I. Course Description

ECED 4350  EC-6 Social Studies Curriculum
Prerequisite = Completion of ECED 3324 (Child Development)
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.

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

II. Rationale

The course is designed to assist preservice educators in social studies instruction of elementary age children.

III. TEExES Content Competencies (if applicable)

The TEExES content competencies which are covered in this course:

2.1k how social science disciplines relate to each other;
2.3k the vertical alignment of social studies in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
3.1k stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences;
3.2k forms of assessment appropriate for evaluating students’ progress and needs in the social sciences;
3.3k the specific state content and performance standards that comprise all areas of social studies (i.e., history; geography; economics; government; citizenship; culture; science, technology, and society), as defined by the Texas Essential Knowledge and Skills (TEKS);
3.8k the appropriate use of electronic technology as a tool for learning and communicating social studies concepts;
3.1s Select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in the social sciences,
3.2s Plan and implement developmentally appropriate learning experiences in the social sciences
3.7s Keep abreast of and apply current research, trends, and practices in the social sciences and social studies education (e.g. read professional journals, join professional organizations, participate in study groups, attend professional conferences).
7.1k the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the individual’s role in making and enforcing rules and ensuring the welfare of society;
7.2k the roles of authority figures and public officials;
7.7k the political process in the United States and Texas and how the U.S. political system works;
7.8k characteristics of limited governments, such as constitutional and democratic governments, and unlimited
governments, such as totalitarian and nondemocratic governments;
7.9k alternative ways of organizing governments and the effectiveness of different types of government in meeting citizens’ needs;
7.10k the formal and informal process of changing the U.S. and Texas Constitutions and the impact of changes on society;
7.11k the nature of the relationships between local, state, and national governments in a federal system;
7.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information about government acquired from a variety of primary and secondary sources, including electronic technology;
7.2s Understand and evaluate multiple points of view and frames of reference relating to issues in government;
7.3s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
7.4s Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
7.5s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary government topics;
7.6s Evaluate government data using charts, tables, graphs, and maps;
7.7s Use appropriate skills to interpret social studies information such as maps and graphs;
7.8s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to government issues;
7.9s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;
7.10s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions;
7.11s Relate information and ideas in government to information and ideas in other social sciences and in other disciplines.
8.6k the importance of voluntary individual participation in the democratic process;
8.8k the relationship among individual rights, responsibilities, and freedoms in democratic societies
8.9k that the nature, rights, and responsibilities of citizenship varies among societies; and
8.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to citizenship issues acquired from a variety of primary and secondary sources, including electronic technology;
8.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to citizenship issues acquired from a variety of primary and secondary sources, including electronic technology;
8.2s Understand and evaluate multiple points of view and frames of reference relating to citizenship issues;
8.3s Model and promote acceptance of various points of view;
8.4s Promote student participation in student government and in school and community activities;
8.5s Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
8.6s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary citizenship topics;
8.7s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;
8.8s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to citizenship issues;
8.9s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;
8.10s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and
8.11s Apply skills for conflict resolution, including persuasion, compromise, debate, and negotiation; and
8.12s Relate information and ideas about citizenship issues to information and ideas in various social sciences and in other disciplines.
9.2k the development and use of various customs, traditions, and beliefs within families and cultures;
9.5k how people use oral tradition, stories, music, paintings, and sculpture to create and represent culture;
9.7k the role of real and mythical heroes in shaping the culture of communities, the state, and the nation;
9.9k the concept of culture and the processes of cultural diffusion and exchange;
9.13k the relationship between the arts and the times during which works of art were created;
9.14k the similarities, differences, and relationships within and among cultures in different societies;
9.15k that certain institutions are basic to all societies, but characteristics of these institutions may vary from one
society to another;
9.16k relationships that exist among world cultures;
9.18k the relationships among religion, philosophy, and culture;
9.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating
to culture acquired from a variety of primary and secondary sources, including electronic technology;
9.5s Analyze information by sequencing, categorizing, and identifying cause-and-effect relationships; comparing,
contrast, and finding the main idea; summarizing and making generalizations and predictions; and drawing
inferences and conclusions;
9.6s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to
illustrate contemporary cultural topics;
9.8s Evaluate cultural data using charts, tables, graphs, and maps;
9.9s Translate information from one medium to another, including written to visual and statistical to written or
visual, using technology as appropriate, to create written, oral, and visual presentations of information related to
cultural issues;
9.10s Use problem-solving processes to identify problems, gather information, list and consider options, consider
advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;
9.11s Use decision-making processes to identify situations that require decisions, information gathering,
identification of options, prediction of consequences, and action to implement decisions; and
9.12s Relate information and ideas about culture to information and ideas in various social sciences and in other
disciplines.
10.8s Use problem-solving processes to identify problems, gather information, list and consider options, consider
advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;
10.9s Use decision-making processes to identify situations that require decisions, information gathering,
identification of options, prediction of consequences, and action to implement decisions; and
10.10s Relate information and ideas about science, technology, and society to information and ideas in various
social sciences and in other disciplines.

IV. Technology Standards (Technology standards addressed in the course)

N/A

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:

A. The student will effectively integrate the various social science disciplines (2.1k, 2.3k);
B. The student will use knowledge and skill of social studies as defined by the TEKS to plan, and implement effective curriculum, instruction, assessment and evaluation (3.1k, 3.2k, 3.3k, 3.8k, 3.1s, 3.2s, 3.6s, 3.7s);
C. The student will facilitate student understanding of how individuals and groups achieve their goals through political systems (7.1k, 7.2k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.1s, 7.2s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s);
D. The student will understand U.S. citizenship use this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices (8.6k, 8.8k, 8.9k, 8.1s, 8.2s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 8.8s, 8.9s,
8.10s, 8.11s, 8.12s); and
E. The student will understand cultures and how they develop and adapt, and uses the knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world (9.2k, 9.5k, 9.7k, 9.9k, 9.13k, 9.14k, 9.15k, 9.16k, 9.17k, 9.1s, 9.2s, 9.5s, 9.7s, 9.8s, 9.9s, 9.10s, 9.11s, 9.12s).

VI. Course Topics
The major topics to be considered are:
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 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 Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods of Final Course Grade Assessment
   1. Traditional Assessment
      a. 3 exams (150 points possible each)
      b. 3 interactive notebook checks (10 points possible each)
      c. 3 quizzes (10 points possible each)
      d. Virtual bus tour (100 possible points)
      e. Unit plan (100 points possible)
      f. Attendance (40 points possible)
      g. Review game assignment (30 points possible)
      h. Review Quizlet (30 points possible)
      i. Article/video responses (10 points possible)
   2. Performance Assessment
      a. ECDC interactions with children and lesson plans (20 points possible each)

B. Grading Scale
The following grading scale will be used in this class:
IX. **Textbook**

The **required textbook adopted for this course is:**


X. **Bibliography**

The knowledge bases that support course content and procedures include:


**XI. Syllabus**

**ECED 4350.001**  
*Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>First day of class</td>
</tr>
<tr>
<td>January 22</td>
<td>Read pages 165-205</td>
</tr>
<tr>
<td>January 29</td>
<td>Young Children &amp; Social Studies lecture</td>
</tr>
<tr>
<td>January 31</td>
<td>TEKS and teaching</td>
</tr>
<tr>
<td>February 5</td>
<td>Long, long ago (pages 186-191)</td>
</tr>
<tr>
<td>February 7</td>
<td>Present lessons to ECDC children</td>
</tr>
<tr>
<td>February 12</td>
<td>Social Studies Notebook check #1; PowerPoints (pages 186-205) Due on Blackboard NO LATER than noon Central Standard Time; Review games due in class (pages 186-205) Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>February 14</td>
<td>Present lessons to ECDC children</td>
</tr>
<tr>
<td>February 19</td>
<td>Exam #1 Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>February 20</td>
<td>Post response to Discussion #1 on Blackboard In-class activities</td>
</tr>
<tr>
<td>February 26</td>
<td>Texas explorers</td>
</tr>
<tr>
<td>February 28</td>
<td>Present lessons to ECDC children Respond to 2 other student responses (Discussion #1) on Blackboard</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>March 5</td>
<td>Wanted Poster activity</td>
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<tr>
<td></td>
<td>Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>March 7</td>
<td>Present lessons to ECDC children</td>
</tr>
<tr>
<td>March 12</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March 14</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March 19</td>
<td>Notebook Check #2 (pages 206-241); PowerPoint reviews (pages 206-241) due on Blackboard NO LATER than 11:30 p.m. Central Standard Time; Review games due in class (pages 206-241) Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>March 21</td>
<td>Present lessons to ECDC children Post response to Discussion #2 on Blackboard</td>
</tr>
<tr>
<td>March 26</td>
<td>Exam #2 Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>March 28</td>
<td>Read pages (243-277) Present lessons to ECDC children Respond to 2 other student responses (Discussion #2) on Blackboard</td>
</tr>
<tr>
<td>April 2</td>
<td>Post response to Discussion #3 on Blackboard In-class activities Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>April 4</td>
<td>Present lessons to ECDC children</td>
</tr>
<tr>
<td>April 9</td>
<td>Respond to 2 other student responses (Discussion #3) on Blackboard Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>April 11</td>
<td>Present lessons to ECDC children</td>
</tr>
<tr>
<td>April 16</td>
<td>International Trade Activity Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>April 18</td>
<td>Present lessons to ECDC children</td>
</tr>
<tr>
<td>April 23</td>
<td>Unit plans due Turn in ECDC lesson plan.</td>
</tr>
<tr>
<td>April 25</td>
<td>Present lessons to ECDC children</td>
</tr>
</tbody>
</table>
April 30

Virtual Tour Bus due UNLESS students will be engaged in the Optional Study Abroad Opportunity. The Study Abroad Opportunity will take the place of this assignment. These students will keep a field journal describing their interactions with the children.

Turn in ECDC lesson plan.

May 9

FINAL EXAM 1:45 p.m.-4:15 p.m.

Students Participating in Optional Study Abroad Opportunity Calendar

7/12 – Travel to Santa Clara Hacienda

7/13 – Field trip to Guanajuato; tour museum and mines

7/14 – Field trip to San Miguel de Allende

7/15 – Plan for Las Clavellinas activities with students and English as a Second Language activities for Santa Clara Hacienda staff

7/16 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project

7/17 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project

7/18 – Travel to Las Clavellinas and work with children; English as a Second Language; activities for Santa Clara Hacienda staff; write field notes for research of project

7/19 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project

7/20 – Travel to Las Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project

7/21 – Travel to Santuario de Atotonilco and tour pyramids; travel to San Miguel de Allende

7/22 – Return to US

Study Aboard Option Students who can participate in the study abroad component, of this course, will be traveling to Hacienda Santa Clara approximately 20 minutes from San Miguel de Allende, Mexico for approximately 11 days (including 2 days of travel). During this time, students will be providing elementary age children at Las Clavellinas School with learning based activities and assessing the children’s progress. In addition, students will be providing ESL
instruction and assessment the instruction for Hacienda Santa Clara staff. Rather than the Virtual
Tour Bus assessment students participating in the study abroad option will be keep a reflective
journal relating to their experiences.

XII. Course Policies

Attendance/tardiness
Attendance Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., the intercollegiate athletics competition/travel, field trips, students research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, students should contact the Provost’s Office [for clarification]. Students are expected to attend all class meetings. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted tardy unless the tardiness is deemed excused by the professor. Students are expected to be prepared with all materials needed for class.

Students in ECED 4350 are expected to attend all scheduled meetings on time unless they are on approved university business as described above.

The following criteria will be used for determining your final Attendance/Class Participation grade:
40 points = Perfect attendance, punctual (no absences; no tardies; no early departures);
30 points = One absence, or 1-2 tardies or early departures;
20 points = Two absences, or 3-4 tardies or early departures;
10 points = Three absences, or 5 or more tardies or early departures;
0 points will be awarded for more than three absences, or 6 or more tardies or early departures.

Late work and Make-up Exams

Late work will not be accepted unless extenuating circumstances, as determined by the professor, are present. Any exam not taken on the date scheduled may be taken at the time and date of the final exam. The makeup exam will not be in the same format as the original exam.

Extra Credit

Occasionally extra credit will be offered. However, this will be at the discretion of the professor, not the student.
Cell Phone/Electronic Device Usage

Unfortunately, society has become increasingly rude when using cell phone or electronic devices. Therefore, a class policy pertaining to use must be instituted. Unless the student is specifically directed to use the devices or in the case of taking class notes, all devices should be stored, turned to vibrate and not be used.

Academic Integrity/Plagiarism.

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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a 0 or failure of the class depending upon the severity of the dishonesty.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. APRIL 6 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

The preferred method of scholarly citations for this course is the American Psychological Association

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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 sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***

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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
*Required by SACS or HB2504