Course Description
This course will expose students to skills and concepts taught in the Social Studies curriculum in the elementary school. Developmentally appropriate strategies, concepts and curricular materials used in teacher Social Studies will be emphasized.
Prerequisites: Competition of ECED 3324, EDCI 3311 (or EDCI 5305 for MAC students) with a grade of “C” or better and a completion or concurrent enrollment of ECED 3380.

Course Objectives/Learning Outcomes
This course is designed to enable students to:
1. Discuss the various Social Studies topics
2. Discuss teaching strategies for Social Studies
3. Understand the importance of the Social Studies in the elementary classroom
4. Develop a deeper understanding of children’s thought processes; and expand their knowledge of appropriate elementary classroom activities in the Social Studies.

Major Course Requirements *Subject to Change
a. 3 exams (100 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. Attendance & Participation (30 points possible)
g. Creating and Reviewing Quizlet (30 points possible)
h. Annotated Bibliography (30 points possible)
g. 2 Countdown Paper (25 points possible)
i. 3 Discussion (10 points possible)
j. Lesson Plan Critique (100 points possible)

Required or Recommended Readings

State Adopted Proficiencies/TExES Content Competencies
The TExES 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 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 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, and 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, and identification of options, prediction of consequences, and action to implement decisions;

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.

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
Extra credit may be offered at the discretion of the professor.

Cell Phone/Electronic Device Usage
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 unless directed by professor.

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 failing grade.
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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 10, 2020 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
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.

Grade Appeals*
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, 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
ECED 4350
EC-6 Social Studies Curriculum
Spring 2020
Monday, 4:20 ECDC 219C
Tentative Calendar

Week #1

Monday, January 27:
1. Social Studies Introduction
2. Interactive Notebook Introduction
3. How to choose valid websites
4. How to find good lesson plans
5. Lesson Plan Critique Directions
6. Annotated Bibliography Directions
7. Virtual Bus Tour Directions
8. Countdown and Discussion Directions
9. Quizlet Sign up and presentation schedule
   a. Quizlet #1
   b. Quizlet #2
   c. Quizlet #3

Week #2

Monday, February 3:
1. Social Studies Notes
2. Countdown Paper #1 (How social studies can help young students make sense of the world) due on Blackboard NO LATER than 11:30 p.m. CST

WEEK #3

Monday, February 10:
1. Social Studies Notes
2. Lesson Plan Critique Assignment Directions
3. Quizlet #1 due 2-10-20

Week #4

Monday, February 17:
1. Social Studies Notes
2. Notebook Quiz #1
3. Review for Exam #1
4. Quizlet Review for Exam #1 due on Blackboard NO LATER than 11:30 p.m. CST
5. Lesson Plan Critique due on Blackboard NO LATER than 11:30 p.m. CST
Week #5
Online Class

Monday, February 24:
1. Exam #1
2. Notebook Check #1

Week #6

Monday, March 2:
1. Online Class
2. Countdown Paper #2 (On Education: The Case for Social Studies in Elementary Classrooms) due on Blackboard NO LATER than 11:30 p.m. CST

SPRING BREAK
March 9-13

Week #7

Monday, March 16:
1. Social Studies Notes
2. Quizlet #2 due 3-16-20
3. Discussion #1 (Fake Or Real? How To Self-Check The News And Get The Facts) due on Blackboard NO LATER than 11:30 p.m. CST.

Week #8

Monday, March 23:
1. Social Studies Notes
2. Annotated Bibliography Assignment Directions
3. Quizlet #2 due 3-23-20
4. Quizlet Review for Exam #2 due on Blackboard NO LATER than 11:30 p.m. CST

Week #9

Monday, March 30:
1. Social Studies Notes
2. Notebook Quiz #2
3. Review for Exam #2
4. Annotated Bibliography due on Blackboard NO LATER than 11:30 p.m. CST

Week #10

Monday, April 6:
1. Exam #2
2. Notebook Check #2
3. Bus Tour Directions
Week #11

Monday, April 13:
1. Online class
2. Discussion #2 (15 ways to Make Elementary Social Studies More Exciting) due on Blackboard NO LATER than 11:30 p.m. CST

Week #12

Monday, April 20:
1. Social Studies Notes
2. Discussion #3 (5 Stages of White Privilege Awareness) due on Blackboard NO LATER than 11:30 p.m. CST

Week #13

Monday, April 27:
1. Social Studies Notes
2. Quizlet #3 due 4-27-19
3. Virtual Bus Tour due on Blackboard NO LATER than 12:00pm (noon) CST
4. Virtual Bus Tour Presentations

Week #14

Thursday, May 4:
1. Social Studies Notes
2. Notebook Quiz #3
3. Review for Exam #3
4. Quizlet Review for Exam #3 due on Blackboard NO LATER than 11:30 p.m. CST
5. Discussion #4 due on Blackboard NO LATER than 11:30 p.m. CST

Week #15

Monday, May 11:
1. FINAL EXAM
2. Notebook Check #3

**Exams cover material from the textbook. Not all material will be covered in class. Also questions are scenario based. Please review all pages noted above before the exam.**