I. Course Description:

This course is designed to identify theory, skills and concepts taught in early childhood programs. Development of diverse materials that will enable students to effectively teach the Texas Essential Knowledge (TEKS) is emphasized.

II. Rationale

This course is designed to assist students in their pedagogical skills and strategies for teaching the Social Studies to children.

III. State Adopted Proficiencies for Teachers

Learner-Centered Knowledge;
Learner-Centered Instruction;
Equity in Excellence for All Learners;
Learner-Centered Communication;
Learner-Centered Professional Development

IV. TeKes Competencies

019-The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.
020 - The teacher understands and applies knowledge of significant historical events and developments, multiples historical interpretations and ideas and relationships between the past, the present and the future as defined by the TEKS.

021 - The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States and the world and also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the TEKS.

022 - The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.

V. Student Learner Outcomes

At the conclusion of the course, the student will:

a. discuss the various Social Studies;
b. discuss teaching strategies for the Social Studies;
c. understand the importance of the Social Studies in the elementary classroom;
d. develop a deeper understanding of children’s thought processes; and expand their knowledge of appropriate elementary classroom activities in the Social Studies.

VI. Course Topics

a. meaningful Social Studies;
b. Social Studies Skills;
c. Social Studies Concepts;
d. Citizenship in Democratic and Global Societies’
e. Effective Social Studies Instructional Strategies;
f. History of the world, U.S. and Texas;
g. Economics of the world, U.S. and Texas;
h. U.S. and Texas governments.

VII. Instructional Methods
EDCI 4350 utilizes a variety of traditional instructional methods and activities.

Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum).

VIII. Evaluation and Grad Assignment

The methods of evaluation and the criteria for grade assignment are:

a. Examinations = 100 points each
b. Piagetian tasks = 10 points each
c. Quizzes = 10 points each
d. Game critique= 30 points
e. Multi-age project = 40 points
f. Children’s literature project = 250 points
g. Late assignments will be accepted for 1/2 credit

Grading scale: 92%-100%=A
82%-91% = B
72%-81% = C
62%-71% = D

IX. Course Schedule and Policies

A. Tentative Course Schedule (See attached)
B. Class policies:
   1. Turn off electronic devices such as cell phones, iPads, computers, etc.
   2. NOT email or text during class;
   3. be respectful of all students and the professor;
   4. be prompt and attend class;
5. demonstrate knowledge of the topic assigned for each class meeting;
6. satisfactorily complete three exams;
7. read assignments on the designated dates;
8. complete a multi-age project;
9. develop Social Studies project based upon a children’s book;
10. critique the required games; and,
11. meet with the instructor EVERY assigned meeting time.

Attendance:

Attendance is expected. Due to the interactive nature of this class, excessive absences (more than three) will result in lowering of the student’s final grade ten percentage points. As is customary, TWO absences will be granted. If a student misses more than two class meetings, they should make an appointment with the professor. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed excused by the professor.

X. Course Textbooks & Games:


Respond; How Tall Am I?; Bag O’ Chips; Doodle Dice (games

XI. Bibliography


Phillips Collection. Washington, DC: Author

X. Non-discrimination Policy
Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

XI. Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

XII. Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or
personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

XIII. Disabilities

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.” http://disabilityservices.tamucc.edu

XIV. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

In other words, you must you’re your cell phone to vibrate of ‘off’ and no emailing or text messaging will be tolerated. If you cannot abide by these classroom rules you will be
XV. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

If we did all the things we are capable of doing
We would literally astound ourselves.
-Thomas Edison