

## INTRODUCTION

The Didactics Planning exposed by the Department of Social Sciences, History and Geography is an open and flexible proposal that will be based on class work and developed during the school-year 2014-2015.

It departs from the general objectives of both the Secondary Education period and the specific area of Social Sciences.

The main target is the development, among the students, of all the capacities disposed by the official curriculum, and establish the base for a correct getting on of the students in their future lives, as well as the capacity to face post-secondary education. The study of History and Geography should provide a global view of the world and promote the development of values as respect for different cultures, tolerance, democracy or solidarity.

An important aspect of this Project is the emphasis it puts on the importance of adapting the contents of the subject depending on the special needs of each student (Attention to Diversity).

### 1. OBJECTIVES OF THE AREA OF SOCIAL SCIENCES IN ESO

1. Identifying the present social processes and the interrelation between social, economic, cultural and political facts, using this knowledge to understand the plurality of cases that explain the evolution of contemporary societies and men and women's roles and problems in them.
2. Identifying and analyzing the basic elements of the physical environment, the interactions between them and the use of them by human beings, assessing its social, cultural, political and environmental consequences.
3. Understanding the territory as the result of the interaction of societies with the environment in which they live and which they organize.
4. Identifying and locating the basic features of geographical diversity of the world, Europe and Spain.
5. Recognizing both in time and space the different historical facts and processes of universal, European and Spanish history, in order to understand the evolution of Humanity and the social diversity.
6. Valuing cultural diversity and showing respectful and tolerant attitudes towards other cultures and opinions, but also exercising reflection and critic.
7. Understanding the basic elements of artistic demonstrations in their cultural and social reality, in order to value and respect natural, historical, cultural and artistic heritage.
8. Acquiring and using specific vocabulary related to Social Science.
9. Searching information about Social Science in different sources and developing the ability to work with it and communicate it to others.

10. Working in group and participating in debates showing a critic, tolerant and constructive attitude, giving founded opinions and valuing dialogue as a way to solve human and social problems
11. Understanding democracy and valuing liberty and rights, and appreciate them as necessary conditions to achieve peace. Rejecting intolerance, discrimination and violence.

## 2. BASIC COMPETENCES

- **Social and civic:** getting involved in society through the knowledge of the past and the space, developing social abilities like sympathy, dialogue, respect, cooperative work...
- **Knowledge and interaction with the physical environment:** one of the most important axes of work of Geography is the study of the physical space in which human activity takes place, both in big and small scale. Others are location, interpretation of landscapes, preservation of environment...
- **Cultural and artistic:** knowing and valuing artistic demonstrations, works of art, their meaning, valuing cultural heritage...
- **Digital and information processing:** the main contributions consists on the developing of searching skills and the establishment of solid criterion of selection of information, comparing different sources and differing the important aspects of those which are not, etc.
- **Linguistic communication:** given in the process of developing abilities to use different kinds of discourse, especially narrative, dissertation and argumentation, as well as collaborating in the acquisition of specific vocabulary related to Social Sciences.
- **Mathematic:** use of percentages, numeric and graphic scales, geometrical forms, measuring, graphic representation of numeric data, etc., and knowledge of the quantitative and special aspects of reality.
- **Learning to learn:** reasoning, searching for explications, processing information, developing of strategies to think-organize-memorize information, elaboration of diagrams and outlines...
- **Autonomy and personal initiative:** making decisions, participating in debates, working individually or in groups in a process that involves creating ideas-analyzing-planning-acting-revising-comparing targets and results-establishing conclusions.

## 3. OBJECTIVES FOR 1º ESO

- Getting information related to Social Sciences from maps, images, graphics, etc. and being able to make graphics and maps with that information.

- Locating geographical coordinates.
- Knowing the basic features of the Earth.
- Locating in a map the principal elements of the physical environment.
- Analyzing the effects of the environment over human activity, and vice versa.
- Elaborating diagrams and outlines using historical and geographical texts.
- Understanding chronological difference between Prehistory and Antique History in the world and in the Iberian Peninsula.
- Understanding hominization process and cultural evolution of Humanity until the appearance of writing.
- Appreciating the importance of Neolithic revolution, and of Greek and Roman civilizations.
- Comparing different ages of a same civilization. Analyzing changes and permanencies.
- Elaboration of dossiers or projects that content adequate, coherent and correct geographical and historical information.

#### **4. ASSESSMENT CRITERIA FOR 1º ESO.**

- Knowing the basic features of the Earth.
- Identifying different types of maps.
- Locating places or spaces on a map using geographical coordinates and obtaining information from a map using its key and its symbols.
- Locating on a map the basic features of the world's environment (relief, oceans and continents, climate and rivers, different landscapes...).
- Comparing physical features of different natural landscapes of the planet, locating them approximately in space and relating them with the possibilities they offer to human groups.
- Identifying and assessing human impact over nature and contributing with proposals for improvement.
- Correct use of chronology and notions of evolution and change related to Prehistory and Antique History.
- Understanding the process of hominization and the cultural evolution of humanity until the appearance of writing.
- Explaining the importance of Neolithic revolution, and of Greek and Roman civilizations in the History of Humanity.
- Knowing the basic features of the first civilizations.
- Valuing the importance of artistic manifestations in the study of Social Sciences.
- Interrelating and connecting important information in order to explain historical processes.
- Elaborating written projects and oral expositions individually and in groups.

- Using maps, graphic and tables as a source of information, analysis and synthesis.

## 5. CONTENTS AND TEMPORAL DISTRIBUTION (1º ESO)

1. Maps.
2. Relief.
3. Water.
4. Weather and climate.
5. World landscapes.
6. The continents.
7. Europe and Spain.
8. Prehistory
9. Early civilizations.
10. Ancient Greece
11. Ancient Rome

### FIRST TERM EVALUATION

- **Maps.** Importance of maps, locating, types, features of Earth on a map, scale, coordinates.
- **Relief.** Earth's structure, relief, tectonic plates, earthquakes and volcanoes, erosion and sedimentation.
- **Water.** Water cycle, rivers-oceans-lakes-sea..., effects of human action on the environment, interpretation of graphs.

### SECOND TERM EVALUATION

- Weather and climate. Differences, causes of the seasons, temperature and climate, precipitation, atmospheric pressure, reading weather maps.
- **World landscapes.** Identifying world climates, analyzing how climate affects landscapes, reading climate maps, making and interpreting climate graph, relation between climate and vegetation.
- **The continents.** Physical features, relation between relief and climate, drawing maps, comparing maps and drawing conclusions.

### THIRD TERM EVALUATION

- **Europe and Spain.** Physical features and climates of Spain and Europe, identifying places on a map of Spain, tables and graphs.
- **Prehistory.** Distinguish Paleolithic, Neolithic, metal ages, interpretation of historical maps, study of early human beings.
- **Early civilizations.** Social structures of Ancient Egypt and Mesopotamia, importance of the Nile, pharaohs, art, hieroglyphics.

### FOURTH TERM EVALUATION

- **Ancient Greece.** Origins, importance of Athens and Sparta, Alexander the Great, Greek society, religion and culture.
- **Ancient Rome.** Creation and decline of Roman Empire, society, religion, economy, politics of Ancient Rome, interpretation of cities, study of Roman art.

## 6. MINIMUM CONTENTS AND ASSESSMENT CRITERIA TO PASS THE SUBJECT

MINIMUM CONTENTS/ OBJECTIVES	ASSESSMENT CRITERIA
<p><u>UNIT 1. MAPS</u>                      Valuing the importance of a map as an instrument for representing the Earth.                      Identifying different types of maps and their main elements.                      Locating point on a map with geographical coordinates.                      Defining the concept of scale.                      Recognize the Earth's features on a map.</p>	<p>Locating places on maps using geographical coordinates.                      Identifying different types of maps.                      Giving account of the real and symbolic contents on maps.</p>
<p><u>UNIT 2. RELIEF</u>                      Knowing the Earth's internal structure.                      Identifying relief and its causes.                      Valuing the importance of tectonic plates.                      Defining volcanoes and earthquakes.                      Interpreting a physical map.</p>	<p>Recognizing elements of Earth's relief both in images and maps, using the key.                      Defining continental, coastal and oceanic relief.                      Explaining the process of formation of continents and mountains using theories related to tectonic plates, volcanoes and earthquakes.</p>
<p><u>UNIT 3. WATER</u>                      Studying the cycle of water.                      Knowing the presence of water on Earth (rivers, lakes, seas, oceans).</p>	<p>Locating essential elements of water on a map.                      Locating points or places on a map using geographic coordinates and</p>

<p>Identifying human impact on environment and its problems. Acquire a reflexive attitude towards solutions to environmental problems due to human activities.</p>	<p>interpreting the key, communicating this information both written and spoken. Identifying the impact of human action on environment and concretely on the water of the Earth, analyzing causes, effects, and possible solutions.</p>
<p><u>UNIT 4. WEATHER AND CLIMATE</u> Differing between weather and climate. Identifying the causes of the different seasons and the relation between temperature and climate. Defining comprehensively concepts of precipitation and atmospheric pressure. Reading weather maps. Getting aware of the climate change, its impact on environment and the importance of human actions effects.</p>	<p>Locating places on maps, using coordinates and keys. Understanding the difference between weather and climate. Identifying and explain examples of impact of human action on the environment and especially related to climate change and global warming. Being aware of the dangers of climate change for nature and for human beings and propose solutions.</p>
<p><u>UNIT 5. WORLD LANDSCAPES</u> Identifying the different climates. Analyzing how does climate affect landscapes. Reading climate maps. Elaborating and interpreting graphs and climate maps. Recognizing the relation between vegetation and climate and locating approximately. Valuing the richness of variety of landscapes. Awareness of the lost of natural landscapes as a result of human action.</p>	<p>Locating places on maps using coordinates and keys. Identify different landscapes with their location and their climate. Being aware of the environmental problems due to human action on natural environments. Comparing different features: climates, relief, water, and relate them to the possibilities they offer to human beings.</p>
<p><u>UNIT 6. THE CONTINENTS</u> Identify the main physical characteristics of the continents. Analyzing relation between relieve and climate, exemplifying on the different continents. Compare maps and draw conclusions.</p>	<p>Locating places on maps using coordinates and keys. Explain the main features of each continent using a physical map. Identify environmental problems due to human action.</p>
<p><u>UNIT 7. EUROPE AND SPAIN</u> Knowing the main physical and climate features of Europe and Spain. Identifying places on a map of Spain. Interpreting river maps. Organizing information in tables and graphs.</p>	<p>Locating places on maps using coordinates and keys. Finding on a map the main physical features of Europe and Spain. Making a touristic advertisement.</p>
<p><u>UNIT 8. PREHISTORY</u> Knowing basic characteristics of Prehistory and the first human beings.</p>	<p>Understanding the evolution which took place during Prehistory. Reading historical texts and maps.</p>

<p>Identifying the different features and chronologies of Paleolithic, Neolithic and Metal Ages. Interpreting a historical map. Valuing the importance of archaeological sites.</p>	<p>Defining concepts of prehistory, Paleolithic, Neolithic, Metal Ages, locate them in time and space and identify their main features.</p>
<p><u>UNIT 9, EARLY CIVILIZATIONS</u> Knowing the main characteristics of the first civilization. Studying the social structure of Mesopotamia and Ancient Egypt and recognizing the role of pharaohs. Studying art and archaeology as a way of knowing more of ancient cultures.</p>	<p>Understanding chronology, evolution and change and apply them to events and processes of first civilizations. Underline the most important characteristics of the first civilizations. Valuing the important role of art in the study of social sciences.</p>
<p><u>UNIT 10. ANCIENT GREECE</u> Knowing the origins of Greek civilization and valuing the importance of Athens and Sparta. Knowing Alexander the Great. Identifying the main religious, social and cultural features of Greek civilization. Understanding the gap between Greek democracy and current democracy.</p>	<p>Recognize and explain the main features of Ancient Greek civilization and assess its importance in the evolution of humanity. Understand the main religious, social and cultural features of Greek civilization and compare it to others.</p>
<p><u>UNIT. 11. ANCIENT ROME.</u> Knowing the causes of the rising and decline of Roman Empire. Identifying basic characteristic of Roman society, culture, religion and politics. Identifying the main features of Roman cities and art demonstrations.</p>	<p>Applying concepts of chronology, evolution and change. Underlining the most important aspects of Roman Civilization. Valuing the legacy of Ancient Rome civilization.</p>

## 7. METHODOLOGICAL APPROACHES

Requisites for the teaching-learning process:

- Taking into account the previous knowledge of the students.
- The construction of significant learning through previous knowledge mobilization and comprehensive memorization.
- Favoring the autonomy of the students and their capacities for reaching significant learning by their own means.
- Favoring situations for knowledge actualization.
- Involve the students in their own learning, creating situations that make sense for them and motivate them.
- Using the school computer resources when they are available, as a part of teaching-learning diary methodology.
- Using maps and images.
- Progressive introduction of historical texts and maps.

- Use of timelines to make the students aware of the dimensions of the great historical processes and able to identify their main events.
- Using of an approach that understands the study of History as a way to connect the past and the present, in order to understand the latter and to prepare the students for their future lives.

Educational principles:

a) **Active Methodology:**

- Favoring intense mental activity during the learning process, reflection and acquisition of new knowledge and capacities.
- Involving the students in the class dynamics and the configuration of learning.

b) **Motivation:**

- Taking into account the interests, needs and expectations of the students.
- Favoring cooperative work.

c) **Attention to diversity:**

- Taking into account their different speed while learning, as well as their different interests and motivations.

d) **Evaluation of the educational process:**

- Analyzing every step of educational process and permitting a reconfiguration of the whole activity when necessary.

## 8. ATTENTION TO DIVERSITY

Minimum results:

- Detection of previous knowledge of the students before giving new contents.
- Connecting old and new knowledge of the students.
- Adaptation of the speed of learning to the needs and capacities of each student.

In order to achieve them, periodical tests will be made, from which it's possible to extract information of the characteristics and evolution of the students, and adjust curriculum when necessary, for example in the case of students with language difficulties or in reading comprehension.

To solve these problems the students have to count on the teacher's support in the classroom. The collaboration between departments is fundamental (especially with Departments of Spanish and English).

It is important to keep the high capacity students in mind as well, and give them an answer to their higher demand for contents, activities and complexity of the subject (e.g. Giving them more difficult exercises, investigation projects, etc.).

## 9. GRADING CRITERIA (1º ESO).

- a) **Exams (60%).**
  - Written exams (50%).
  - Oral exams (15%).
- b) **Notebook (10%).** Presence of class activities and homework, outlines and diagrams both given in class, clean presentation, quality of the contents, etc.
- c) Individual and group **projects (20%).**
- d) **Attitudes (10%).** Showing values like respect or tolerance, but also getting involved on the classroom activities, showing interest for the subject, do the homework, etc.

Students that do not pass first or second term examinations will have the opportunity to pass them in February. Exams for those who don't pass third and fourth term examinations will be carried in June.

Any student with two or more term failing grades will have to attend an extraordinary exam in June.

## 10. MATERIALS AND DIDACTIC SOURCES.

Every student will have a specific book for the subject, which will be supported and complemented by the teacher's explanations, different activities, etc.

Other sources:

- Aula Planeta
- Maps (political, physical, thematic) and globes.
- School Computers.
- Documentaries.
- Different websites given by the teacher to search information, elaborate projects and work on the subject.