UNIVERSIDAD DE CASTILLA - LA MANCHA

GUÍA DOCENTE

1. General information

Course: SOCIAL SCIENCES I: TEACHING GEOGRAPHY
Code: 46313
Type: CORE COURSE
ECTS credits: 6
Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)
Academic year: 2021-22
Center: 101 - FACULTY OF EDUCATION IN ALBACETE
Group(s): 10 11 17 18 19 12 13 15
Year: 2
Duration: First semester
Main language: Spanish
Second language: English
Use of additional languages: In the Bachelor¿s Degree in Primary Educatión Group B the main language will be English.
English Friendly: N
Web site:
Bilingual: Y

Lecturer: **FUENSANTA CASADO MORAGON** - Group(s): **10 17 18 19 15**

Building/Office	Department	Phone number	Email	Office hours
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Lecturer: **IRENE SÁNCHEZ ONDOÑO** - Group(s): **17 19 15**

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2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

This course contributes to the initial trining of the Teacher in Primary Education. It is linked to the teaching of the area of "Social Sciences" which is included in the structure of RD 126/2014 and D 54/2014, which establishes and orders the basic curriculum of Primary Education, within the framework of the disciplines that study people as social beings and their reality in their geographical, sociological, economic and historical aspects.

The course is included in the Studies guide of the Degree in Primary Education as Generalist Training in Block 1.2. specific area requirements, within the module 1.2.2. Teaching and learning of Social Sciences.

4. Degree competences achieved in this course

Course competences

Code	Description
1.2.1.II.07	Understand the basic principles of social sciences.
1.2.1.II.08	Take account of the Primary school curriculum of social sciences and relate it to the content of social sciences in the Degree in Primary Education.
1.2.1.II.09	Integrate history and geography cultural content and its teaching.
1.2.1.II.10	Foster democratic citizenship education and critical thinking and social practice.
1.2.1.II.13	Design and evaluate curricular contents through suitable teaching resources and promote the corresponding competences among students.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Understand the basic principles of natural sciences

Identify, classify and elaborate different learning activities to teach History, Sciences and other Social Sciences

Know how to adapt one's self to to social, economic and cultural changes and apply this to the knwledge of social sciences

Know how to present and apply suitable tecniques and methods of History (time categories, representations of cycles and periods, use of historical sources, use of specific vocabulary, develop hypothesis, etc.) of Geography (orientation and measure of space, graphic representation and cartography, direct observation, analysis of the landscape, etc.) and of other Social Sciences (quantitative and qualitative methods of Social Sciences, case study, etc.)

Know how to integrate the new technologies, both computer and audiovisual support, in the teaching of history, geography and other social siences

Know how to identify the contents, techniques, methods and evaluation criteria of each discipline in the Geography and History curriculum of Primary Education

know how to integrate the historic and geographical study from a cultural and insturctive orientation
Know how to present the process of conceptualizing geographical space between 6 and 12 years

6. Units / Contents

Unit 1: Concept and method of geography
Unit 2: Physical geography
Unit 3: Human geography
Unit 4: Geograpy in the primary education curriculum

ADDITIONAL COMMENTS, REMARKS

The contents of the science referring to different scales will be worked.
This subject consists of a theoretical part formed by four units of work with a specific syllabus that can be consulted in the Moodle virtual website.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Project or Topic Presentations [ON-SITE]	Lectures	1.2.1.II.07 1.2.1.II.13 CB02 CT02	1.6	40	Y	N	Presenting the contents of the syllabus.
Final test [ON-SITE]	Assessment tests	1.2.1.II.09 CB01 CT03	0.08	2	Y	Y	Exam
Study and Exam Preparation [OFF-SITE]	Self-study	1.2.1.II.08 1.2.1.II.09	3.6	90	Y	N	Individual student study
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	1.2.1.II.10 CT03	0.72	18	Y	Y	Practical activities
		Total:	**6**	**150**			
		Total credits of in-class work: 2.4					**Total class time hours: 60**
		Total credits of out of class work: 3.6					**Total hours of out of class work: 90**

As: Assessable training activity
Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Theoretical papers assessment	15.00%	20.00%	Elaboration of a portfolio that gathers all the theoretical and practical works (readings, practices, exercises about the contents of the syllabus...) made during the development of the subject and the work done in group.
Final test	80.00%	80.00%	Final test which will check the learning outcomes acquired by the student, as well as assess the acquired skills.
Assessment of active participation	5.00%	0.00%	Continuous assessment. Attendance to seminars and active participation.
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

The final marks will result from the sum of the partial marks obtained in the different types of evaluation systems expressed previously.
It will be a necessary requirement to have obtained a minimum of 4 of 10 in the final test and the presentation and positive evaluation of the dossiers with the activities carried out in order to pass the subject.
For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.
**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.
How to change from continuous to non-continuous evaluation: any student may change from one system to the other if he/she has not fulfilled up to a 50% of the continuous evaluation tasks during the academic period. If a student has already fulfilled the 50% of the evaluable tasks, or if the lesson period has already finished, he/she will not be allowed to change the evaluation system.

* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call.
It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

Non-continuous evaluation:

Students who could not attend classes regularly will be evaluated based on the final exam and the works that will be presented personally or through the Moodle platform on the scheduled dates.
For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.
**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.
How to change from continuous to non-continuous evaluation: any student may change from one system to the other if he/she has not fulfilled up to a 50% of

the continuous evaluation tasks during the academic period. If a student has already fulfilled the 50% of the evaluable tasks, or if the lesson period has already finished, he/she will not be allowed to change the evaluation system.
* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call.
It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

Specifications for the resit/retake exam:

Students will be kept the marks corresponding to the parts of the passed assessment (final test or works submitted).
For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.
* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call.
**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.
How to change from continuous to non-continuous evaluation: any student may change from one system to the other if he/she has not fulfilled up to a 50% of the continuous evaluation tasks during the academic period. If a student has already fulfilled the 50% of the evaluable tasks, or if the lesson period has already finished, he/she will not be allowed to change the evaluation system.
It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

Specifications for the second resit / retake exam:

Students will be assessed with the final exam.
For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.
* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call.
It is essential to obtain 40% of the mark (4 out of 10) to make the mean applicable among the compulsory training activities.

**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.
How to change from continuous to non-continuous evaluation: any student may change from one system to the other if he/she has not fulfilled up to a 50% of the continuous evaluation tasks during the academic period. If a student has already fulfilled the 50% of the evaluable tasks, or if the lesson period has already finished, he/she will not be allowed to change the evaluation system.

9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	**hours**
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	90
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	18
Unit 1 (de 4): Concept and method of geography	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Lectures]	10
Unit 2 (de 4): Physical geography	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Lectures]	10
Unit 3 (de 4): Human geography	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Lectures]	10
Unit 4 (de 4): Geograpy in the primary education curriculum	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Lectures]	10
Global activity	
Activities	**hours**
Project or Topic Presentations [PRESENCIAL][Lectures]	40
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	90
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	18
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
ACOSTA, R Y OTROS	La España de las Autonomías	Espasa Calpe	Madrid		1981	
AGUILERA ARILLA, M.J.	Geografía General II: Geografía Humana	UNED	Madrid		2008	
AGUILERA, Mª J. y otros	Geografía General (Física y Humana)	UNED	Madrid		1994	
ALBET, A. y BENEJAM, P.	Una Geografía Humana renovada: lugares y regiones en un mundo global,	Institut de Ciències de l'Educació de la Universitat Autónoma de Barcelona y Ed. Vicens Vives.	Barcelona		2000	
BIELZA DE ORY, V.	Geografía General. (2 vols)	Taurus.	Madrid		1993	
CASADO MORAGÓN, F.Y	Migraciones ,nuevas realidades	Instituto de				

GARCÍA MARTÍNEZ ,C.(coords)	en la provincia de Albacete .	Estudios Albacetenses	Albacete	2009	
D¿ENTREMONT A, PEREZ ADAN J. (Eds),	Desarrollo socioeconómico y evolución demográfica.	EUNSA	Pamplona	1999	
FERNÁNDEZ, A., MUGURUZA, C.,PARDO,C.MARTÍN, E	GEOGRAFÍA	EDITORIAL UNIVERSITARIA RAMÓN ARECES	Madrid	2010	
FONTANILLO, E (dir)	Diccionario de Geografía	Anaya	Madrid.	1986	
LACOSTE, A. y GUIRARDI, R	Geografía general, física y humana	Oikos-Tau	Barcelona	1983	
MARTÍN, C	España en la nueva Europa	Alianza Económica	Madrid	1997	
MINISTERIO DE AGRICULTURA	Atlas de la España rural	MINISTERIO DE AGRICULTURA	Madrid	2005	
NADAL OLLER, J. [Dir.]	Atlas de la Industrialización de España 1750-2000,	Editorial Crítica	Barcelona	2003	
PILLET, F. (Coord):	Geografía de Castilla-La Mancha	Almud ediciones	Ciudad Real	2007	
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PUYOL, R	Colección Geografía de España.	Síntesis.	Madrid	1989	
ROMERO, J. (Coord.)	Geografía Humana	Ariel,	Barcelona	2004	
SANTOS PRECIADO et al.	Geografía General	UNED	Madrid	2005	
STRAHLER, A.N. Y STRAHLER, A.H.	Geografía Física	Omega	Barcelona	1989	
TERÁN, SOLÉ, VILÁ	Geografía General de España		Barcelona	1980	
VV.AA	Atlas de turismo rural en Castilla-La Mancha		Madrid	2005	
	(Estadísticas de la Junta de Comunidades de Castilla-La Mancha)				Fuentes estadísticas
	http://www.ies.jccm.es/				
	AGENCIA ESTATAL DE METEOROLOGÍA				Fuentes estadísticas
	http://www.aemet.es				
	Boletín de la Asociación de Geógrafos Españoles				PUBLICACIONES PERIÓDICAS
	http://www.ieg.csic.es/age/boletin.htm				
	EUROSTAT (Estadística de la Unión Europea)				Fuente estadística
	http://eurostat.org				
	FAO (Organización de las Naciones Unidas para la Agricultura y la Alimentación				Fuentes estadísticas
	http://www.fao.org/				
	FAO (Organización de las Naciones Unidas para la Agricultura y la Alimentación				Fuente estadística
	http://www.fao.org/				
	INE (Instituto Nacional de Estadística				Fuente estadística
	http://www.ine.org				
	INSTITUTO GEOGRÁFICO NACIONAL				Fuente estadística
	http://www.ign.es/ign/es/IGN/home.jsp				
	OMC (Organización Mundial de Comercio)				
	FONDO DE POBLACIÓN DE LAS NACIONES UNIDAS				Fuentes estadísticas
	http://www.unfpa.org				
	ONU (Organización de Naciones Unidas)				Fuentes estadísticas
	http://www.un.org/spanish/				
	Revista Geocrítica				PUBLICACIONES PERIÓDICAS
	http://www.ub.es/geocrit/revis.htm				
	UNESCO (Organización de las Naciones Unidas para la Educación , la Ciencia y la Cultura				Fuentes estadísticas
	http://portal.unesco.org/es				