GUÍA DOCENTE DE LA ASIGNATURA
(curso 2021/22)

Titulación	**GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA**
Plan de Estudios	ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf

Asignatura		**Créditos ECTS**	6
Código	800456	**Idioma**	Inglés
Carácter	Optativa	**Curso**	2º
Módulo			
Materia			

EQUIPO DOCENTE		
Profesor	**Email**	**URL**
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1.- PRESENTACION

This subject deals with the scientific and didactic foundations necessary to develop the contents related to the Earth Sciences in primary education.

Students will understand the basic principles of Earth Sciences, address and solve problems of everyday life related to these sciences and develop and evaluate the contents of the curriculum with appropriate didactic resources.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para el área de Ciencias Experimentales.

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Transversales	CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales educativos. CT7. Valorar la importancia del trabajo en equipo y adquirir destrezas para trabajar de manera interdisciplinar dentro y fuera de las organizaciones, desde la planificación, el diseño, la intervención y la evaluación de diferentes programas o cualquier otra intervención que lo precisen. CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT12. Conocer y aplicar los modelos de calidad como eje fundamental en desempeño profesional CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación. CT15. Reconocer la mutua influencia entre ciencia, sociedad y desarrollo tecnológico, así como las conductas ciudadanas pertinentes, para procurar un futuro sostenible.
Módulo	CM 8.13 Aplicar los conocimientos científicos al hecho educativo, profundizando en el ámbito didáctico disciplinar en diversos campos del saber, dirigidos especialmente a la resolución de problemas de la vida diaria.
Materia	CM8.13.1 Conocer la utilización del trabajo de tipo experimental como un recurso importante en la Enseñanza de las Ciencias Naturales CM8.13.2 Analizar la importancia de la Educación Ambiental como imprescindible para mejorar la calidad de vida.

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

Specific training in the process of teaching and learning Earth Sciences in the primary education stage.

Understanding of the basic principles and fundamental laws of natural sciences applied to complex phenomena that affect us.

Knowledge of the school curriculum of Nature Sciences in the Primary Education stage.

Development and evaluation of the curriculum contents through appropriate didactic resources to achieve the development of the corresponding competencies in primary students.

Ability to understand science as a cultural fact.

Awareness of the mutual influence between science, society and technological development, as well as the necessary citizen behavior to ensure a sustainable future.

According to the CEFR, the level B2's user should be capable of carrying out the following linguistic skills:

• Understanding:

o Listening:

- Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.

- Can understand most TV news and current affairs programmes.

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- Can understand the majority of films in standard dialect.

o Reading:

- Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.

- Can understand contemporary literary prose.

• Speaking:

o Spoken interaction:

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

- Can take an active part in a discussion in familiar contexts, accounting for and sustaining my views.

o Spoken production:

- Can present clear, detailed descriptions on a wide range of subjects related to my field of interest.

- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

• Writing:

o Writing:

- Can write clear, detailed text on a wide range of subjects related to my interests.

- Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

- Can write letters highlighting the personal significance of events and experiences.

4.- CONTENIDOS

UNIT 1. Earth Sciences in Primary Education.

UNIT 2. The Earth in the Universe.

UNIT 3. The atmosphere and the weather.

UNIT 4. Ecosystems.

UNIT 5. Natural resources and sustainability.

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2021/22. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

Autonomous and personalized learning will be promoted through the guidance of the teacher and the use of multiple intelligences.

The contents and the development of the competencies associated with this subject will be worked through active methodologies to promote "learning by doing", such as cooperative learning techniques, thinking routines, graphic organizers and project based learning.

Specific tools, such as the portfolio, will be used to visualize the learning process and its results, to foster the development of the student's metacognition and to facilitate improvement in their training process.

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The development of interdisciplinary activities will be promoted seeking the holistic knowledge of the world. Examples of specific didactic methodology for learning science through a foreign language (CLIL) will be worked on.

5.1.- Actividades formativas			
ACTIVIDAD/ TIPOLOGÍA	**DESCRIPCIÓN GENERAL**	**COMPETENCIAS ASOCIADAS**	**ECTS[1] (horas)**
Exposición (presencial)			
Actividades prácticas (presencial)			
Tutorías (presencial)			
Trabajos tutelados (no presencial)			
Estudio independiente (no presencial)			
Campus Virtual (no presencial)			

6.- EVALUACIÓN

6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf

6.2. Técnicas de Evaluación		
TÉCNICA	**TIPO DE PRUEBA**	**PONDERACIÓN**
Pruebas escritas	Examination at the end of the semester of all content worked in the semester. It will have two parts: a multiple choice one that applies for 60-80% of the final mark, and an open question part for the 20-40% left. At least 50% of the greatest possible mark will be required to pass this technique.	40%
Proyectos	A project will be carried out in groups during the semester. Both the development and final result will be evaluated. At least 50% of the greatest possible mark will be required to pass this technique.	30%
Debates y exposiciones		

[1] Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

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Casos prácticos		
Otros	Individual or group activities will be performed: content search, analysis, critical thinking, estimates, reasoning... Between one and four activities for each unit. The value of each activity will be allocated taking into account the number of activities performed as well as their complexity and duration. At least 50% of the greatest possible mark will be required to pass this technique.	30%

6.3.- Criterios de Evaluación

GENERALES:

- Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación.
- Para la cita y referencia de fuentes de información de los trabajos académicos, los alumnos deben seguir las recomendaciones de las normas APA 7ª ed.
- El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso.
- Errores ortográficos en todas las técnicas de evaluación. En esta asignatura se concretan de la siguiente manera:

More than 6 spelling and written expression errors will imply a markdown of 0,5 points over 10 in any of the written activities.

In the presentation of activities and works, the following features will be valued:

- rigorous employment of the subject theoretical contents;

- good verbal and/or written communication skills;

- active and respectful participation towards the rest of the students and the teaching staff;

- contextualization of the concepts studied and recognition of their evidence in daily life;

- careful, clean and ordered look, in both written and oral presentations;

- critical thinking based on knowledge;

- good attitude towards topical scientific and technological issues like the interaction and degradation of the environment;

- correct use of technological tools for achieving concrete objectives;

- relevant use of resources and knowledge of other disciplines, promoting interdisciplinarity;

- creativity;

- compliance with deadlines and delivery rules.

If the student does not reach 5 in some of the evaluation techniques and therefore does not overcome the subject, but the final weighted average mark is higher than 4.9, a symbolic 4 will be assigned to the final numerical value.

CRITERIOS PARA 2ª CONVOCATORIA

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If the first call is not passed, the approved evaluation techniques will be saved for the second call. The failed evaluation techniques in the first call must be re-evaluated in the second call in order to pass the course.

To pass the written test it will be necessary to take a similar one in the second call.

To pass the other evaluation techniques, an individual assignment will be required. The teacher will share with the students the necessary instructions for its completion through the virtual campus.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

Students of second or subsequent enrollment who cannot attend classes on a regular basis will have to pass an exam that will account for 60% of the final grade of the subject and present an individual research work to be specified by the teacher that will cover the remaining 40% of the final grade of the subject.

Students of second or subsequent enrollments who can attend classes on a regular basis may choose to be evaluated using the same assessment techniques as students of first enrollment.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

Scientific contents and concepts:

Hall, A., Palmer, E., Millar, R., Whitehouse, M. & others (2011). GCS Science. Oxford University Press.

Tarbuck, E.J., Lutgens, F.K. (2013). Earth Science. Ed. Pearson

Earth Sciences teaching and learning:

Friedl, A.E. (2004). Teaching science to children: an inquiry approach. McGraw-Hill.

Harlen, W., Qualter, A. (2018). The Teaching of Science in Primary Schools. New York: Routledge

Martí Freixas, J. (2012). Aprender ciencias en educación y primaria. Ed. Graó.

7.2.- Otros recursos

Webgrafía

- El CSIC en la escuela (http://www.csicenlaescuela.csic.es/proyectos/proyectosdid.htm)
- Science in school (http://www.scienceinschool.org)

REVISADO Y CONFORME:

LORENA SILVA BALAGUERA
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