



## IDENTIFYING DATA

### Social sciences teaching

Subject	Social sciences teaching			
Code	P02G120V01503			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	Spanish			
Department				
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.			

## Skills

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B1	To know the curricular areas of Primary Education, the interdisciplinary relationships between them, the assessment criteria and the body of pedagogical knowledge about their respective teaching and learning procedures.
B3	To deal effectively with situations of language learning in multicultural and multilingual situations. To promote reading and critical commentary of texts from several scientific and cultural domains that are part of the school curriculum.
B4	To design and regulate teaching spaces in contexts of diversity, paying attention to gender equality, fairness and respect for human rights as central values in the education of the citizenry.
B5	To promote respectful coexistence within and outside the classroom, sort out problems of discipline and contribute to the peaceful resolution of conflicts. To stimulate and appreciate students' perseverance and personal discipline.
B6	To be familiar with the organizing structure of primary education schools and the diversity of actions that its functioning comprises. To undertake the tutoring and orientation roles with students and their families, paying attention individually to the singular educational needs of students. To be aware that the practice of the teaching profession will be permanently subject to improvement and adaptation to scientific, pedagogical and social changes throughout one's life.
B7	To work with the different actors of the education community and the school's social milieu. To assume the educational dimension of the teaching profession and to promote democratic values in education to shape an active citizenry.
B8	To uphold a critical, independent attitude with regard to all forms of knowledge and all values and to every public and private social institution.
B9	To become aware of our individual and collective responsibility in attaining a sustainable future.
B10	To reflect on classroom practices with the aim of innovating and improving teaching. To acquire habits and skills for independent and cooperative learning and to promote it among students.
B11	To know and use information and communication technologies in the classroom. To develop the discerning capacity to select the kind of audiovisual information that contributes to learning, civic education and cultural enrichment.

- C13 To promote cooperative work and individual work and effort.
- C14 To promote actions of moral values education geared towards the shaping of an active, democratic citizenry.
- C23 To critically analyze and incorporate the most relevant developments of modern society that have a bearing on family and school education: the impact of audiovisual languages and screens on society and education; changes in gender and intergenerational relationships; multiculturalism and interculturalism; social inclusion and discrimination and sustainable development.
- C29 To understand the mutual influence between science, society and technological developments, as well as the appropriate behavior on the part of citizens to attain a sustainable future.
- C31 To understand the basic principles of the social sciences.
- C32 To know the school curricula of the social sciences.
- C33 To integrate the study of history and geography from an educational and cultural perspective.
- C34 To promote the democratic education of the citizenry and the practice of critical thinking about society.
- C35 To appreciate the importance of public and private institutions for the peaceful coexistence between peoples.
- C37 To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
- C48 To promote reading and writing habits.
- D1 Analysis and synthesis skills.
- D2 Organization and planning skills.
- D3 Oral and written communication in one's mother tongue.
- D5 Computing knowledge applied to the relevant area of study.
- D6 Information-management skills.
- D7 Problem resolution.
- D8 Decision-making skills.
- D9 Teamwork skills.
- D13 Appreciation of diversity and multiculturalism.
- D14 Critical-thinking skills.
- D15 Ethical commitment.
- D16 Independent-learning skills.
- D17 Ability to adapt to new situations.
- D18 Creativity.
- D20 Knowledge of other cultures and customs.
- D23 Awareness about environmental issues.

### Learning outcomes

Expected results from this subject	Training and Learning Results			
Know the school curriculum of the Social Sciences in Primary	A2	B1	C14	D3
	A3	B3	C23	D13
		B6	C32	D14
		B8	C34	D23
Integrate the historical and geographic study to comprise the relations of the society with his half	A1	B1	C14	D1
	A2	B5	C29	D2
		B8	C31	D3
		B9	C32	D6
			C33	D13
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			C35	D14
	A2	B1	C13	D1
	A4	B4	C23	D2
		B7	C32	D7
		B9	C35	D13
			C48	D15
				D17
			D20	
Design programmings and materials for the area of Social Sciences in Primary	A4	B8	C13	D2
	A5	B9	C32	D3
		B10	C33	D5
		B11	C34	D8
			C37	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
3. BLOCK 3. Development of educational experiences and didactic materials of the area	Elements for the didactic programming in the Social Sciences Activities for the Didactic of the Social Sciences Preparation and defence of a Didactic Unit in Knowledge of the Half

### Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	22.5	22.5	45
Debate	9	19	28
Mentored work	15	28	43
Essay questions exam	5	22	27
Presentation	1	6	7

\*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
Debate	Comment of texts, debates guided
Mentored work	Preparation in group of a Didactic Unit of the area of Social Sciences

### Personalized assistance

#### Methodologies Description

Mentored work	Resolution of doubts and problems that can go arising when making the works proposed, as well as make a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work, through tutorías in the dispatch or virtual through the email, virtual dispatch, forums of faitic, etc
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### Assessment

	Description	Qualification	Training and Learning Results			
Lecturing	Assistance and participation. The results of learning expected are: - Know and assimilate the basic principles of the Social Sciences and the content of the area - Know the *curriculo 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	5	A1 A4 A5	B1 B8 B9	C31 C32 C33	D1 D3 D7 D20
Debate	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
Mentored 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

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 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
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	A2 A3	B4 B10	C13 C29 C37	D2 D3 D6 D9 D16 D17 D18

### 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

LICERAS RUIZ, A. et al., **Didáctica de las ciencias sociales : fundamentos, contextos y propuestas**, 978-84-368-3565-6, Pirámide, 2016

### Recommendations

#### Subjects that continue the syllabus

History: History of the present/P02G120V01203

Geography/P02G120V01305

### Contingency plan

#### Description

=== EXCEPTIONAL MEASURES SCHEDULED ===

In front of the uncertain and unpredictable evolution of the sanitary alert caused by the \*COVID-19, the University of Vigo establishes an extraordinary planning that will activate in the moment in that the administrations and the own institution determine it attending to criteria of security, health and responsibility, and guaranteeing the teaching in a no face-to-face stage or partially face-to-face. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the teaching of a more agile and effective way when being known in advance (or with a wide \*antelación) by the students and the \*profesorado through the tool normalised and institutionalised of the educational guides.

=== ADAPTATION OF THE METHODOLOGIES ===

\* educational Methodologies that keep : they will keep the methodologies adapting them to the virtual format

\* educational Methodologies that modify

\* Mechanism no face-to-face of attention to the students (\*tutorías): it will make of virtual form through the room of professor, previous quotes

\* Modifications (if they proceed) of the contents to give

\* additional Bibliography to facilitate the car-learning

\* Other modifications

=== ADAPTATION OF THE EVALUATION ===

\* Test already made: The weight of the proofs made, in his case, keeps

\* Proofs that modify : The proofs can modify his format, to adapt it to the virtual, in function of the New

\* circumstances proofs: In function of the contingencies, will make proofs of evaluation adapted to the circumstances.

\* Additional information: The final examination official will have to be made by those students that have not assisted, face-to-face or virtually, to the development of the matter, neither made the activities proposed

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