



IDENTIFYING DATA

Social sciences learning

Subject	Social sciences learning			
Code	P02G110V01601			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	2nd
Teaching language	Spanish			
Department				
Coordinator	Moragón Arias, María Pilar Sánchez Sánchez, David Ernesto			
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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, as well as to recognise the difficulties of learning of the distinct concepts and notions related with the Social Sciences in the Childish Education			

Training and Learning Results

Code	
A1	That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the secondary education general, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study.
A2	That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study.
A3	That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy.
B1	Know the aims, contents curriculares and criteria of evaluation of the Childish Education.
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B3	Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights.
B4	Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them.
B7	Know the educational implications of the technologies of the information and the communication and, in particular, of the television in the first infancy.
B9	Know the organisation of the schools of childish education and the diversity of actions that comprises his operation. Assume that the exercise of the educational function has to go perfecting and adapting to the scientific changes, pedagogical and social along the life.
B11	Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.
B12	Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres.
C1	Comprise the educational processes and of learning in the period 0-6, in the familiar context, social and school.
C2	Know the developments of the evolutionary psychology of the infancy in the periods 0-3 and 3-6.
C4	Recognise the identity of the stage and his cognitive characteristics, psicomotoras, communicative, social, affective.

C5	Know promote the acquisition of habits around the autonomy, the freedom, the curiosity, the observation, the experimentation, the imitation, the acceptance of norms and of limits, the symbolic and heuristic game.
C6	Know the pedagogical dimension of the interaction with the equal and the adults and know promote the participation in collective activities, the cooperative work and the individual effort.
C12	Promote and collaborate in actions inside and out of the school, organised by families, city councils and other institutions with incidence in the citizen training.
C13	Analyse and incorporate of critical form the most notable questions of the current society that affect to the familiar and school education: social and educational impact of the audiovisual languages and of the screens; changes in the relations of gender and *intergeneracionales; multiculturalidad and interculturalidad; discrimination and social inclusion and sustainable development.
C14	Know the historical evolution of the family, the different types of families, of lifestyles and education in the familiar context.
C21	Know work in team with other professionals of inside and out of the centre in the attention to each student, as well as in the planning of the sequences of learning and in the organisation of the situations of work in the classroom and in the space of game, identifying the peculiarities of the period 0-3 and of the period 3-6.
C22	Attend the needs of the students and transmit security, tranquility and affection.
C23	Comprise that the systematic observation is a basic instrument to be able to reflexionar on the practice and the reality, as well as contribute to the innovation and to the improvement in childish education.
C24	Dominate the technicians of observation and register.
C26	Know analyse the data obtained, comprise críticamente the reality and elaborate a report of conclusions.
C28	Know international experiences and examples of practices of innovative in childish education.
C29	Value the importance of the work in team.
C30	Participate in the preparation and follow-up of educational projects of childish education in the frame of projects of centre and in collaboration with the territory and with other professionals and social agents.
C32	Value the personal relation with each student and his family like factor of quality of the education.
C36	Know the scientific methodology and promote the scientific thought and the experimentation.
C37	Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history.
C38	Know the most excellent moments of the history of the sciences and the technicians and his transcendence.
C39	Elaborate didactic proposals in relation with the interaction science, technical, society and sustainable development.
C40	Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects.
C41	Boost experiences of initiation to the technologies of the information and the communication.
C44	Know and dominate technicians of oral expression and written.
D1	Capacity of analysis and synthesis
D2	Capacity of organisation and planning
D3	oral and written Communication
D5	Knowledge of computer
D6	Capacity of management of the information
D7	Resolution of problems
D8	Takes of decisions
D9	Work in team
D11	Skills in the interpersonal relations
D12	Recognition of the diversity and multiculturalidad
D13	critical Reasoning
D14	ethical Commitment
D15	autonomous Learning
D16	Adaptation to new situations
D17	Creativity
D19	Knowledge of other cultures and habits
D21	Motivation by the quality
D22	Sensitivity by environmental subjects

Expected results from this subject

Expected results from this subject	Training and Learning Results			
	A1	B1	C22	D2
Know the foundations of the curriculum of this stage.	A2		C28	D3 D13 D21
Know the theories on the acquisition and development of the learnings on the half social	A2 A4	B2 B9	C1 C2 C13 C14 C44	D3 D13 D15 D21

Know the didactic strategies to develop the notions space-temporary	A2 A5	B2 B3	C1 C2 C4 C32 C36	D6 D11 D12 D15
Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history	A1 A2 A3	B3 B4 B12	C5 C12 C14 C26 C37 C38 C40	D1 D3 D8 D14 D19
Elaborate didactic proposals in relation with the learning of the half social in the Childish Education	A3 A4	B2 B3 B7 B9 B11	C5 C23 C24 C26 C29 C30 C39 C40 C41	D2 D3 D5 D9 D17 D21 D22
Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects	A3 A4 A5	B2 B4 B11 B12	C5 C6 C23 C24 C26 C29 C40 C41	D2 D3 D5 D9 D16 D17 D22
Boost experiences of initiation to the technologies of the Information and the Communication in the learning of the half social	A5	B7 B12	C21 C24 C29 C41	D2 D5 D6 D7 D9 D15 D21 D22

Contents

Topic	
1. BLOCK 1. Development of educational experiences and didactic materials of the area	Elements for the didactic programming in the Social Sciences in the Childish Education Activities for the Didactic of the Social Sciences in Childish Education Preparation and defence of a Didactic Unit in Knowledge of the Half
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 in Childish Education
3. BLOCK 3. The construction of the concepts and notions for the knowledge of the half social	Development and evolution of the space notions Development and evolution of the temporary notions The economic notions didactic Treatment of the work of art

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	Comments of texts, debates guided
Mentored work	Preparation in group of a Didactic Unit of the area of Knowledge of the Half

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. This will make by means of face-to-face sessions in the dispatch, doubts through the email, virtual room, forums of *moovi, 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 A2 A3	B1 B12	C1 C2 C4 C14 C37 C38	D3 D7 D13 D19 D22
Debate	Comments of text, participation in debates, proposals... The results of learning expected are: - Know the foundations of the curriculum of this stage - Know the theories on the acquisition and development of the learnings on the half social - Know the didactic strategies to develop the notions space-temporary - Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history	20	A2 A3 A4	B3 B11	C12 C23 C24 C29 C30 C36 C39	D2 D6 D9 D15
Mentored work	Realisation in group of the Didactic Unit selected. The results of learning expected are: - Elaborate didactic proposals in relation with the learning of the half social in the Childish Education - Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects	18	A2 A3 A4	B3 B11	C12 C23 C24 C29 C30 C36 C39	D2 D6 D9 D15
Essay questions exam	A theoretical proof on the basic concepts and contents of the *temario. The results of learning expected are: - Know the foundations of the curriculum of this stage - Know the theories on the acquisition and development of the learnings on the half social - Know the didactic strategies to develop the notions space-temporary - Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history	40	A1 A2 A3	B1 B12	C1 C2 C4 C14 C37 C38	D3 D7 D13 D19 D22
Presentation	Presentation and defence of the Didactic Unit Selected. The results of learning expected are: - Elaborate didactic proposals in relation with the learning of the half social in the Childish Education - Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects	17	A2 A3 A4	B3 B11	C12 C23 C24 C29 C30 C36 C39	D2 D6 D9 D15

Other comments on the Evaluation

In order to pass the subject in the first exam (April-May), the continuous assessment will consist of passing a theoretical test on the basic concepts and contents of the syllabus (final exam), as well as completing the proposed classroom and tutored work. The overall assessment will consist of the official final exam (theory test) and the completion of the corresponding classroom and tutored work (to be discussed with the teacher at the beginning of the semester). The marks for the B class activities, and the mark for the Didactic Unit, in the event that they were carried out in the classroom, will be retained in the second exam (July) and in the extraordinary exams. Those who have not taken them will have to take them in order to pass the subject. Passing the theory test is an essential condition for passing the subject. If the subject has not been passed at the first sitting, the skills not acquired will be assessed at the July sitting. The dates of the exams can be consulted on the Faculty's website, at the following link <http://fcced.uvigo.es/es/docencia/examenes/>

Sources of information

Basic Bibliography

TREPAT, C. y COMES, P., **El tiempo y el espacio en la Didáctica de las Ciencias Sociales**, 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

ARANDA HERNANDO, A.M., **Didáctica del conocimiento de medio social y cultural en educación infantil**, Síntesis, 2003

TONDA MONLLOR, E.M., **La Didáctica de las Ciencias Sociales en la formación del profesorado de Educación Infantil**, Publicaciones de la Universidad de Alicante, 2001

RODRÍGUEZ LESTEGÁS, F., **Didáctica de las Ciencias Sociales na Educación Infantil.**, Ir Indo, 1995

Complementary Bibliography

LICERAS RUIZ, A. et al., **Didáctica de las ciencias sociales : fundamentos, contextos y propuestas**, Pirámide, 2016

Recommendations

Subjects that are recommended to be taken simultaneously

Knowledge of the natural environment/P02G110V01901

Geography for teachers/P02G110V01907
