



IDENTIFYING DATA

Social sciences teaching

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|---------------------|--|-----------|------|------------|
| Subject | Social sciences teaching | | | |
| Code | P02G120V01503 | | | |
| Study programme | (*)Grao en Educación Primaria | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Mandatory | 3rd | 1st |
| Teaching language | Spanish | | | |
| Department | Special Didactics | | | |
| Coordinator | Moragón Arias, María Pilar | | | |
| Lecturers | Moragón Arias, María Pilar | | | |
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| Web | | | | |
| General description | This *asignatura consists in teaching to the Master futures to enter to the boys in the knowledge of the distinct Social Sciences that compose the contents of the *DCB for the Primary Education, as well as to recognise the difficulties of learning of the distinct concepts and notions related with the Social Sciences. | | | |

Competencies

| | |
|------|---|
| Code | |
| A1 | |
| A2 | |
| A3 | |
| A4 | |
| A5 | |
| B1 | (*)Coñecer as áreas curriculares da Educación Primaria, a relación interdisciplinar entre elas, os criterios de avaliación e o corpo de coñecementos didácticos ao redor dos procedementos de ensino e aprendizaxe respectivos |
| B3 | (*)Abordar con eficacia situacións de aprendizaxe de linguas en contextos multiculturais e plurilingües. Fomentar a lectura e o comentario crítico de textos dos diversos dominios científicos e culturais contidos no currículo escolar |
| B4 | (*)Deseñar e regular espazos de aprendizaxe en contextos de diversidade e que atendan á igualdade de xénero, á equidade e ao respecto aos dereitos humanos que conformen os valores da formación cidadá |
| B5 | (*)Fomentar a convivencia na aula e fóra dela, resolver problemas de disciplina e contribuir á resolución pacífica de conflitos. Estimular e valorar o esforzo, a constancia e a disciplina persoal nos estudantes |
| B6 | (*)Coñecer a organización dos colexios de educación primaria e a diversidade de accións que comprende o seu funcionamento. Desempeñar as funcións de titoría e de orientación cos estudantes e as súas familias, atendendo as singulares necesidades educativas dos estudantes. Asumir que o exercicio da función docente ha de ir perfeccionándose e adaptándose aos cambios científicos, pedagóxicos e sociais ao longo da vida |
| B7 | (*)Colaborar cos distintos sectores da comunidade educativa e do contorno social. Asumir a dimensión educadora da función docente e fomentar a educación democrática para unha cidadanía activa |
| B8 | (*)Manter unha relación crítica e autónoma respecto dos saberes, os valores e as institucións sociais públicas e privadas |
| B9 | (*)Valorar a responsabilidade individual e colectiva na consecución dun futuro sustentable |
| B10 | (*)Reflexionar sobre as prácticas de aula para innovar e mellorar o labor docente. Adquirir hábitos e destrezas para a aprendizaxe autónoma e cooperativa e promovela entre os estudantes |
| B11 | (*)Coñecer e aplicar nas aulas as tecnoloxías da información e da comunicación. Discernir selectivamente a información audiovisual que contribúa ás aprendizaxes, á formación cívica e á riqueza cultural |
| C13 | (*)Promover o traballo cooperativo e o traballo e esforzo individuais |
| C14 | (*)Promover accións de educación en valores orientadas á preparación dunha cidadanía activa e democrática |
| C23 | (*)Analizar e incorporar de forma crítica las cuestiones más relevantes de la sociedad actual que afectan a la educación familiar y escolar: impacto social y educativo de los lenguajes audiovisuales y de las pantallas; cambios en las relaciones de género e intergeneracionales; multiculturalidad e interculturalidad; discriminación e inclusión social y desarrollo sostenible |
| C29 | (*)Recoñecer a mutua influencia entre ciencia, sociedade e desenvolvemento tecnolóxico, así como as condutas cidadás pertinentes, para procurar un futuro sostenible |

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| C31 (*)Comprender os principios básicos das ciencias sociais |
| C32 (*)Coñecer o currículo escolar das ciencias sociais |
| C33 (*)Integrar o estudo histórico e xeográfico desde unha orientación instructiva e cultural |
| C34 (*)Fomentar a educación democrática da cidadanía e a práctica do pensamento social crítico |
| C35 (*)Valorar a relevancia das institucións públicas e privadas para a convivencia pacífica entre os pobos |
| C37 (*)Desenvolver e avaliar contidos do currículo mediante recursos didácticos apropiados e promover as competencias correspondentes nos estudantes |
| C48 (*)Fomentar a lectura e animar a escribir |
| D1 |
| D2 |
| D3 |
| D5 |
| D6 (*)Capacidade de xestión da información |
| D7 (*)Resolución de problemas |
| D8 (*)Toma de decisións |
| D9 (*)Traballo en equipo |
| D13 |
| D14 (*)Razoamento crítico |
| D15 (*)Compromiso ético |
| D16 (*)Aprendizaxe autónoma |
| D17 (*)Adaptación a novas situacións |
| D18 (*)Creatividade |
| D20 (*)Coñecemento doutras culturas e costumes |
| D23 |

Learning outcomes

| Expected results from this subject | Training and Learning Results | | | |
|---|-------------------------------|------------------------|--|--|
| Know the school curriculum of the Social Sciences in Primary | A2 A3 | B1 B3 B6 B8 | C14 C23 C32 C34 | D3 D13 D14 D23 |
| Integrate the historical and geographic study to comprise the relations of the society with his half | A1 A2 | B1 B5 B8 B9 | C14 C29 C31 C32 C33 C35 | D1 D2 D3 D6 D13 D14 |
| Comprise the development and the evolution of the space notions, temporary and of the history of the art in the boys and the problems that poses his learning | A2 A4 | B1 B4 B7 B9 | C13 C23 C32 C35 C48 | D1 D2 D7 D13 D15 D17 D20 |
| Design programmings and materials for the area of Social Sciences in Primary | A4 A5 | B8 B9 B10 B11 | C13 C32 C33 C34 C37 | D2 D3 D5 D8 D9 D13 D16 D18 D23 |

Contents

| Topic | |
|---|--|
| 1. BLOCK 1. The construction of the concepts and notions for the knowledge of the Social Sciences | Development and evolution of the space notions Development and evolution of the temporary notions didactic Treatment of the work of art |
| 2. BLOCK 2. Epistemology And content of the area of Social Sciences | Introduction to the Social Sciences Concept and shots that characterise them Which are the Social Sciences?: Specific definitions The Social Sciences in the School: contents |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------|-------------|-----------------------------|-------------|
| Lecturing | 22.5 | 22.5 | 45 |
| Classroom jobs | 10 | 15 | 25 |
| Supervised work | 10 | 28 | 38 |
| Group tutoring | 2 | 5 | 7 |
| Presentation | 1 | 10 | 11 |
| Essay questions exam | 5 | 15 | 20 |
| Other | 2 | 2 | 4 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-----------------|---|
| Lecturing | Exhibition of the contents of the matter with support of audiovisual material and practical examples |
| Classroom jobs | Comment of texts, debates guided |
| Supervised work | Preparation in group of a Didactic Unit of the area of Social Sciences |
| Group tutoring | Resolution of doubts and problems and orientation on the concepts, works of classroom and works tutored |
| Presentation | Presentation, defence and debate by part of the group of the Didactic Unit elected |

Personalized attention**Methodologies Description**

| | |
|-----------------|---|
| Supervised work | Resolution of doubts and problems that can go arising when realising the works proposed, as well as realise a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work |
| Group tutoring | Resolution of doubts and problems that can go arising when realising the works proposed, as well as realise a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work |
| Presentation | Resolution of doubts and problems that can go arising when realising the works proposed, as well as realise a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work |

Assessment

| | Description | Qualification | Training and Learning Results | | | |
|-----------------|--|---------------|-------------------------------|------------------|---------------------------------|---|
| Classroom jobs | Comments of text, participation in debates, proposals... The results of learning expected are: - Know and assimilate the basic principles of the Social Sciences and the content of the area - Integrate the historical and geographic study to comprise the relations of the society with his half | 15 | A1 A3 | B3 B6 | C13 C23 C34 C35 C48 | D1 D3 D13 D14 D15 |
| Supervised work | Realisation in group of the Didactic Unit selected. The results of learning expected are: - Design programmings and materials for the area of Social Sciences in Primary | 15 | A2 A3 | B4 B10 | C13 C29 C37 | D2 D3 D6 D9 D16 D17 D18 |
| Presentation | Presentation and defence of the Didactic Unit Selected. The results of learning expected are: - Design programmings and materials for the area of Social Sciences in Primary | 15 | A4 | B4 B10 B11 | C37 C48 | D2 D3 D5 D6 D8 D18 |

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|----------------------|--|----|----------------|----------------|-------------------|-------------------------|
| Essay questions exam | A theoretical proof on the basic concepts and contents of the syllabus. The results of learning expected are: - Know and assimilate the basic principles of the Social Sciences and the content of the area - Know the curriculum school of the Social Sciences in Primary - Comprise the development and the evolution of the space notions, temporary and of the history of the art in the boys and the problems that poses his learning | 50 | A1 A4 A5 | B1 B8 B9 | C31 C32 C33 | D1 D3 D7 D20 |
| Other | Assistance and active participation in the activities of the classroom. The results of learning expected are: - Integrate the historical and geographic study to comprise the relations of the society with his half | 5 | A1 | B5 B7 | C14 C23 C34 | D7 D14 D16 D23 |

Other comments on the Evaluation

To approve the matter in the first announcement (April-May), the student that assist regularly to class will have to surpass a theoretical proof on the basic concepts and the contents of the temario (final examination), as well as realise the works of classroom and tutelados proposed. In case of not assisting to class and not realising the activities, will do in the final examination (official), in the second announcement (July) or in the extraordinary announcements. The notes of the activities of the classes B, and the note of the Didactic Unit, in the case that they realised in the classroom, will conserve in the second announcement (July) and in the extraordinary announcements. The one who have not realised them will have to do them to surpass the matter. The overcoming of the theoretical proof is indispensable condition to surpass the matter. All the student, assist or no to the classrooms, has right to be evaluated (by means of an examination or in the way in which it establish in the Educational Guide). The same conditions of general evaluation govern for those students that, by some reason, can not assist regularly to class.

The dates of the examinations can consult in the page web of the Faculty, in the link <http://feduc.webs.uvigo.es/index.php?id=60,0,0,1,0,0>

Sources of information

Basic Bibliography

TREPAT, C. y COMES, P., **TREPAT, C. y COMES, P.**, Graó, 2000

HERNÁNDEZ CARDONA, F.X., **Didáctica de las Ciencias Sociales, Geografía e Historia**, Graó, 2002

DOMÍNGUEZ GARRIDO, M.C., **Didáctica de las Ciencias Sociales**, Pearson Educación, 2004

GARCÍA RUIZ, A.L., **El conocimiento del medio y su enseñanza práctica en la Educación Primaria**, Natívola, 2003

GARCÍA RUIZ, A.L., **Didáctica de las Ciencias Sociales en la Educación Primaria**, Algaida, 1993

Complementary Bibliography

Recommendations

Subjects that continue the syllabus

History: History of the present/P02G120V01203

Geography/P02G120V01305