

	<p style="text-align: center;"><b>DEPARTAMENTO DE: Ciencias Sociales y Humanidades (CLIL)</b>  <b>ASIGNATURA: Geography and History</b>  <b>CURSO: 2nd ESO</b>  <b>2020-21</b></p>	<p><b>PC_03.1</b>  <b>Fecha Revisión del Jefe Dpto:</b>  03/Septiembre/2020</p>
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<b>Programación utilizada por: Cristina Molina, Ismael Algarra y María Crespo</b>		

**This scheme of work is valid for all three possible scenarios (A, B and C) through the school year. If it were necessary to carry out any changes, pupils would be informed immediately.**

## 0. UNIDAD DIDÁCTICA CERO

<https://docs.google.com/document/d/1qa8DROiROciFpCmtKpZS1DP4Hdh339FHwg0GgqdNeO0/edit>

### 1.- Index

#### History

1. The Early Middle Ages and Islam.
2. The Iberian Peninsula during the Early Middle Ages.
3. The High Middle Ages and feudalism.
4. The Late Middle Ages.
5. The Iberian Peninsula during the Late Middle Ages.

#### Geography

1. Population evolution and distribution.
2. The natural dynamics of the population.
3. Rural and urban settlements around the world.

### 2.-Evaluation criteria

#### 2.1. General assessment criteria

The student will have exams in every evaluation period.

The qualification of this exam will be **60%** of the final mark.

**5%** Classroom exercise.

**10%** projects.

10% maps

**5%** effort, attitude.

**10%** homework and classwork

The evaluation criteria will be different during the cross-curricular project. The mark will be calculated as follows:

**50%** exam

**5%** Classroom exercise

**20%** cross-curricular project.

**10%** maps

**5%** effort and attitude.

**10%** homework and classwork

The evaluation is continuous, that is to say, every time that they are evaluated, the mark is an average with the qualification of that term (50%) and the mark of the previous term (50%).

**This scheme of work is valid for all three possible scenarios (A, B and C) through the school year. If it were necessary to carry out any changes, pupils would be informed immediately.**

Any student who is caught cheating during any of the exams will be punished, the first time, with a ZERO of the exam. If the student is caught for a second time, apart from getting a zero in the exam, he or she will fail the term.

#### **PROJECTS:**

- 1- Byzantine mosaics
- 2- Gothic Style: Palma tourist guide.
- 3- Migrations: An approach to the world's demographic situation.

The projects will be evaluated with a Rubric.

All these points will be worked as a Project Based Learning/ Problem based learning. Their purpose is to connect the contents seen in class with the problems dealt by our society. The projects will be culminated with a conclusion document written and discussed by the whole class.

#### **CROSS CURRICULAR PROJECT:**

- 1- Gotham city.

### **2.2 Correction approach**

Each exam is out of 10. The writing of each student (spelling, written expression, etc) will also be taken into account, except for the NEAE students.

### **2.3. Final assessment criteria.**

The evaluation is continuous, that is to say, the final mark is an average with the qualification of that term (50%) and the mark of the 3<sup>rd</sup> term (50%). The qualification of each term will be calculated as follows:

1<sup>st</sup> Evaluation:

**60% exam.**

**5% Classroom exercise.**

**10% projects.**

10% maps

**5% effort, attitude (3.4)**

**10% homework and classroom**

2<sup>nd</sup> Evaluation: average of term 1 + average of term 2 divided by two.

3<sup>rd</sup> Evaluation: average of term 2 + average of term 3 divided by two.

### **2.4. Effort and Attitude**

There is an additional **5%** that is lost every time that the student is penalised referring to:

- Speaking (fluency and pronunciation is important)
- attitude
- material
- punctuality

**Since the academic year 2019-20, students are warned that a wrong use of technology and Chromebooks (this is, not using it wisely in an academic way) would imply the partial or total loss of the attitude mark. This rule has been explained to every class.**

### 2.5.NEAE students

There will be an adjustment in the exams according to students' needs.

- a) In all the statements, key words will be underlined and/or written in bold.
  
- b) In general terms, instead demanding for open answers, questions will be formulated in a way where they have to:
  - b.1 -match statements
  - b.2-answer True/False
  - b.3-use word banks for vocabulary or multiple choice answers.
  
- c) Children can be given more time to finish the exams if it is required or we can reduce the number of questions or the extension of the exam.
  
- d) There is also the possibility of doing an oral exam instead of doing it in writing when necessary.
  
- f) Questions may be read aloud individually as well as being translated into Spanish.
  
- g) If necessary, reduce number of questions per sheet.
  
- h) Two orders will not be given in the same question. Ex.: "Read the text and answer the questions". These would be two items in a same question.
  
- i) Supervise that they have answered all the questions before they give in the exam.
  
- j) When correcting the exam we will not take into account the spelling mistakes or the expression.

**\*UNDER NO CIRCUMSTANCES will a NEAE student automatically pass at the end of the course with a mark under 5. The whole course will be taken into account, as well as his attitude towards the subject and the effort.**

3.- For each unit:

## History

### UNIT 1

Contents	Evaluation criteria	Evaluable learning standards
<ul style="list-style-type: none"> <li>- The Middle Ages</li> <li>- An era of invasions</li> <li>- Byzantine Empire</li> <li>- Carolingian Empire</li> <li>- Islam and caliphate</li> </ul>	<ul style="list-style-type: none"> <li>- To review the fall of the Roman Empire.</li> <li>- To know which the main Germanic kingdoms were.</li> <li>- To know what the Visigoths were like.</li> <li>- To know the stages of the Byzantine Empire.</li> <li>- To know what religion and art were like in the Byzantine Empire.</li> <li>- To know the origins of Islam and the basic principles of this religion.</li> <li>- To know what were the stages of the expansion of Islam and the advances that the Muslims brought.</li> <li>- To know the origin, organization and final division of the Carolingian Empire.</li> </ul>	<ul style="list-style-type: none"> <li>- Define and place chronologically the terms.</li> <li>- Mark if the sentences are true or false. Correct the false sentences.</li> <li>- Explain the origins and expansion of the Carolingian Empire.</li> <li>- Name the five pillars of Islam.</li> <li>- Explain the rules that the Koran stipulates.</li> <li>- Complete the map.</li> <li>- Look and explain the picture.</li> <li>- Identify some characteristics of Byzantine art.</li> <li>- Explain which historic fact marks the beginning of Middle Ages.</li> <li>- Say at least five Germanic kingdoms and the regions where they established.</li> <li>- What were the Germanic kingdoms like?</li> <li>- Explain the Visigothic entrance to the Roman Empire.</li> <li>- Where did the Visigoths establish their capital in the 6<sup>th</sup> century?</li> </ul>

PROJECT 1: **Making Byzantine mosaics**

### UNIT 2

Contents	Evaluation criteria	Evaluable learning standards
<ul style="list-style-type: none"> <li>- The Muslim zone: al-Andalus.</li> <li>- The economy and society in al-Andalus</li> <li>- Culture and art in al-Andalus</li> <li>- The Christian kingdoms from the 8th to the 10th century</li> <li>- The economy, society and culture in the Christian kingdoms</li> <li>- The crisis of Al-Andalus</li> </ul>	<ul style="list-style-type: none"> <li>- To know the new waves of invasion that took place in Europe from 850 to 1100.</li> <li>- To know what was the new social system, feudalism, like.</li> <li>- To know what was the power of the king in times of feudalism.</li> <li>- To know how a fief worked and how was it structured.</li> <li>- To know all the estates of medieval society.</li> </ul>	<ul style="list-style-type: none"> <li>- Fill the gaps about the Christian zone.</li> <li>- Write the names of the currencies, which were produced in Al-Andalus.</li> <li>- Write the name of the markets where trade took place in Al-Andalus and explain them.</li> <li>- Match the social groups in Al-Andalus with its definition.</li> <li>- Explain the characteristics of Muslim culture in Al-Andalus.</li> <li>- Explain which were the medieval social groups.</li> <li>- Define the following terms.</li> <li>- Which was the main function of the nobles? Explain it.</li> <li>- Explain which the functions of noblewomen were.</li> <li>- Which were the functions of the Pope?</li> </ul>

### UNIT 3

Contents	Evaluation criteria	Evaluable learning standards
<ul style="list-style-type: none"> <li>- The political situation from the 11th to the 13th century</li> <li>- The feudal system</li> <li>- The economy and society</li> <li>- The Church</li> <li>- Romanesque art and architecture</li> </ul>	<ul style="list-style-type: none"> <li>- To know the new waves of invasion that took place in Europe from 850 to 1100.</li> <li>- To know what was the new social system, feudalism, like.</li> <li>- To know what was the power of the king in times of feudalism.</li> <li>- To know how a fief worked and how was it structured.</li> <li>- To know all the estates of medieval society.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the groups in which the clergy was divided in.</li> <li>- Explain the commendation ceremony.</li> <li>- Explain the knighthood ceremony.</li> <li>- What's a fiefdom?</li> <li>- Write the parts of a fiefdom.</li> <li>- Describe the parts of a fiefdom.</li> <li>- Explain the technological advances in production during Middle Ages.</li> <li>- Explain the economic power of the church.</li> <li>- Write the parts of the Latin Cross.</li> <li>- Write the characteristics of Romanesque painting.</li> </ul>

		<ul style="list-style-type: none"> <li>- Write the characteristics of Romanesque architecture.</li> <li>- Write the characteristics of Romanesque sculpture.</li> </ul>
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PROJECT 2: **Gothic Style: Palma Tourist Guide.**

**UNIT 4**

Contents	Evaluation criteria	Evaluable learning standards
<ul style="list-style-type: none"> <li>- Economic and social transformations</li> <li>- Political changes</li> <li>- Late Medieval culture and Gothic art and architecture</li> <li>- The crisis of the Late Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li>- To know what was the new social system like.</li> <li>- To know what was the power of the king in times of Late Middle Ages.</li> <li>- To know characteristics of new social group: bourgeoisie.</li> <li>- To know new conditions in the life in the city.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the changes in the late Middle Ages' society</li> <li>- Which were the changes that facilitated trade?</li> <li>- Name and explain the social groups that lived in the cities</li> <li>- When Did the bourgeoisie become a leading social group in the cities?</li> <li>- Explain the most important political institutions during the Late Middle Ages.</li> <li>- Name and explain the characteristics of gothic architecture.</li> <li>- Identify the elements of gothic painting.</li> </ul>

**UNIT 5**

Contents	Evaluation criteria	Evaluable learning standards
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<ul style="list-style-type: none"> <li>- Economic and social transformations</li> <li>- The political situation in the Christian kingdoms and their expansion</li> <li>- Gothic culture, art and architecture</li> <li>- The crisis of the Late Middle Ages on the Iberian Peninsula</li> </ul>	<ul style="list-style-type: none"> <li>- To know the new waves of invasion that took place in Europe from 850 to 1100.</li> <li>- To know what was the new social system, feudalism, like.</li> <li>- To know what was the power of the king in times of feudalism.</li> <li>- To know how a fief worked and how was it structured.</li> <li>- To know all the estates of medieval society.</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Iberian kingdoms develop during the Late Middle Ages?</li> <li>- Explain the distribution of the population in Spain.</li> <li>- Name the characteristics of the Spanish repopulation.</li> <li>- Name and explain the characteristics of the Kingdoms on the peninsula</li> <li>- Describe the main institutions in Spain</li> <li>- Which were the causes of the social revolts during the Late Middle Ages?</li> </ul>
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## GEOGRAPHY

### UNIT 6

Contents	Evaluation criteria	Evaluable learning standards
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<ul style="list-style-type: none"> <li>- Population growth.</li> <li>- World's population distribution</li> <li>- Spain's population</li> <li>- Migration</li> <li>- Te migration history of Spain and the world</li> <li>- Migration today</li> <li>- The consequences of unequal population distribution</li> </ul>	<ul style="list-style-type: none"> <li>- To analyse the populations of Spain</li> <li>- To study the distribution</li> <li>- To understand the dynamics of migration and politics.</li> <li>- To identify the characteristics of migrations throughout history</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the different periods of the migration story of Spain.</li> <li>- Name the historical events that marked the evolution of the world's population</li> <li>- What is a high density area?</li> <li>- Complete the characteristics of the Spain's population</li> <li>- Why Do People migrate?</li> <li>- Explain the different types of migrations</li> <li>- List the positive and the negative effects of migrations.</li> </ul>
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PROJECT 3: **Answers for migration.**

UNIT 7

Contents	Evaluation criteria	Evaluable learning standards
<ul style="list-style-type: none"> <li>- The natural increase of the population</li> <li>- Population growth and structure</li> <li>- The natural increase of Spain's population</li> <li>- Demographic data and models</li> <li>- Demographic problems in Spain and Europe</li> </ul>	<ul style="list-style-type: none"> <li>- To analyse world population with regard to natural increase.</li> <li>- Understand the relation between the different demographic statistics</li> <li>- To understand the demographic pyramids.</li> <li>- To identify the different demographic models</li> </ul>	<ul style="list-style-type: none"> <li>- Define the demographic rates</li> <li>- Which countries have the highest birth rates? Why?</li> <li>- Where do we find lower fertility rates? Why?</li> <li>- What is a population pyramid?</li> <li>- Name the different types of population pyramids.</li> <li>- How can we use the information found in a demographic model?</li> <li>- How many demographic models do you know? Explain them.</li> <li>- Why developed countries are suffering</li> </ul>

		demographic problems?
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## UNIT 8

Contents	Evaluation criteria	Evaluable learning standards
<ul style="list-style-type: none"> <li>- Settlement</li> <li>- Rural settlements</li> <li>- Urbanisation</li> <li>- Urban layout and its development</li> <li>- City life</li> <li>- Urban problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the characteristics of rural settlements.</li> <li>- To understand the characteristics of urban settlements</li> <li>- To analyse the process of urbanisation based on the layout of a settlement.</li> <li>- To study the characteristics of a city</li> <li>- To recognise the problems of a city life</li> </ul>	<ul style="list-style-type: none"> <li>- Name the main differences between the urban and rural settlements.</li> <li>- How many types of rural houses do you know? Explain their characteristics</li> <li>- How were the Pre-industrial cities?</li> <li>- Complete the text about the traditional urban layouts</li> <li>- Describe the cities in less developed areas.</li> <li>- Which are the challenges for the cities of the 21<sup>st</sup> century?</li> </ul>

## 4.- Projects

<b>Título del proyecto: Byzantine mosaics</b>
<b>Áreas implicadas: History and Geography</b>
<b>Producto final: Byzantine mosaic</b>

<b>Título del proyecto: Gothic Style: Palma tourist guide</b>
<b>Áreas implicadas: History and Geography</b>
<b>Producto final: Gothic Tourist Guide</b>

**Título del proyecto: Answers for migration**

**Áreas implicadas: History and Geography**

**Producto final: List of solutions for migrants and refugees.**