

**COURSE DATA****Data Subject**

Code	33651
Name	Teaching social sciences: applied aspects
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	4	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	11 - Teaching social sciences in primary education	Obligatory

Coordination

Name	Department
FUERTES MUÑOZ, CARLOS	90 - Methodology of experimental and social sciences
SAIZ SERRANO, JORGE	90 - Methodology of experimental and social sciences

SUMMARY**English version is not available**

Didáctica de las Ciencias Sociales: aspectos aplicados es una asignatura obligatoria que se imparte en el cuarto curso del Grado en Maestro en Educación Primaria y que consta de un total de 4.5 créditos. Su carácter es teórico-práctico y pretende introducir toda una serie de cuestiones que retoman lo trabajado en *Didáctica de las Ciencias Sociales: aspectos básicos*, de tercer curso.

Entre otros aspectos, esta asignatura se centra en cómo se construye el conocimiento sociocultural, en los problemas y dificultades detectados en el aprendizaje de las Ciencias Sociales, en la metodología (modelos y recursos didácticos), en el análisis crítico del currículum de la Comunidad Valenciana y de los materiales curriculares, en la programación de los contenidos de Ciencias Sociales y en el diseño, elaboración y evaluación de unidades didácticas.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Understand the different dimensions of the social fact and analyse them in a comprehensive manner. Know the religious fact throughout history and its relation with culture.



- Know and use the language, concepts, explanatory procedures and research-verification procedures of the social sciences as a form of critical approach to the social world.
- Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers.
- Promote the democratic education of citizens, the practice of critical social thinking and the defence of human rights by developing skills to understand society without discriminations on the basis of sex, culture, religion, etc.
- Acquire attitudes and behaviours committed to sustainable development by understanding the responses that societies give to certain situations and the transformations that these generate.
- Know and apply basic methodologies and techniques of educational research to teaching social sciences and be able to design innovation projects identifying evaluation indicators.
- Review the student's thinking, the curricular materials and the media in search of the main strategies of distortion that provide an excessively simple and prejudiced view of the social world.
- Understand the processes of construction of knowledge of the social world and the main problems and biases detected by educational research in primary school students.
- Know the social sciences school curriculum and its weight in the area of knowledge of the natural, social and cultural environment in primary education.
- Know the different models of teaching-learning the social sciences and their usefulness according to the objectives pursued.
- Integrate the historical-geographical-social study from an instructive and cultural perspective and acquire resources to work on it.
- Develop and evaluate curriculum content through appropriate teaching resources and promote the corresponding competences in students.
- Design and create teaching units that promote the competences corresponding to this educational level.

LEARNING OUTCOMES

English version is not available

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Study and independent work	67,00	0
TOTAL	112,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

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- COOPER, H. (2002). Didáctica de la historia en la educación infantil y primaria. Madrid: MECD/Morata.
- DEAN, J. (2008). Ensenyar història a primària. Manresa: Zenobita
- ESTEPA, J. (2007) Proyecto curricular investigando nuestro mundo (6-12). Investigando las sociedades actuales e históricas. Sevilla: Diada.
- GÓMEZ, C. J. y MIRALLES, P. (2017). Los espejos de Clío. Usos y abusos de la historia en el ámbito escolar. Madrid: Sílex.
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Additional

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- CAÑAL, P., POZUELOS, F.J., TRAVÉ, G. (2005) Proyecto curricular investigando nuestro mundo (6-12). Descripción general y fundamentos. Sevilla: Diada
- DOMÍNGUEZ, M^a C. (coord.). (2004) Didáctica de Ciencias Sociales para Primaria. Madrid: Prentice Hall.
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- ROZADA, J. M. (1997). Formarse como profesor. Ciencias Sociales Primaria y Secundaria. Madrid: Akal.
- SÁNCHEZ OGALLAR, Antonio, Los procedimientos en Geografía. Técnicas y Recursos. Madrid, Narcea, 1999.
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