



1. General information

Course: TEACHING NATURAL AND SOCIAL SCIENCES**Type:** CORE COURSE**Degree:** 393 - UNDERGRADUATE DEGREE IN PRIMARY EDUCATION (CR)**Center:** 102 - FACULTY OF EDUCATION OF CIUDAD REAL**Year:** 4**Main language:** Spanish**Use of additional languages:****Web site:****Code:** 46325**ECTS credits:** 6**Academic year:** 2022-23**Group(s):** 20 21 22 23**Duration:** First semester**Second language:** English**English Friendly:** Y**Bilingual:** N

Lecturer: BEATRIZ GARCIA FERNANDEZ - Group(s): 20 23				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación de Ciudad Real. Despacho 3.23.	PEDAGOGÍA	926295300. Ext. 6308	beatriz.garcia@uclm.es	Please, consult Moodle platform.
Lecturer: JULIANA PARRAS ARMENTEROS - Group(s): 21 22				
Building/Office	Department	Phone number	Email	Office hours
Lorenzo Luzuriaga 3.23	PEDAGOGÍA	926052459	juliana.parras@uclm.es	Please, consult Moodle platform.
Lecturer: MARIA DE LOS ANGELES RODRIGUEZ DOMENECH - Group(s): 20 21 22 23				
Building/Office	Department	Phone number	Email	Office hours
Lorenzo Luzuriaga 3.23	GEOGRAFÍA Y ORD. TERRITORIO	926052507	mangeles.rodriguez@uclm.es	Please, consult Moodle platform.

2. Pre-Requisites

It is advisable that the students - future teachers - have a basic knowledge about basic general contents on Social and Natural Sciences.

Besides, it is advisable that they have passed the subject Social Sciences I: Geography and its Didactics (2nd course), and Social Sciences II: History and its Didactics (3rd course), and Natural Environment I: Physics, Chemistry and their didactics (3rd degree). It is also advisable to have knowledge about the matters related to Pedagogy and General Didactics.

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

The theoretical and practical contents that this subject provides to future Primary school teachers are basic to know how to teach the environment to children in the different primary education courses. Contents and didactic strategies will be addressed to approximate teaching and learning of experimental sciences to Primary Education. Teachers will be trained to develop with their students science research activities about issues of scientific interest, elaborating projects, units, workshops, didactic materials and didactic itineraries, according to approaches centered on science that help to reach the subject objectives. The formative dimension of Social and Experimental Sciences is valued thinking in a future teaching application.

4. Degree competences achieved in this course

Course competences	
Code	Description
1.2.1.II.03	Plan and solve problems related to daily life.
1.2.1.II.04	Value science as a cultural fact.
1.2.1.II.05	Recognise the mutual influence that science, society and technological development have had on each other as well as good corporate citizenship in order to achieve a sustainable future.
1.2.1.II.06	Develop and assess contents in the curriculum by using appropriate teaching resources and promote the corresponding competences in the classroom.
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.
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CT02	Master information and communication technology (ICT).

5. Objectives or Learning Outcomes

Course learning outcomes	
Description	
Know how to promote the interdisciplinary of social sciences and the rest of curricular areas in compulsory education	

Know how to analyse didactic programming in History cycles, Geography and other Social Sciences along the Primary Education period

Think about the construction of social values through the analysis of social reality and historic knowledge

Know how to adapt the social, economic and cultural changes and apply them to own knowledge in Social Sciences.

Know how to identify, establish and relate conceptual basis that define the didactics and the epistemology of History and Geography

Know how to integrate the new technologies, both computer and audiovisual support, in the teaching of History, Geography and other Social Sciences

Encourage democratic citizenship education and critical social thinking

Be able to develop and evaluate curriculum contents through appropriate teaching resources and promote relevant skills in students.

Understand the basic principles of Social Sciences.

Know how to identify, classify, and develop typologies of learning strategies for the teaching of History, Geography and other Social Sciences.

Be able to recognise the religious fact along the history and its relation with culture

Recognise in daily social and personal situations opportunities to develop positive and creative attitudes in children

Recognize the historical Science-Technology-Society influence, assessing their importance and cultural significance

Promote the development of cultural identity through historical and social knowledge.

Develop units and syllabi based on contents of the field of knowledge

Additional outcomes

6. Units / Contents

Unit 1: Introduction of the didactics of social sciences. Concept and epistemological field of social sciences.

Unit 2: Social Sciences in the curriculum of Primary Education.

Unit 3: Teaching social sciences in Primary education: Methods, models, activities, and teaching resources for the teaching and learning.

Unit 4: Experimental Sciences in the official curriculum of Primary Education.

Unit 5: Teaching Experimental Sciences in Primary Education.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.2.1.II.03 1.2.1.II.04 1.2.1.II.05 1.2.1.II.06 1.2.1.II.07 1.2.1.II.08 1.2.1.II.09 1.2.1.II.10 1.2.1.II.13 CG01 CT02	2.32	58	Y	N	Theoretical presentation of the main contents of the subject. Practical activities in the classroom.
Writing of reports or projects [OFF-SITE]	Guided or supervised work	1.2.1.II.03 1.2.1.II.04 1.2.1.II.05 1.2.1.II.06 1.2.1.II.07 1.2.1.II.08 1.2.1.II.09 1.2.1.II.10 1.2.1.II.13 CG01 CT02	1.8	45	Y	N	Group work and reports on research projects related to the natural, social and cultural environment. Recoverable activity.
Final test [ON-SITE]	Assessment tests	1.2.1.II.03 1.2.1.II.04 1.2.1.II.05 1.2.1.II.06 1.2.1.II.07 1.2.1.II.08 1.2.1.II.09 1.2.1.II.10 1.2.1.II.13 CG01 CT02	0.08	2	Y	Y	Theoretical-practical test of the contents worked on. A test that can be made up in the extraordinary exam.
Study and Exam Preparation [OFF-SITE]	Self-study	1.2.1.II.03 1.2.1.II.04 1.2.1.II.05 1.2.1.II.06 1.2.1.II.07 1.2.1.II.08 1.2.1.II.09 1.2.1.II.10 1.2.1.II.13 CG01 CT02	1.8	45	Y	N	Preparation and study of the contents related to this subject.
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
Final test	25.00%	25.00%	Final test on the contents developed in the subject associated to the competences related to Didactics of Natural Environment.
Final test	25.00%	25.00%	Final test on the contents developed in the subject associated to the competences related to Cultural and Social Didactics.
Projects	50.00%	50.00%	Practical activities and/or works. Progress tests through practical activities, samples taken in the classroom, and/or questionnaires are also considered. It will be detailed during the development of the subject.
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 students must reach the learning outcomes of the subject.

To pass the subject, it is necessary to obtain at least 4 points out of 10 in the final written tests of Didactics of Social Science and Didactics of Natural Sciences. Nevertheless, the subject only will be passed if the weighted average of the assessment activities is equal or greater than 5 points out of 10.

The assessment will be about any aspect addressed in class, even if it does not appear in the materials in the Moodle platform. The materials available in the Moodle platform are a guide to address the different contents in the classroom, but they are not the entire contents of the subject. It is a presential subject.

Students that do not assist to class regularly should do the same assessment activities that those students that frequently attend the course. The assessment activities are recoverable.

Oral and written expression will be considered for the assessment, according to the general competence 6 of the Degree: ¿Written and oral expression and the domain of different forms of expression¿.

Plagiarism is academic fraud, and if it detected, actions will be taken accordingly.

Non-continuous evaluation:

The students must reach the learning outcomes of the subject.

To pass the subject, it is necessary to obtain at least 4 points out of 10 in the final written tests of Didactics of Social Science and Didactics of Natural Sciences. Nevertheless, the subject only will be passed if the weighted average of the assessment activities is equal or greater than 5 points out of 10.

The assessment will be about any aspect addressed in class, even if it does not appear in the materials in the Moodle platform. The materials available in the Moodle platform are a guide to address the different contents in the classroom, but they are not the entire contents of the subject. It is a presential subject.

Students that do not assist to class regularly should do the same assessment activities that those students that frequently attend the course. The assessment activities are recoverable.

Oral and written expression will be considered for the assessment, according to the general competence 6 of the Degree: ¿Written and oral expression and the domain of different forms of expression¿.

Plagiarism is academic fraud, and if it detected, actions will be taken accordingly.

Specifications for the resit/retake exam:

The requirements are the same as for the ordinary convocatory, with the exception of those elements with particular monitoring in the classroom.

Specifications for the second resit / retake exam:

Those indicated by the corresponding academic regulation.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	45
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	45
Unit 1 (de 5): Introduction of the didactics of social sciences. Concept and epistemological field of social sciences.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	10
Unit 2 (de 5): Social Sciences in the curriculum of Primary Education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9
Unit 3 (de 5): Teaching social sciences in Primary education: Methods, models, activities, and teaching resources for the teaching and learning.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	10
Unit 4 (de 5): Experimental Sciences in the official curriculum of Primary Education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	15
Unit 5 (de 5): Teaching Experimental Sciences in Primary Education.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	14
Global activity	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	58
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	45
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	45
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
García Fernández, Beatriz &	Estrategias didácticas para enseñar a través del entorno. En: Mejores maestros, mejores	Aljibe	Málaga	978-84-9700-817-4	2016	Pág. 287-314

Sánchez Vizcaíno, Jesús	educadores. Innovación y propuestas en Educación						
García Fernández, Beatriz; Mateos Jiménez, Antonio; Bejarano Franco, María Teresa	Training Teachers with a Virtual Learning Community: Connecting Peers with an International Dimension.			E-ISSN 2029-0551	2016	Pedagogika journal. DOI: http://dx.doi.org/10.15823/p.2016.25	
National Research Council	Taking Science to School. Learning and Teaching Science in Grades K-8.	The National Academies Press.	Washington, D.C.	0-309-66069-X	2007		
National Research Council. Michaels, S., Shouse, A.W. & Schweingruber, H.A.	Ready, Set, Science!: Putting research to work in K-8 science classrooms.	The National Academies Press.	Washington, D.C.	0-309-10615-X	2007		
RODRIGUEZ DOMENECH, M ^a A.	El e-learning y la automatización en el aprendizaje de la Geografía urbana. Un reto para los docentes				2016		
RODRIGUEZ DOMENECH, M ^a A.	La Geografía en la LOMCE ¿una ocasión perdida?				2015		
Reavey, Duncan	Wanted! Outstanding teachers of science! Ten golden rules for science education. En: Mejores maestros, mejores educadores. Innovación y propuestas en Educación	Aljibe	Málaga	978-84-9700-817-4	2016	Pág. 219-234	
Rodríguez Domenech, M ^a A., Nieto Diezmas, E. y Sumozas, R. (Coord)	Tecnologías en educación. Hacia la calidad educativa.	Síntesis			2016		
VV.AA	Guía del Patrimonio Histórico Artístico de Castilla-La Mancha	Junta de Comunidades de Castilla-La Mancha			1993		
ALONSO AREALES, S.	Didáctica de las Ciencias Sociales para Educación Primaria	Piramide	Madrid		2010		
CALAF, R. y otros	Aprender y enseñar Geografía	Oikos-Tau	Barcelona		1997		
García Fernández, Beatriz & Fernández César, Raquel	Aprendiendo a enseñar física y química. En: Mejores maestros, mejores educadores. Innovación y propuestas en Educación	Aljibe	Málaga	978-84-9700-817-4	2016	Pág. 261-283	
Pillet, F. (Coord).	Geografía de Castilla-La Mancha	Almud			2010		
VV.AA	Atlas del paisaje de Castilla-La Mancha	Junta de Comunidades de Castilla-La Mancha	Toledo		2010		
Davies, Dan	Teaching science creatively	Routledge		978-1-138-90977-9 (p	2017	Colección "Learning to Teach in the Primary School Series"	
Beatriz García Fernández & Antonio Mateos Jiménez	Posibilidades del cine como recurso didáctico para la educación ambiental en Primaria. Ejemplificaciones.	Editorial Tecnos, grupo ANAYA.		978-84-309-7380-4	2017	Páginas 329-339.	
António Almeida, Beatriz García Fernández & Orlando Strecht-Ribeiro	Children's knowledge and contact with native fauna: a comparative study between Portugal and Spain	Taylor & Francis.			2020	António Almeida, Beatriz García Fernández & Orlando Strecht-Ribeiro (2020). Children's knowledge and contact with native fauna: a comparative study between Portugal and Spain, Journal of Biological Education, 54:1, 17-32, DOI: 10.1080/00219266.2018.1538017	
Antonio Mateos Jiménez & Beatriz García Fernández	https://doi.org/10.1080/00219266.2018.1538017 Educar en la sostenibilidad durante la formación docente: Posibilidades didácticas del complejo lagunar de Alcázar de San Juan.	Mc Graw Hill, Ediciones Universitarias.		9788448612696	2016	Coord. Javier Rodríguez Torres. Páginas 429-444.	