the 6th and the 9th year of Elementary School CTPM II. Source PGE CTPMII/2014.

As can be observed in figure 01, the matrix curriculum of elementary schools in the public network of the state has 800 hours annual classroom that has been changed to 1020 hours classroom per year. It has been added to the weekly classroom 01 hour of Portuguese, 01 mathematics, 01 classroom geography, 01 history lesson. For this to be possible each classroom time will be 50 minutes long and the activities of Spanish language and physical education will be held on shifts. Classes will be offered for reinforcement in the form of duty and the student will also attend in shift. In addition to activities of order schoolhouses are attended in groups, sports teams, and the musical band of the college, the goal is to provide the student activities with their own profile, which will add to its cultural formation and an active citizenship.



MINISTRY OF DEFENCE
ARMY BARSILERO
DEPARTMENT OF EDUCATION ECULTURA ARMY
BOARD OF EDUCATION AND PREPARATORY ASSISTANCE
COLEGIO MILITARY BRA COUNCIL (1978)

APPENDIX "C" (GRADE ACADEMIC THE FUNDAMENTAL ENSISNO) TO PGE / CMB-ED 2013

MATRIX CURRICULAR ELEMENTARY SCHOOL								
ACTIVITIES			CHARGING TIME				TOTAL (h/a)	
			6 ^o year	7 ^o year	8 ^o year	9 ^o year		
D I S C I P L I N A S C U R R I C U L A R E S	BASE NAC IONAL COMMON M	PORTUGUESE LANGUAGE	5	5	5	5	800	
		MATHEMATICS	5	5	5	5	800	
		CTENCLAS PHYSICAL And BIOLOGICAL (CFB)	4	4	3	4	600	
		GEOGRAFLA	3	3	3	2	440	
		HISTORY	3	3	3	2	440	
		EDUCACAO PHYSICS	4	4	4	4	640	
		ART I	1	1	-	-	80	
		LEM (ENGLISH LANGUAGE) - SEAN	3	3	3	3	480	
	IPA TEN DIVERSIFIED	DRAWING GEOMETRIOO	-	-	2	2	160	
		Provision COMMAND OR EDUCATIONAL (f and g)	-	-	-	1	40	
		EDUCATION AND MILITARY CIVICA	1	(a)	1	(a)	1	100
		ORIENTACAO EDUCACIONAL	(b)	(b)	(b)	(b)	-	60
		EDUCACIONAL COMPUTING	(c)	(c)	(c)	(c)	-	
		RELIGIOUS EDUCATION	(d)	(d)	(d)	(d)	-	
		INTERDISCIPLINARY WORK	(e)	(e)	(e)	(e)	-	
		CIVIOO-MILITARY ACTIVITY (IN CHARGE OF DIRECAO TEACHING) (f)	1	1	1	1	160	
		TOTAL	TIME /CLASSROOM (WEEK)	30	30	30	30	-
		TOTAL	TIME /CLASSROOM (YEAR)	1200	1200	1200	1200	4800
TOTAL	TIME (YEAR)	900	900	900	900	3600		

Figure 02 - Matrix Curriculum the 6TH and the 9TH year of Elementary School CMB. Source: PGE /CMB/2013.

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By confronting the curricular matrix of CTPMII in the state network and the CMB, is noted that the annual hourly load is 1,200 hours of classroom, this occurs because the times of classrooms are 45 minutes and due to the various activities practiced by students in against shifts classroom, what shows a solid basis to teaching applied in College, according to the Colonel Flag General Coordinator of the College, tests were carried out in relation to the increase of classroom time, according to him with times of an hour there was not an optimization in classes, the yield was not the same, with 45 minutes there is a much greater or efficient use of the learner that secures the attention in the classroom, because it is not wearied with a classroom so long, the teacher optimizes the time, according to him there was no loss of content, the same subject that is given in an hour simply continues being given in 45 minutes.

		GOVERNMENT OF STATE OF RONDONIA ENTITY SPONSOR : SECRETARIAT OF STATE OF EDUCATION SCHOOL E E F M CALM OF DISTRICT OF JACY PARANA- RO MUNICIPALITY OF PORT OLD-RO DECREE LAW NO.17,462 of 28/12/12 Matrix Curriculum Of Education Average Regular –(Daytime) Year 2013							
Area Of Knowledge	Componentes Of Curriculum	YEARS / Hours						Total	
		Base National Common			Part Diverse				
		1 ^o	2 ^o	3 ^o	1 ^o	2 ^o	3 ^o		
Language, Codes, and its Technologies	Lingua <u>portuguese</u>	04	04	04				480	
	Art	01	01	01				120	
	L.E.M Lingua English				01	01	01	120	
	L.E.M Lingua Spanish				01	01	01	120	
	Physical Education	01	01	01				120	
Sciences Of Nature, Mathematics, Technologies	Mathematics	03	03	03				360	
	Chemical	03	03	03				360	
	Physical	03	03	03				360	
	Biology	03	03	02				320	
Sciences human and Its Technologies	History	02	02	02				240	
	Geography	03	03	02				320	
	<u>Sociaology</u>	01	01	01				120	
	Philosophy	01	01	01				120	
	History of State Of <u>Rondonia</u>						01	40	
	Geography of State of <u>Rondonia</u>						01	40	
Subtotal		25	25	23	02	02	04	3240	
Grand Total		27	27	27	-	-	-		

INDICATORS:

Days Academic Annual : 200 Days

Days Academic Weekly : 05

No. of Classes Annual : 27 of 50 Minutes

Modules Class : 50 Minutes

Modules Recreation : 15 Minutes

Modules Weekly : 40 Weeks

Observation: A discipline of Education Physical will be ministrada on tumo contrary to of year

A discipline of Lingua Spanish should be given on tumo contrary to of year (optional)

EACH SERIES : 1080 HOURS CLASS

Figure 03 - matrix curriculum 1st to 3rd year of middle school of CTPM II. Source PGE CTPMII/2014.

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As can be observed in figure 04, the curricular matrix in the state's middle school public network has 800 hours annual classroom that was changed for 1080 hours classroom per year. It has been also added to the weekly working hours 02 classes of Portuguese, 01 mathematics, 01 classrooms, 01 geography lesson of history, 01 chemistry and 01 physics classroom, to reach this results the hourly load times were reduced to 50 minutes per classroom and the activities of Spanish language and physical education will be carried out in turns.



MINISTRY OF DEFENSE
BRAZILIAN ARMY
EDUCATION AND CULTURE DEPARTMENT OF THE ARMY
BOARD OF EDUCATION AND HEALTHCARE OROARATORIA
MILITARY COLLEGE OF BRAZIL(1978)

ANNEX "D" (GRADE CURRICULUM OF SECONDARY EDUCATION) THE PGE / CMB-ED

MOTHER OF MIDDLE SCHOOL CURRICULUM						
ACTIVITIES			Hours			
			10 YEAR	20 YEAR	30 YEAR	Total (h / a)
CURRICULUM SUBJECTS	NATIONAL JOINT BASE	PORTUGUESE LANGUAG	3	3	3	360
		LITERATURE	2	2	2	240
		MATHEMATICS	4	4	4	480
		BIOLOGY	3	3	3	360
		PHYSICS	3	3	3	360
		CHEMISTRY	3	3	3	360
		GEOGRAPHY	2	2	2	240
		HISTORY	2	2	2	240
		PHYSICAL EDUCATION	2	2	2	240
		PHILOSOPHY	1	1	1	120
		SOCIOLOGY	1	1	1	120
		ART II	-	1	1	40
		PART DIVERSIFIED	LEM ENGLISH and SPANISH	2(a)	2(a)	2
	CIVIC EDUCATION AND MILITARY EDUCATIONAL GUIDANCE		1 (b) (c)	1 (b) (c)	1 (b) (c)	120
	EDUCATIONAL COMPUTING		(d)	(d)	(d)	-
	CIVIC-MILITARY ACTIVITY (A POSITION OF DIRECTOR OF EDUCATION) (E)		1	1	1	120
	Total		TIME / CLASSROOM (WEEK)	30	30	31
	Total	TIME / CLASSROOM (YEAR)	1200	1200	1240	3640
	Total	TIME (YEAR)	900	900	930	2730
	REMARKS :					
(a) LEM (ENGLISH and SPANISH-SEAN-INSTRUMENTAL) A SPANISH WILL BE OFFERED THE PARTIE 1 ^o Year/IN						
(b) CIVIC and MILITARY EDUCATION (COUPLE WEEKS);						
(c) EDUCATIONAL GUIDANCE (ODD WEEK);						
(d) ACTIVITY offered in TUMORAL CONTRARIO MANDATORY FOR STUDENTS AND QUO NOT HAVE BASIC KNOWLEDGE						
(e) Activity that does not comprise the HISTORICAL EDUCATION OF STUDENTS / MS						

Figure 04 - matrix curriculum 1ST to 3RD year of middle school of CMB. Source: PGE /CMB/2013.

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The workload of the middle school is also greater than the network of state schools and the CTPMII, the 1st and 2nd year have 1200 hours annual classroom and the 3rd year 1240 hours and this is due to the activities carried out in shifts as well as the 45 minutes time practiced successfully by the college.

According to Veiga (2002) in his book, "political-pedagogical Project of the school: a construction possible," brings the curriculum as an important element that constitutes the school organization, which implies that the interaction between subjects who have the same goal and the option for a theoretical framework that sustains this goals. It is a social construction of knowledge, assuming that the systematization of the means for which this construction withdrawal becomes finally effective. Therefore, production, transmission and assimilation are processes that comprise a methodology of collective construction of school knowledge, i.e. refers to the organization of school knowledge, which is dynamic and not a mere simplification of scientific knowledge, process and product, at the same time.

The authors emphasize the fact that the school must seek new forms of organizing the curriculum, in a way that the school knowledge (content) should establish an open relationship and be inter-related to other ideas, an integrative curriculum seeking to reduce the isolation of disciplines.

4. FINAL CONSIDERATION

Finally, within the changes made in the curricular matrix, the main aims is to provide basic education with greater consistency to the learners, that by having lag during the training can not compete in the same level with the students from private schools, for this reason it was chosen as a model the Military College of Brasilia, a public school, where similarly the students come from all regions of Brazil with different backgrounds.

In addition, as known by the Director of Education and Professor of CMB, Major Selma the college has students, that are children of Army soldiers who lived in the most remote areas of the Amazon, coming from public school of a terrible quality, and when they arrive at the school they are placed in the intense leveling process. Additionally to a curriculum matrix, the professionals are focused on the students learning with emphasis on positive results in Army schools and the vestibular, as the results have been shown, by the excellent grades obtained by the students and via the high competitively that civilians submit themselves in order to study at the CMB. The pedagogical project of CTPMII has as its model the pedagogical project of CMB, saved in due proportion everything adaptable to our local reality, also taking into consideration the influential factors and regional peculiarities specific to the district of Jacy-Parana, Rondonia/Brazil.

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