Course Number and Section: ECED 4350.001
Name of Instructor: Dr. Jana Sanders
Class meeting time and location: M/W 2:00, ECDC 219 ‘C’
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Semester: Spring 2019
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Office Hours:

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. TExES Content Competencies
The TExES Social Studies 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.
3.2s Plan and implement developmentally appropriate learning experiences in the social sciences;
3.6s Use multiple forms of assessment and knowledge of the TEKS to help determine students’ progress and needs and to help plan instruction;
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).
4.11s Relate historical information and ideas to information and ideas in other social sciences and in other disciplines.
5.10s Plan, organize, and complete group research projects that involve asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results;
5.13s Use decision-making processes to identify situations that require decisions, information gathering,
identification of options, prediction of consequences, and action to implement decisions;
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 non-democratic 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;
7.12k the impact of landmark Supreme Court cases; and
7.13k how people organized governments in colonial America.
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;
7.7s Use appropriate skills to interpret social studies information such as maps and graphs;
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; and
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;
8.1s 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;
8.9s 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
8.12s 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;
9.18k 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;
9.2s Understand and evaluate multiple points of view and frames of reference relating to cultural issues;
9.8s Evaluate cultural data using charts, tables, graphs, and maps;
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. Course Objectives/Learning Outcomes
This course is designed to enable students to:

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; and
D. develop a deeper understanding of children's thought processes; and expand their
knowledge of appropriate elementary classroom activities in the Social Studies.

V. 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.

VI. 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)

VII. 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 each)
   d. Virtual bus tour (100 points possible)
   e. Lesson Plan Critiques (10 points each)
f. Participation/Attendance (100 points possible)
g. Review game assignment (30 points possible)
h. Review Quizlet (30 points possible)
i. Article/video responses (10 points each)
j. Lesson Plan Critiques (10 points each)

2. Performance Assessment
   a. ECDC interactions with children and lesson plans (10 points possible each)

B. Grading Scale
   The following grading scale will be used in this class:
   100%-92% = A
   91%-82% = B
   81%-72% = C
   71%-62% = D
   61%-0% = F

VIII. Textbook
   The required textbook adopted for this course is:

IX. Bibliography
   The knowledge bases that support course content and procedures include:


Texas Education Agency. *Social studies TEKS.* Retrieved from: [http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/Social_Studies/Social_Studies](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/Social_Studies/Social_Studies)


**X. Syllabus**

**Tentative Course Schedule**

**Date Assignment**

January 14 - First day of class

January 16 - Read pages 165-205

January 21 – Dr. Martin Luther King, Jr. holiday (no class)

January 23 - Young Children & Social Studies lecture

January 28 - TEKS and teaching

January 30 - Long, long ago (pages 186-191)

February 4 - Present lessons to ECDC children

February 6 - 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.

February 11 - Present lessons to ECDC children

February 13 - Exam #1
Turn in ECDC lesson plan.

February 18 - Post response to Discussion #1 on Blackboard

In-class activities

February 20 - Texas explorers

February 25 - Present lessons to ECDC children

Respond to 2 other student responses (Discussion #1) on Blackboard

February 27 - Wanted Poster activity

Turn in ECDC lesson plan.

March 4 - Present lessons to ECDC children

March 6 – Social Studies activities

March 11 - SPRING BREAK

March 13 - SPRING BREAK

March 18 - Notebook Check #2 (pages 206-241); PowerPoint reviews (pages 206-241) due on Blackboard NO LATER than 11:30 p.m. Central Standard Time

Standard Time; Review games due in class (pages 206-241)

Turn in ECDC lesson plan.

March 20 - Present lessons to ECDC children

Post response to Discussion #2 on Blackboard

March 25 - Exam #2

Turn in ECDC lesson plan.

March 27 - Read pages (243-277) Present lessons to ECDC children

Respond to 2 other student responses (Discussion #2) on Blackboard

April 1 - Post response to Discussion #3 on Blackboard; In-class activities; Turn in ECDC lesson plan.

April 3 - Present lessons to ECDC children
April 8 - Respond to 2 other student responses (Discussion #3) on Blackboard; turn in ECDC lesson plan.

April 10 - Present lessons to ECDC children

April 15 - International Trade Activity; turn in ECDC lesson plan.

April 17 - Present lessons to ECDC children

April 22 - Unit plans due; Turn in ECDC lesson plan.

April 24 - Present lessons to ECDC children

April 29 - 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.

May 1 – LAST DAY OF CLASS; Turn in ECDC lesson plan.

May 8 - FINAL EXAM 1:45 p.m.-4:15 p.m.

Study Abroad Itinerary (Draft)

7-11 – Fly to QRO – Mexico; Arrive Santa Clara Hacienda; Seminar on Mexican Muralism Movement, Artists and Major Works

7/12 – Tour Guanajuato (e.g. city, museum, mines, churches)

7/13 – Tour San Miguel de Allende - Unstructured

7/14 – Tour San Miguel de Allende ½ day (structured); Plan for Clavellinas activities ½ day

7/15 – 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; Group work

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; Group work

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; Tour Mineral de Pozas
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; Salsa making

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; Reflections Due; Seminar about Pyramids

7/20 – Tour Santuario de Atotonilco; Hot Springs; Seminar about Pyramids

7/21 – Tour pyramid; Rancho Lunch; Tour San Miguel de Allende

7/22 – Return to United States

Study Abroad 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.

XI. Course Policies

Working with Early Childhood Development Center Students

As part of the assignments and grade, students in ECED 4350 will be providing social studies activities to students in the Early Childhood Development Center (ECDC). A CCISD background check is REQUIRED for all students prior to working with students in the ECDC. Information for this will be given in class. This should be submitted the first week of class.

In addition, liability Insurance is REQUIRED. Proof of membership in any of the following professional associations is suggested:
- Association of Texas Professional Educators (ATPE),
- Texas Classroom Teachers Association (TCTA),
- Texas Federation of Teachers (TFT)
- Texas State Teachers Association (TSTA).

Membership application should be obtained within the first week of class.

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:

- 100 points = Perfect attendance, punctual (no absences; no tardies; no early departures);
- 90 points = One absence, or 1-2 tardies or early departures;
- 80 points = Two absences, or 3-4 tardies or early departures;
- 70 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 5, 2019) is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the method to be used for citations within papers and PowerPoint presentations.

Classroom/professional behavior

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

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