



COURSE GUIDE
Master of Secondary Education Training,
Professional Training and Teaching of Languages
Specific Module
to Geography and History

THE CURRICULUM CC.SS., GEOGRAPHY AND HISTORY
IN SECONDARY EDUCATION REQUIRED AND BACHELOR

Universidad Católica de Valencia

2023-24



COURSE GUIDE

		ECTS
SUBJECT: The Curriculum of the CC.SS., Geography and History in Secondary School Education		6
Field: Complements disciplinary training		6
Module: Specific Module Social Sciences, Geography and History		24
Type of learning: Compulsory	Course: MOPS	
Teachers: Vicent F. Zuriaga Senent Guadalupe Pérez	Departament: Ciencias Sociales	
	E-mail: vicent.zuriaga@ucv.es Guadalupe.perez@ucv.es	

MODULE ORGANIZATION

Specific Module Social Sciences, Geography and History	24 ECTS
<p>Duration and placement within the curriculum:</p> <p>This subject (matter) within the specific module of Geography and History, aims to inform the curricula of the subject Social Sciences, Geography and History through reflection attentive to the varying degrees of specificity of the curriculum. Critical reflection on current educational legislation is the overview of the course: to this end, will provide an overview on the evolution of CC.SS curriculum through successive legislative changes to properly position the LOE. Along the diachronic analysis will develop the study of epistemological and educational psychology from the current curriculum in CC.SS. From these general approaches, is on analysis of matter in subsequent Middle and High School courses. Not forgetting the practical view of the reality of teaching, highlighting the various factors that influence the development of the curriculum: center, activities, educational, material, etc..</p> <p>For each of the specialties of MOPS is designed a specific module. In the case of geography and history, the subject of the CC.SS Curriculum, Geography and History seeks to address the following contents:</p> <ol style="list-style-type: none"> 1. - Study of the official curriculum of the subjects given from the specialty of Geography and History in all Middle and High School levels. 2. - Analysis of the evolution of matter CC.SS. through successive changes in the education law. 3- Critical reflection on epistemological sources of matter and psychoeducational Social Sciences, Geography and History. 4. - Knowledge of the objectives, content, methodology and evaluation criteria related to specific curriculum. 5. - Knowledge of the contribution of matter CC.SS, Geography and History to the acquisition of basic skills. 6. - Mechanisms of specificity of the curriculum in terms of the educational context. 7.- Analysis of the treatment of the curriculum in the textbooks. 	



Field and Subjects				
Field	ECTS	subject	ECTS	Course / semester
Complements disciplinary training	6	The Social Science Curriculum. Geography and History in Secondary School Education	6	1/2
Learning and teaching of geography and history	12	Social Science Education. Geography and History	6	1/2
		Resources for the teaching of geography and history	6	1/2
Teaching innovation and introduction to research	6	Innovation and Research in Social Science Education. Geography and History	6	1/2

COURSE GUIDE

Prerequisites: No prerequisites, except from access to the expertise and knowledge of the languages of the Spanish educational system.

GENERAL OBJECTIVES

- The student will be able to develop a critical reflection of the specific curriculum.
- The student will demonstrate knowledge of the objectives, content and methodology appropriate CC.SS matter, Geography and History in the respective secondary and high school courses, as well as other materials that may provide (eg Education for Citizenship and the human rights).
- The student will know the contribution of matter CC.SS, Geography and History to the acquisition of basic skills.
- The student will learn the various levels of realization of the curriculum and the various factors that influence this specificity.

General competencies, in relation to the Spanish Qualifications Framework for Higher Education (MECES):

- G1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study;
- G2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;
- G3 Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.
- G4 Having learned skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances;
- G5 To know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training.
- G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.
- G7 To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.
- G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.
- G9. To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.
- G10. To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.
- G11. To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.
- G12. To design and carry out formal and informal activities that make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated way. Participate in the evaluation, research and innovation of teaching and learning.
- G13. To know the rules and institutional organization of the education system and models of quality in schools.
- G14. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.
- G15. To inform and advise families about the process of teaching and learning and person

Specific competences developed in the Specific module:



1. To know the cultural and educational value of the specific subjects and the content that is taught.
2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.
3. To know contexts and situations in which the various course content is used or applied.
4. To know the theoretical and practical processes in teaching and learning different classroom subjects.
5. To transform the educational plan in work activities.
6. To acquire some criteria to select and develop educational resources.
7. To foster a climate that facilitates learning and evaluates the contributions of the students.
8. To integrate in the teaching-learning process a training for the use of media studies.
9. To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.
10. To know and apply innovative teaching proposals in the field of specialization.
11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.
12. To identify the problems of teaching and learning and to propose alternatives and solutions.
13. To understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.

CLASSROOM WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes	2,4 ECTS
CLASS ATTENDANCE	Showroom by the teacher, competency analysis, explanation and demonstration of skills, abilities and knowledge in the classroom.	RA, RB, RC	1,30
WORKSHOPS	Breakout sessions in groups supervised by the teacher. Case studies, diagnostic tests, problems, field study, computer room, visits, data search, libraries, networking, Internet, etc.. Meaningful construction of knowledge through interaction and student activity.	RA, RB, RC.	1
WORK GROUP EXHIBITION	Application of interdisciplinary knowledge.	RA, RB, RC	0,10
Total			(2,4*)

TRAINING ACTIVITIES INDEPENDENT STUDENT WORK			
ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes	3,6 ECTS
GROUP WORK	Preparedness group readings, essays, problem solving, seminars, papers, reports, etc.. Work done in lectures, practical classes and / or small group tutoring. Work done on the platform of the university (www.plataforma.ucv.es)	RA, RB, RC	3,6
Total			(3,6*)



ASSESSMENT SYSTEM ACQUISITION OF SKILLS AND QUALIFICATIONS SYSTEM		
Evaluation Instrument	ASSESSED LEARNING OUTCOMES	Percentage awarded
GROUP WORK	RA, RB, RC	100%

DESCRIPTION OF CONTENTS Organization blocks of content or thematic groupings. Content development in teaching guides.
1- From the Master to the Classroom. Social Sciences: Epistemology and situation in the education system.
2 - The CC.SS curriculum, Geography and History at Middle and High School Education: <ul style="list-style-type: none">- Introduction: What is the curriculum?- The legal framework.- Epistemological foundations.- Fundamentals psycho.
3. - Approaches curricular and educational practice.
4. - The CC.SS curriculum in textbooks: a critical analysis.

COURSE ORGANISATION:		
	BLOCK CONTENT / TEACHING UNIT	SESSION (3 hours)
1	Fundamentals of curriculum CC.SS psycho, Geography and History. (GP)	2
2	Psychopedagogical foundations of the CC.SS, Geography and History curriculum. (GP)	1
3	The curriculum and the CCSS. Legal, electives, trunks, etc.. Other areas: FPA Attention to diversity. PDC (GP)	1
4	Curricular and educational practice approaches	1
5	Practical work	2
6	From the Master to the Classroom. Introduction to the social sciences (VZ)	2
7	Basic Skills and Social Sciences (VZ)	1
8	Curricular approaches and educational practice (VZ)	1
9	The SSCC in in the educational system (VZ)	1
10	Epistemological foundations CC.SS curriculum, Geography and History (VZ)	1

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- -Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.
- -DECRETO 107/2022, de 5 de agosto, por el que se establece la ordenación y el currículo de Educación Secundaria Obligatoria
- <https://educagob.educacionyfp.gob.es/ca/inicio.html>
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Addendum to the Course THE CURRICULUM CC.SS., GEOGRAPHY AND HISTORY IN SECONDARY EDUCATION REQUIRED AND BACHELOR

(Master of Secondary Education Training, Professional Training and Teaching of Languages Specific Module to Geography and History Degree)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

I. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

I. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.