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;
 characteristics of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments; alternative ways of organizing governments and the effectiveness of different types of government in meeting citizens’ needs the formal and informal process of changing the U.S. and Texas Constitutions and the impact of changes on society; the nature of the relationships between local, state, and national governments in a federal system; the impact of landmark Supreme Court cases; and how people organized governments in colonial America. 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; Understand and evaluate multiple points of view and frames of reference relating to issues in government; Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; 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; Use appropriate skills to interpret social studies information such as maps and graphs; Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and Relate information and ideas in government to information and ideas in other social sciences and in other disciplines.

 the importance of voluntary individual participation in the democratic process; the relationship among individual rights, responsibilities, and freedoms in democratic societies; 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 Understand and evaluate multiple points of view and frames of reference relating to citizenship issues; Model and promote acceptance of various points of view; Promote student participation in student government and in school and community activities; 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; 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 Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and Relate information and ideas about citizenship issues to information and ideas in various social sciences and in other disciplines.

 the development and use of various customs, traditions, and beliefs within families and cultures; how people use oral tradition, stories, music, paintings, and sculpture to create and represent culture; the role of real and mythical heroes in shaping the culture of communities, the state, and the nation; the concept of culture and the processes of cultural diffusion and exchange the relationship between the arts and the times during which works of art were created; the similarities, differences, and relationships within and among cultures in different societies; the relationships among religion, philosophy, and culture; 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; Understand and evaluate multiple points of view and frames of reference relating to cultural issues; Evaluate cultural data using charts, tables, graphs, and maps; Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and Relate information and ideas about culture to information and ideas in various social sciences and in other disciplines. 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;
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 (100 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 Critique (10 points)
   f. Participation/Attendance (30 points possible)
   g. Review game assignment (30 points possible)
   h. Review Quizlet (30 points possible)
   i. Discussion & responses (10 points each)
   j. Lesson Plan Critique (10 points 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:


X. Syllabus

See Blackboard for TENTATIVE Course Calendar

XI. 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:
30 points = Perfect attendance, punctual (no absences; no tardies; no early departures);
20 points = One absence, or 1-2 tardies or early departures;
10 points = Two absences, or 3-4 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.

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. (November 8, 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](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](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*