

# Ciencias Sociales Santillana

**Francisco García González,Cosme J. Gómez Carrasco,Ramón Cózar Gutiérrez,Pedro Martínez Gómez**

*Textos escolares e interculturalidad en Ecuador* Sebastián Granda Merchán,2003

**Enredados por la educación, la cultura y la política** Alejandra Corbalán,Milton José de Almeida,2005

**La geografía y la historia, elementos del medio** Juana Anadón Benedicto,2002 Recoge diversas conferencias que, sobre este tema y en el Curso de Formación para el profesorado de Enseñanza Primaria, se presentaron en la Universidad Internacional Menéndez Pelayo en el verano de 2000.

**El texto escolar y el aprendizaje : enredos y desenredos** Diana Chamorro Miranda,Jorge Mizuno Haydar,Gillian Moss,Norma Barletta Manjarrés,Carlina Tapia De Vergel,Diana Ávila García,2011 Desde hace mucho tiempo se viene hablando de la centralidad del libro de texto en el currículo y de sus carencias, debilidades y exigencias. Poco, sin embargo, se ha hecho en el contexto colombiano para abordar estas falencias desde la perspectiva de una teoría del lenguaje. Como respuesta a esta carencia, el Colectivo Urdimbre del Grupo de Investigación Lenguaje y Educación de la Universidad del Norte presenta esta obra que concientizará a maestros y maestras sobre los enredos que pueden crear en el proceso de aprendizaje algunas características del lenguaje expositivo en el texto escolar. Además, sugieren algunas pautas para el manejo de las formas discursivas identificadas, es decir, para desenredar los hilos que entretiejen el texto.

Cuadernos de Ciencias Sociales 1erciclo David Ramírez,Grupo Santillana De Ediciones, S.A.,1999-06-01

**Textos escolares y calidad educativa** Raquel Soaje,Pelusa Orellana,2013 Cada año el Ministerio de Educación distribuye alrededor de tres millones doscientos mil textos escolares en forma gratuita a los estudiantes de escuelas municipalizadas y particulares subvencionadas de toda la nación. Un país como Chile, en el que el rendimiento académico de los alumnos es significativamente inferior al de países similares, y en el cual existen importantes diferencias en términos de capital cultural, no puede restarle importancia a la necesidad de velar por la calidad de sus textos escolares. Este estudio se propone analizar la calidad de los textos escolares de Lenguaje y Comunicación e Historia, Geografía y Ciencias Sociales entregados por el mineduc en el periodo 2000-2010, aportando sugerencias para elevar su calidad, y contribuir así a la meta de excelencia educativa que el país se ha fijado.

Libros de texto y material didáctico autorizado para los niveles de Educación Preescolar y Educación General Básica  
Espanya. Subdirección General de Ordenación Educativa,España. Gabinete de Medios Didácticos,1979 Publicación que contiene los libros destinados a Educación Preescolar y Educación General Básica que tenían vigente su autorización por parte del Ministerio de Educación y Ciencia en 1979 y que, por lo tanto, podían ser adoptados legalmente por los centros de enseñanza.

*Bibliografía peruana ,1990*

*Conflicto y convivencia en el discurso pedagógico oficial durante el tardofranquismo y la transición democrática española (1965-1982)* MILITO BARONE Cecilia Cristina ,2021-05-17 En el seno del Departamento de Historia de la Educación y Educación Comparada de la UNED se lleva a cabo desde 1992 una amplia investigación sobre los manuales escolares de los siglos XIX y XX —Proyecto MANES—, proyecto de carácter interdisciplinar e interuniversitario en el que colaboran diversas universidades e instituciones españolas, europeas y latinoamericanas. En la actualidad este grupo de investigación está integrado en el Centro de Investigación MANES. Fruto del trabajo de todos estos años son los diversos títulos que han visto la luz en esta colección. La obra Conflicto y convivencia en el discurso pedagógico oficial durante el tardofranquismo y la transición democrática española (1965-1982) intenta dilucidar bajo qué parámetros se trataron las problemáticas de conflicto y convivencia —tanto a nivel escolar como social— en el discurso pedagógico oficial del tardofranquismo y la transición a la democracia en España. La investigación utiliza como fuentes primarias los enunciados curriculares (el currículum prescrito), los manuales escolares y las revistas pedagógicas de la época, debiendo destacarse de manera muy especial la aportación metodológica que supone la aplicación del Análisis Crítico del Discurso (ACD) al estudio de los manuales escolares. La autora pone en evidencia que en toda época de cambio hay continuidades y discontinuidades, de manera que, a pesar de los cambios operados en el discurso pedagógico oficial de la Transición, persisten en este periodo importantes aspectos de una visión armónico-funcionalista propia de los años del franquismo.

**Disaster Risk Reduction for Resilience** Saeid Eslamian,Faezeh Eslamian,2023-03-29 This book is part of a six-volume series on Disaster Risk Reduction and Resilience. The series aims to fill in gaps in theory and practice in the Sendai Framework, and provides additional resources, methodologies, and communication strategies to enhance the plan for action and targets proposed by the Sendai Framework. The series will appeal to a broad range of researchers, academics, students, policy makers, and practitioners in engineering, environmental science and geography, geoscience, emergency management, finance, community adaptation, atmospheric science, and information technology. This volume offers indigenous approaches to disaster risk reduction, community sustainability and climate change resilience, as well as agro-ecological innovations for improving resilience to climate change. The focus is on adaptation strategies for sustainable terrestrial and marine ecosystems to reduce the impacts of anthropogenic factors that exacerbate disaster risk, including hydro-meteorological

services for climate resilience, food security measures in agriculture and livestock, flood mitigation plans, and increased climate change education and awareness. The book concludes with three case studies in Africa detailing the impacts of strengthened climate change resilience measures, adaptive social protections, and improved water availability through hydro-electric technologies.

**Revista jurídica y de ciencias sociales**,1902

Estudios históricos regionales en el espacio rioplatense Teresa Suárez,Nidia R. Areces,2004

**Sociología y cambio conceptual**,2007

**Ciencias sociales 8 EGB** Mercedes Díez-Picazo,1977

**Relating to Rock Art in the Contemporary World** Liam M. Brady,Paul S.C. Taçon,2016-12-01 Rock art has long been considered an archaeological artifact reflecting activities from the past, yet it is also a phenomenon with present-day meaning and relevance to both indigenous and non-indigenous communities. Relating to Rock Art in the Contemporary World challenges traditional ways of thinking about this highly recognizable form of visual heritage and provides insight into its contemporary significance. One of the most visually striking forms of material culture embedded in landscapes, rock art is ascribed different meanings by diverse groups of people including indigenous peoples, governments, tourism offices, and the general public, all of whom relate to images and sites in unique ways. In this volume, leading scholars from around the globe shift the discourse from a primarily archaeological basis to one that examines the myriad ways that symbolism, meaning, and significance in rock art are being renegotiated in various geographical and cultural settings, from Australia to the British Isles. They also consider how people manage the complex meanings, emotions, and cultural and political practices tied to rock art sites and how these factors impact processes relating to identity construction and reaffirmation today. Richly illustrated and geographically diverse, Relating to Rock Art in the Contemporary World connects archaeology, anthropology, and heritage studies. The book will appeal to students and scholars of archaeology, anthropology, heritage, heritage management, identity studies, art history, indigenous studies, and visual theory, as well as professionals and amateurs who have vested or avocational interests in rock art. Contributors: Agustín Acevedo, Manuel Bea, Jutinach Bowonsachoti, Gemma Boyle, John J. Bradley, Noelene Cole, Inés Domingo, Kurt E. Dongoske, Davida Eisenberg-Degen, Dánae Fiore, Ursula K. Frederick, Kelley Hays-Gilpin, Catherine Namono, George H. Nash, John Norder, Marianna Ocampo, Joshua Schmidt, Duangpond Singhaseni, Benjamin W. Smith, Atthasit Sukkham, Noel Hidalgo Tan, Watinee Tanompolkrang, Luke Taylor, Dagmara Zawadzka

**La historia en la escuela** Silvia Finocchio,María Paula González,2023-09-11 ¿Hacia dónde va la enseñanza de la historia en el nivel secundario? ¿Cómo la afectan los cambios educativos y curriculares? ¿Cómo dialoga con las transformaciones de la cultura contemporánea? ¿Cómo se vincula con los saberes ya investigados y divulgados? ¿Qué referencias, representaciones

y narrativas amalgama? ¿Qué, cómo, con qué y para qué se enseñaba en el pasado? ¿Qué, cómo, con qué y para qué se enseña hoy? Estas preguntas guiaron una investigación colectiva que se propuso analizar e interpretar los contenidos, las actividades, los materiales y las evaluaciones de la historia como disciplina escolar. A través de estudios temáticos y transversales con mirada diacrónica, y utilizando fuentes normativas, pedagógicas, didácticas y escolares, los trabajos reunidos en este libro ponen de manifiesto las transformaciones producidas en la enseñanza de la historia en el nivel medio durante los últimos (y primeros) cuarenta años de democracia ininterrumpida en la Argentina.

**La Historia Moderna de la Enseñanza Secundaria. Contenidos, métodos y representaciones** Francisco García González,Cosme J. Gómez Carrasco,Ramón Cózar Gutiérrez,Pedro Martínez Gómez,2020-09-04 La Edad Moderna es un período fundamental para la comprensión del mundo y de la sociedad actual. Sin embargo, en España existe una gran distancia entre los libros de texto y las propuestas curriculares ofrecidas en los centros de educación secundaria y el ritmo que sigue la investigación y la innovación en este campo. Conscientes de esta situación, esta obra colectiva gira en torno a tres ejes vertebradores. En primer lugar, se abordan los contenidos; en segundo lugar, los métodos de enseñanza; y, en tercer lugar, las imágenes y las representaciones, muchas veces estereotipadas, existentes sobre esta época en nuestro presente. Los tres bloques recogen numerosas aportaciones tanto desde planteamientos teóricos y de investigación renovados como de propuestas didácticas claras y útiles con las que se pretende contribuir a avanzar en la enseñanza de la Edad Moderna en la Educación Secundaria.

El menú cívico Germán Brusco,2024-08-26 La educación moral del ciudadano fue uno de los principales objetivos político-pedagógicos de la escuela argentina. La educación para la vida en el Estado nación supuso la inculcación de un conjunto de disposiciones, normas, valores, lealtades, saberes y sentimientos que la escuela se encargó de desarrollar como parte de la conformación de la ciudadanía. Para lograr ese objetivo, la escuela se valió de materias como historia, geografía o formación cívica, además de los rituales escolares de celebración de la argentinidad. La Ley Federal de Educación propuso una profunda reforma curricular que alcanzó también los contenidos para formar al ciudadano. Precisamente, este libro propone un estudio de las continuidades y rupturas que el sistema educativo produjo sobre los discursos y las prácticas escolares destinadas a conformar la conciencia moral del ciudadano. Estas transformaciones se analizan a contraluz de los procesos sociales y políticos de las últimas décadas del siglo XX, cuando la arremetida del neoliberalismo y la globalización modificaron las formas de hablar de la ciudadanía y los modos de ubicarse en la sociedad.

Textbooks and Educational Media: Perspectives from Subject Education Péter Bagoly-Simó,Zuzana Sikorová,2021-08-05 This book brings together empirical research and conceptual work on textbooks and education media from 13 countries and 17 disciplines. Along with textbook production, usage, and development, it also explores the interconnectedness of (educational) policy and teaching and learning materials. Further, the book offers insights into regional and local discourses

(e.g. specific theories of Portuguese- and Spanish-speaking countries as well as Nordic countries, contrasting their theories with international literature), practices, and solutions with regard to teaching selected subjects at the pre-primary, primary, secondary, and tertiary level. This book also discusses the specific combinations of subjects (e.g. Physics, Biology, Geography, Swedish, English) and their subject-specific education (e.g. Physics Education or Didactics). Lastly, it examines the work of a number of early-career researchers, giving them a voice and bringing in fresh ideas currently being developed in various countries around the globe. This proceedings volume will appeal to publishers, subject educators in primary, secondary, and tertiary education, and academic researchers from the fields of textbooks, educational media and subject-specific education. Its international authorship and explicit focus on subject-specific particularities of educational media provide a unique and comprehensive overview.

*El texto escolar y el aprendizaje. Enredos y desenredos 2 ed.* Norma Barletta, Diana Chamorro, 2015 Desde hace mucho tiempo se viene hablando de la centralidad del libro de texto en el currículo y de sus carencias, debilidades y exigencias. Poco, sin embargo, se ha hecho en el contexto colombiano para abordar estas falencias desde la perspectiva de una teoría de lenguaje. Como respuesta a esta carencia, el colectivo Urdimbre, adscrito al Grupo de Investigación Lenguaje y Educación de la Universidad del Norte, presenta esta obra que busca concientizar a los maestros acerca de los enredos que pueden crear en el proceso de aprendizaje algunas características del lenguaje expositivo en el texto escolar. Además, el Colectivo sugiere algunas pautas para el manejo de las formas discursivas identificadas, es decir, para desenredar los hilos que entretiejen el texto.

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