



ELED 438 - Section 001 (80506)
Integrated Learning: Social Studies in Field-Based Settings
COURSE SYLLABUS: Fall 2013

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required purchase: *The Best Teachers' Test Preparation for the TExES 191 Generalist EC-6.* Luis A. Rosado. Research & Education Association. TestWare Edition, 2011.
ISBN-13:978-0-7386-0685-9 Cost: U.S. \$39.95 new

Required purchase: East Texas Center Intern Handbook for ELED 438. The book contains essential information on Social Studies Competencies, Texas Essential Knowledge and Skills for Social Studies and important source and documentation information. This is available for purchase only in the campus student center bookstore location.

Additional text reference material not required to purchase:

Nath, J.L., & Ramsey, J. (2010). *Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement* (2nd Edition) [paperback]. Prentice Hall
ISBN-13: 978-0-13-704028-5

Teachers Edition of a currently adopted Social Studies textbook for grades 4, 5 or 6.

Texas Education Association has excellent online resources at the Social Studies site.

Course Description:

Hours: Three. Explores the integrated nature of learning with social studies as the content focus. Seminars are conducted in CPDT centers; 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 EIEd 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.

Student Learning Outcomes:

Objectives for the course will be based upon the Texas Educator Standards so that the students may have the experiences that lead to the knowledge and skills that an entry-level educator in the field of elementary education in the area of Social Studies in Texas public school must possess. Domain III Social Studies comprises approximately 19% of the TExES Generalist EC-6 (191). Expect 5 to 6 questions from each of these competencies on the TExES. In seminar we will work with the Social Studies Essential Knowledge and Skills for grades K-6. The TEKS will be pared with the Educator Competencies.

Competency 019 (Social Science Instruction): The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

Competency 020 (History): The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

Competency 021 (Geography and Culture): The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society as defined by the Texas Essential Knowledge and Skills (TEKS).

Competency 022 (Economics): The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

Competency 023 (Government and Citizenship): The teacher understands and applies knowledge of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Through a variety of activities throughout the semester the seminar component of the course will be used to give guidance and assessment of student knowledge of the Social Studies standards and competencies and the related Texas Education Association TEKS for grades K-6 as adopted.

The field-based component of the course will require students to develop and teach lessons in their assigned classrooms that incorporate and identify the competency and TEKS that are implemented in the lesson. **A log of social studies competencies taught or observed by the intern will be maintained and signed by the mentor. This documentation will be collected by the seminar instructor at the end of the semester. This will be incorporated into the intern field grade.**

The primary purpose of this course is to orient students to the mission of social studies education and become familiar with the curriculum and how it is most effectively taught. It is expected that interns will *actively participate* in seminar activities and course assignment in ways that demonstrate their development as professional educators.

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

Throughout social studies in Kindergarten-Grade 6, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to 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. Information taken from Texas Education Association

Grading

The final grade for this course will be based upon a seminar point system and teaching log of social studies in the public school classroom. Seminar points will be the combined points from the completion of the assigned requirements (each assignment will receive a value) and social studies test scores. The test will be announced at the beginning of the semester and will be over the released STAAR and TAKS social studies assessments for 8th grade and the preparation manuals for social studies. ELED 438 Social Studies grading procedure:

For the Social Studies topic periods prior study of assigned readings, attendance, and active learning are expected. Minus 5 points for each absence from one of these.

15 points possible for Culture activity

10 points possible for Geography activity

5 points possible Prep manual 118

5 points possible Prep manual 111

5 points possible TAKS 8th grade Social Studies

5 points possible for each of the 3 assigned KWL charts brought to class on due date.

Intern's total points _____ out of the expected 55 points. If any absence, then 5 points for each will be subtracted from the 55. A percentage will be figured from this. The percentage from the exam given at the end will be added to the above percentage and divided by 2. That yields the seminar percentage grade.

The seminar grade will be averaged with the field grade recommendations of the mentors and liaison for the final grade assigned in Social Studies.

Attendance at the seminars is required to maximize the learning. Many activities will be conducted during seminar and only those students present at the time will receive the points assigned to the activity. Those not in seminar during Social Studies instruction and activities will have 5 points deducted from their total.

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 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 on these 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 8th grade TAKS Social Studies Test

TEXES Preparation Manual 111 Generalist 4-8

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

See the **Intern Rubric** form for technology documentation.

<http://www.tea.state.tx.us/ssc/downloads>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Contact information is given on this form. In addition the instructor is available during and after seminar. E-mail is encouraged to address any concerns and questions. The instructor is available by appointment to be scheduled with the individual student.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Questions and concerns about seminar specific assignments may be addressed with Dr. Raine.

University Specific Procedures:

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 [Student Disability Resources & Services](#)

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*).

COURSE OUTLINE / CALENDAR

Assignments and activities to enable students to demonstrate knowledge of competencies and aligned TEKS.

I. Competency 021 (Geography and Culture): The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society as defined by the Texas Essential Knowledge and Skills (TEKS).

✓ **First Assignment due first seminar on _____, 2013.** Standard IX Culture.

Text Reference: Rosado, pages 230-245. Also see the Index for Culture and related topics involving cultural aspects.

Create a personal “time capsule” choosing at least 10 points from the ABC’s of culture. “Time capsule” is used to refer to things that are representative of your life today. Use construction paper, poster board, notebook, or capsule shape to create your time capsule. You may draw pictures, cut pictures from magazines or use photographs to illustrate your own particular ideas and culture and write text to explain your information. Include in your text captions and sentences sufficient for others to understand your explanations. The “time capsule” will represent what **your life and culture is** so that someone opening it in the year 3000 will have an idea of what **your** life was like.

Seminar share: Be prepared to share these with your fellow interns during seminar. 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 90 years from now.”

_____ **15 points possible**

- **ABC’s of Culture:** Often what we notice first about a person is:

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.

- Our personal appearance/dress is often affected by our:

Art:

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 (hand shakes); 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:

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.

- ✓ **Assignment: Competency 021 (Geography and Culture), Standard V Geography**

Reading reference:

- **Rosado text pages 230-245**
- **all of the Competency 021 section of the ELED 438 handbook.**

The study of geography –Teams of two or three Interns will “teach” a selected geography TEKS from grades K through 6th. Provide a lesson plan for the instructor of the objective and TEKS taught. (As we discussed in class this will be a modified and/or shortened plan. This completed sheet can serve as the lesson plan for this activity.)

Value 10 points and must be presenting with team in seminar to receive points._____

Rubric for Geography Activity:

Names of the interns presenting:

Grade level of TEKS:

TEKS taught:

Materials used:

Activity steps and how it will be taught:

You have worked in teams, but give here what each of the team members contributed:

II. Competency 022 (Economics): The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

Standard VI. 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.

- ✓ **Assignment: Focus on Standard VI. Economics.**
 - **Rosado text pages 245-248 and social studies handbook.**

Read the assigned pages prior to seminar and be prepared to match the terms and definitions highlighted in the TEKS involved in Economics

Topics include:

1. Types of Economic Systems
2. Free Enterprise
3. Money and Banking
4. Economics of Texas
5. Economics vocabulary

Seminar participation is expected and attendance is required.

- ❖ **A KWL chart over readings on Economics will be approved at the beginning of this seminar session. Value 5 points.**

IV. Competency 023 (Government and Citizenship): The teacher understands and applies knowledge of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

Standard VII. Government: The social studies teacher knows how governments and structures 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.

Standard VIII. 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.

- ✓ **Rosado text pages 248-256 and social studies handbook. Read the assigned pages prior to seminar**

Seminar participation is expected and attendance is required.

- ❖ **A KWL chart over readings on Government and Citizenship will be approved at the beginning of this seminar session. Value 5 points.**

III. Competency 020 (History): The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

Standard IV. History. The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

We will have seminar activities and information to highlight this information. There will also be two guest 6th grade history teachers. One will survey the information on world and US history and the other will present information on Texas history.

- ✓ **Assignment: Read fully and carefully the Rosado text pages 195-230 and the History section of the ELED 438 handbook.**

- ❖ Interns will use definition activities, KWL chart, make a quiz, make an “I know-you know” game, etc. to demonstrate understanding of the basic History TEKS grades K-6.
- ❖ 5 Points

Seminar participation is expected and attendance is required.

V. Competency 019 (Social Science Instruction): The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

Standard III. The social studies teacher uses 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.

- ✓ **Assignment: Read Rosado text pages 177 – 195, and all of the section on Social Science Instruction in the ELED 438 handbook.**

Assignment: Take the practice tests from the Rosado text bank.

General Assignment - Informal Observations and sharing of Lesson's observed in the **Field:**

Be alert to Social Studies and TEKS linked lessons that you see from your mentor teachers and record the steps of the lesson and be prepared to share in seminars.

Additional activities may be developed during seminars.

Disclaimer: The instructor reserves the right to make changes to the activities and schedule of the class. Such changes or additional information concerning the assignments will be announced in class. Each student is responsible to know what is expected from each class. Attendance and participation are essential.

Seminar Schedule / Calendar

The first seminar session is Friday August 16, 2013. Beginning at 9:30 in EdS 104. All other intern seminars will be on Wednesdays. The seminar day will be divided into blocks of time beginning at 9:30 and ending at 3:00. There will be a 30 minute break to go to purchase lunch and bring it to seminar for a working lunch period.

Any changes or adjustments to the schedule will be announced in seminar. You will also be working closely with your University liaison.

Intern Grade Evaluation from Field Experience

The following scoring format will be used and adapted for field evaluation:

A = 3 = Exceptional: Well above average in initiative, thought, organization, reflection, and implementing professional choices.

Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently.

B = 2 = Proficient: Functional in terms of initiative, thought, organization, reflection, and implementing professional choices, but in need of instruction. Evidences control of own decision-making and learning processes. Monitors, adjusts, and manages.

C = 1 = Needs Improvement: Some lack of initiative, thought, organization, reflection, and responsibility. Demonstrates some lack of awareness of professional choices. Evidences some control of own decision-making and processes. Does not continually monitor, adjust, or manage without intervention.

D/F = Unacceptable.

Any changes or adjustments to the schedule will be announced in seminar. You will also be working closely with your University liaison.

During seminar activities will be incorporated to highlight the Texas Essential Knowledge and Skills K-6 as aligned with the stated standards and competencies for maximum coverage and to offer a variety of learning and teaching experiences **for interns.**

Seminar time will be actively used to experience a varied application of the course content.

Field-based experiences will be an extension and application of the knowledge gained by the interns.