



ELED 438 - Social Studies in Field-Based Settings COURSE SYLLABUS: Fall 2017

Instructor: Carol Smith, Ed.D.
Office Location: Midlothian
Office Hours: By Appointment
University email: Carol.Smith@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Rosado, Luis A., EdD, *TEXES Core Subjects EC-6 (291), 3rd Edition*, 2016,
ISBN-13: 978-0-7386-1198-3, ISBN-10: 0-7386-1198-0

Social Studies Study Guide: <http://www.certifyteacher.com>

Online Field-Based Handbook:

http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook_new1.pdf (save for reference)

Social Studies TEKS: <http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>

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

Course Description:

Three semester hours. Explores the integrated nature of learning with social studies as 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: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship"

Course Objectives (From TExES Core Subjects):

Social Studies Standard I

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Social Studies Standard II

The social studies teacher effectively integrates the various social science disciplines.

Social Studies 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.

Social Studies Standard IV

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.

Social Studies Standard V

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.

Social Studies 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.

Social Studies 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.

Social Studies 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.

Social Studies Standard IX

Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Social Studies Standard X

Science, Technology and Society: The social studies teacher understands developments in science and technology and 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

1. Lesson Plan Assignment

Develop a useable lesson plan for the classroom you are observing. You must plan your lesson around one or two TEKS that you would be teaching on a particular day. You must use the state adopted textbook as a resource. Remember this is only one lesson, not a unit.

2. Teaching Across Grade Levels

Create a class presentation showing how Citizenship is taught across grades K-12.

3. Home/Parental Extension Activity

Plan a social studies extension activity for Economics that could be sent home to include parents, and which shows or demonstrates what has been learned in the classroom. This activity is not homework for students and should be enjoyed by the family.

4. Cultural Time Capsule Poster of a Famous American

You have found a time capsule buried in _____ from _____ years ago, and you open it to find information about _____ . After reading the contents of the capsule you realize it was buried because _____ .

Create a cultural poster after researching a famous American. Your poster should include the following cultural aspects:

Important Dates- births, deaths, marriages, holidays, ancestry, heritage, timelines

Appearance- physical features, clothing, hair styles

Environment- locations, climates, vegetation, relationships to person

Entertainment- art, music, special occasions, dances, storytelling hobbies

Education- informal, formal, private, public, cultural approaches

Housing/Food- type of home, materials, size, furniture

Government- laws, values, titles, social roles and order, opinions

Special Talents- unusual gifts, learned/acquired,

Beliefs- religion, customs, keepsakes
Jobs/Inheritance/Identity- ways of making a living, type of currency, family traits/characteristics, physical features

COURSE REQUIREMENTS

Grading:

Lesson Plan Assignment	20%
Teaching Across Grade Levels	20%
Home/Parental Extension Activity	20%
Cultural Time Capsule Poster	20%
Class Participation	10%
Final	10%

Please note: Final grade will include input from your internship,

Attendance: *Points will be deducted for each absence.
Points will also be deducted for tardiness or leaving early.*

TECHNOLOGY REQUIREMENTS

Access to Internet
Access to University MyLeo
Access to an Email Account

COMMUNICATION AND SUPPORT

Office Hours: By Appointment
University email: Carol.Smith@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

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

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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Nondiscrimination statement: Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Texas Senate Bill 11 - (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who do not attend class or check their email assume responsibility for knowledge of any alteration to the course.

COURSE OUTLINE / CALENDAR

Date	Content	Assignments Due
Aug. 28 Module 1	Introductions, Syllabus, Class assignments PPR Review	First Day of Class
Sept. 4	Labor Day Holiday	No Class
Module 2	Presentations of cultural posters; Assign social studies lesson plan; Assign presentations on teaching citizenship across grade levels (K-12); Discuss review questions/answers for TExES	Cultural posters due
Module 3	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Discuss review questions/answers for TExES	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Analysis of assigned questions/answers due
Module 4	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Discuss review questions/answers for TExES	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Analysis of assigned questions/answers due
Module 5	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Discuss review questions/answers for TExES	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Analysis of assigned questions/answers due
Module 6	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Discuss review questions/answers for TExES	Presentations of social studies lesson plans; Presentations of teaching citizenship across grade levels; Analysis of assigned questions due
Module 7	Presentations of Home/parental activity on economics that can be sent home; Wrap Up; Finals	Home/parental activity on economics that can be sent home