



**ELED 438.710 and 438.711**  
**Integrated Learning: Social Studies in Field-Based Setting**  
**COURSE SYLLABUS: Fall 2012**

**Instructor:** Glyn Phillips  
**Office Location:** Navarro Partnership/Corsicana BC 100 #3  
**Office Hours:** Mondays 4:00-5:00 pm  
**Office Phone:** 903-875-7616  
**Office Fax:** 903-872-2019  
**Other:** 903-695-2701  
**University Email Address:** glyn.phillips@tamuc.edu  
**Preferred Email Address:** glynphillips@windstream.net

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:* Preparing for the Texas PreK-6 Teacher Certification: A Guide to the Comprehensive TExES Content Areas Exam by Janice L. Nath and John Ramsey. Teachers Edition of a currently adopted Social Studies textbook for the grade in which you are assigned for internship

**Course Description:** Explores the integrated nature of learning with social studies as content focus. Seminars are conducted in Centers for Professional Development and Technology: field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite ELED 300, RDG 350, 370: admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

**Course objectives:** Domain III, Social Studies (Approximately 19% of the TExES test)

1. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
2. The social studies teacher effectively integrates the various social science disciplines.
3. The social studies teacher used knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.
4. **History:** The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and

ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

5. **Geography:** The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
6. **Economics:** The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
7. **Government:** The social studies teacher knows how governments and structured of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
8. **Citizenship:** The social studies teacher understands citizenship in the United States and other societies , and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices
9. **Culture:** The social studies teacher understands cultures and how they develop and adapt, and use this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.
10. **Science, Technology, Society:** The social studies teacher understands developments in science and technology, uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

### **Student Learning Outcomes:**

By the conclusion of the course, the student will:

1. Understand that the eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes.
2. Realize that a greater depth of understanding of complex content material can be attained when integrated social studies content for the various disciplines and critical-thinking skills are taught together.
3. Build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society and social study skills.
4. Understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code, 28.002(h).
5. Demonstrate effective strategies for all learners including but not limited to English learners and special needs learners.
6. Actively participate in seminar activities and course assignments in ways that demonstrate their development as professional educators

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

#### **Integrated UNIT & Project (last class)**

Design a integrated unit using at least 5 children's literature books that contain historical or cultural material.

- The unit should be linked to the TEKS for the selected grade and follow the lesson plan format provided by the instructor.
- The presentation should include an *interactive* display (a poster or game, etc...)
- It should visually present the books, student projects, artifacts, technology and other materials.
- Student work must be displayed and must include a hands-on activity, such as student made models or drawings. Worksheets or color sheets will not be acceptable.
- Your unit must include TECHNOLOGY for the teacher and student use. At least ONE LESSON MUST INCLUDE TECHNOLOGY FOR STUDENTS. We understand that every lesson can not have student technology, as every classroom does not have several computers, but it is a good practice to start with one lesson within a unit. (Student use means – student made power point presentations, students using the internet, student's use of software, etc.) (Teacher Use means- power points, Elmo, smart board, discs of activities, etc)
- **A bound copy of the lesson plan and activities is required for each instructor.**

#### **Activities**

Grading will be based on your teaching ability and content covered. You will have approximately 8 to 9 minutes for your mini-lesson which will include:

- appropriate introduction,
  - main lesson-should include proper instruction, modeling, etc... (see below for help with teaching strategies)
  - closure....
  - you must use proper grammar and display professionalism
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- Think of how to best present your information to the other interns, as your students. Search "effective strategies to teach social studies". (I liked the following: [www.udel.edu/dssep/strategies.html](http://www.udel.edu/dssep/strategies.html)) After you have researched and studied your assigned section, select the strategy you think will best serve your purposes.
  - Prepare your material that is needed to present, teach, and demonstrate the competencies that you are assigned.

- YOU must use your mentor teacher’s state adopted social studies textbook to address for some part of your lesson
- Include lesson plan listing all technology used.
- Worksheets are not “hands on” activities. **Explain how you will address each of the diverse populations (ESL, Gifted, Sp. Ed.) in your classroom when teaching each competency.**

**Teaching Across Grade Levels**

Using Standard X, make a class presentation showing how Science, Technology and Society is taught across grades K-12.

**Parental Extension Activity**

Plan a social studies activity for Economics (Standard VI) that includes an extension activity to be sent home to include parents in what has been learned in this lesson. This activity is not homework.

**Cultural Time Capsule POSTER**

Create a poster that represents a **personal** time capsule choosing at least ten points from the ABC’s of culture (listed below). Use only one side of a poster board (24”x24”) to create your capsule. You may draw pictures, cut pictures from magazines or use photographs to illustrate your own particular ideas and culture. Include text captions and sentence explanations. The time capsule will represent what it is like to live now so that someone opening it in the year 3000 will have an idea of what **your** life was like.

Be prepared to share these with your fellow interns during class. We will use them as a get acquainted activity to learn about cultural information.

- Points based on following instructions and level of communication to someone who does not know you. Ask yourself, “What would someone know and understand about **my life** if this is all they know about me 100 years from now.”

**Appearance:** clothing (special occasions, colors, how it is worn, hats, uniforms...); jewelry (special meaning – wedding ring, lapel pins); type of material (bought, hand-made, imported); hair style (females in Peru: two pigtails = married; many pigtails = single); physical features (tall, short); makeup; etc.

**ABC’s of Culture:**

**Art:** What type of art do you enjoy? Do you paint or sculpt? Do you enjoy looking at art, or do you like to create an artistic design?

**Belief System:** religion, customs associated with beliefs.

- What we believe affects our behavior and how we deal with conflict, health issues, difficulties, reflected in how we express ourselves to other or our:

**Communication:** language/verbal & non verbal; tone; signs; body language (82% of teacher messages are nonverbal); titles (presidents vs. king vs. chief); greetings (handshakes); common words with different definitions: “Do you mind waiting for me?”

**Dates:** family history; ancestry; heritage; establish concepts of time – how is it important to society?; holidays, etc.

**Education:** Formal, informal, public, private; cultural approaches to education.

**Entertainment:** art; music; crafts; dance; sports; songs; storytelling; hobbies, etc.

**Environment:** location (city, country); climate; physical features; vegetation (This information explains relationships to the environment, such as why the Inuit of the northern Arctic region eat raw meat and fish – there is no wood to burn for cooking; this also explains why there are many words in their language describing snow and ice.)  
location); climate - where in this world we live will affect certain customs.

**Food:** types; spices; special occasions; preparation; how people eat; number of meals a day and times eaten; fasting; etc.

**Gifts:** What are you gifted in? How is that expressed in what you do and your abilities and interests?

**Government:** laws; values; titles; social roles and order; how people act towards each other (consider different age groups); social groups/clubs, etc.

**Housing:** style; materials, use of rooms; shape; size; color; arrangement of furniture; etc.

**Inheritance/Identity:** Family traits; characteristics; meaning of name(s) - last names from jobs (Miller, Smith), physical features (Rivers, Hill); Mc, von, and O' all mean "son of" as in McDonald, von Huesen, O'Neill, and also Johnson, Jackson, etc.

**Jobs:** Ways of making a living; style/type of currency; etc.

**Keep:** What do you keep, discard, collect?

**Literacy:** The effects of culture on literacy attainment and uses; leftover information that doesn't fit into one of the above categories (population, diseases, etc.)

**Music:** What type of music do you listen to? What music interests you?

**Personality:** seven basic personality traits can be identified. Each of those traits is present in each of us but in varying degrees. Some people are fast paced others are slower paced.

- Our first reactions may be thinking, feeling or action. We may be extroverted, introverted or both. All of these play a role in how we relate to each other, approach tasks, and our levels of intensity, etc.

## Grading Rubric for Intern field and class experiences

Your grade in this course will be determined from the following Field experience and seminar criteria

Field Experience	Number	Points Each	Total Points Possible	Student's Actual Points
<b>ILT Evaluations Formal/Informal</b>				
Liaison Evaluation			40	
Mentor Evaluation			40	
Mid-term Progress Report			10	
Summative Evaluation			10	
Journals			15	
Attendance Field Experience <i>(To include arriving late and leaving early)</i>			100	
<b>Methods Class</b>				
Attendance Intern Seminar <i>(To include arriving late and leaving early)</i>			30	
Assignments	Varies by Class	Varies by Class	60	
Seminar Activities	Varies by Class	Varies by Class	150	
Class Participation			15	
Integrated Projects			200	
Final Exam			30	
<b>TOTAL</b>			<b>700</b>	

**Point total of:** 630 – 700 = A

629 – 560 = B

559 – 490 = C

489 – 420 = D

Below 420 = F

## TECHNOLOGY REQUIREMENTS

**Assignment:** Complete online reading the following and complete the exams at the end of the preparation manuals. The interns are required to hand in an answer sheet to show that the practice exams were completed. Also, the interns are to submit the numbers of the items that they would like to have explained during the seminar as to why the answer is the answer and how to process the information to select the correct information. These practice tests will be scheduled for completion throughout the semester, but it is strongly encouraged that work begin as soon as this syllabus is available prior to the beginning of the semester. Google these titles to access them.

TEXES Preparation Manual 118 Social Studies 4-8

TEXES Preparation Released 8<sup>th</sup> grade TAKS Social Studies Test

TEXES Preparation Manual 111 Generalist 4-8

TEXES Preparation Manual 113 English Language Arts & Reading/Social Studies 4-8

Additionally, the following technology is required to be successful in this **face-to-face** course:

Internet connection – high speed *recommended* for research and communicating  
Word Processor (Microsoft Office Word – 2003 or 2007)  
Access to University Library site  
Access to an Email Account

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

In addition to the information listed on page 1 of this syllabus, I may be contacted using my home email: [glynphillips@windstream.net](mailto:glynphillips@windstream.net) or you may phone or text 903-875-8657.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

(See syllabus tool for content suggestions)

### University Specific Procedures:

**Requests for Special Accommodations.** Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

**Student Conduct.** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Withdrawal Policy.** Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop A Class' from among the choices found under the myLEO section of the Web page.

### **Attendance**

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32



**COURSE OUTLINE / CALENDAR**

<b>Date</b>	<b>Content</b>	<b>Assignments Due</b>
<b>Week 1</b> October 22	Syllabus; Preparing to teach Social Studies	Read text pages 164-178 Be prepared for class discussion and possible written assignment in class
<b>Week 2</b> October 29	Geography and Culture (Standard V and IX)	Read text pages 233-236 Culture Time Capsule Poster Presentation
<b>Week 3</b> November 5	History (Standard IV)	Read text pages 178-233 Bring to class and explain one hands-on activity from the state adopted textbook related to standard IV. Bring detailed instructions for each class member.
<b>Week 4</b> November 12	Science: Technology and Society (Standard X)	Read text pages 178 Using Standard X, make a written presentation showing how one of the concepts is taught across grades K-6.
<b>Week 5</b> November 19	Government and Citizenship (Standards VII and VIII)	Read text pages 263-277 Turn in one lesson plan and one activity chosen from your state adopted teachers manual related to either Standard VII or VIII. Use lesson plan guide that will be used for your final project.
<b>Week 6</b> November 26	Economics (Standard VI)	Read text pages 252-263 Orally present one parental extension activity to class and provide each class member with a copy. This will be in letter form to parents explaining the extension activity.
<b>Week 7</b> December 3	Geography (Standard V)	
<b>Week 8</b> December 10	Lesson Plans/Exhibit/ Integrating Math, Science, Literature & Technology into the Social Studies Curriculum.	Set up exhibit by 5:30 pm

**ADA Statement**

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

**Disclaimer:**

***The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.***