

**LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION**

CIEP M23 – Introduction to Teaching and General Education Methods

Instructor: Lynn McCarthy, Ph.D.

(312) 266-8569

l.mccarthy@rcn.com

lmccarthy2@luc.edu

Course Description: This course is designed to help teacher candidates examine the complex role of the teacher and to understand principles and methods of curriculum, instruction and evaluation in the elementary school. The focus of the course will be learning and applying the process of effective lesson planning beginning with state standards and working backwards to big ideas, learning outcomes, assessments and appropriate teaching methods within the context of social studies teaching. This course includes two ACEI/NCATE Core Assessment requirements: #2: Assessment of content knowledge in elementary education; this will be met by the course grade; #3 Assessment of candidate ability to plan instruction which will be met in the Lesson Plan requirement which must be submitted in Live-Text.

Clinical Sites: King Lab School
2424 Lake Street
Evanston, Illinois 60201
(847) 859-8500

Middleton Elementary School
8300 N. St. Louis
Skokie, Illinois
(847) 673-1222

David Walker Elementary School
3601 Church Street
Evanston, IL 60203
847-859 – 8330

Required Texts:

Teach our Children Well: Essential Strategies for the Urban Classroom by Helen Maniates, Betty Doerr and Margaret Golden

Seeing the Whole Through Social Studies by Tarry Lindquist

Additional readings will be given out in class.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml □

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. □ □ In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/> □

Conceptual Framework

The conceptual framework of the School of Education is “Professionalism in the service of social justice.” This course fits within the framework by teaching candidates how to build a just community in their classroom and how to effectively teach social studies content. In addition, this course helps candidates develop the dispositions required of successful professional teachers, including research, reflection and collegiality.

Technology

Students will be required to use technology to access course materials, research, communicate with others, submit assignments and review assessments. In addition, teacher candidates will examine how to use technology to improve learning for their own students.

Students may not use computers, the Internet, cell phones or PDAs during class sessions unless approved by the professor based on a special need or authorized situation or circumstance. These may be used without approval prior to class, during official breaks or afterward, but must be turned off and put away during official class sessions.

Diversity

Throughout this course, teacher candidates will be exploring the nature of the diversity of learners within the classroom and how to best meet the needs of all children.

Standards

ACEI Standards: The following ACEI standards are addressed in course objectives.

Standard 2. Reading, Writing, Oral Language. Assessment of content knowledge in elementary education; this will be met by the course grade.

Standard 3.1. Integrating and applying knowledge for instruction

Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals and community. Assessment of candidate ability to plan instruction, which will be met in the lesson plan requirement which must be submitted in Live-Text.

Standard 3.2. Adaptation to diverse students

Candidates understand how elementary students differ in their development and approach to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3.3. Development of critical thinking, problem solving and performance skills

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills.

Standard 3.4. Active engagement in learning

Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation and positive social interaction and to create supportive learning environments.

Standard 3.5. Communication to foster learning

Candidates use their knowledge and understanding of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the elementary classroom.

2e. Social studies. Candidates know, understand and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences and other related areas – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard 5.1. Practices and behaviors of developing career teachers

Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

Standard 5.2. Reflection and evaluation

Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents and other professionals in the learning community and actively seek out opportunities to grow professionally.

Big Ideas:

- A positive classroom climate is necessary to maximize student learning.
- Teaching about citizenship begins with the organization of the classroom.
- Using standards helps teachers design meaningful curriculum that teaches essential content.
- Clear instructional objectives ensure that learning experiences support desired outcomes.
- Big ideas organize learning around central truths and ensure that all students have access to the curriculum.
- Teachers must account for individual student differences in readiness, interest, learning profile and affect in order to plan for effective instruction.
- Instruction can be differentiated along the classroom elements of content, process, product and learning environment.
- Cooperative learning activities promote group interdependence but guarantee individual accountability.
- Instructional strategies such as identifying similarities and differences, summarizing and creating nonlinguistic representations greatly promote student achievement.

Instructional Objectives:

As a result of this course, teacher candidates will be able to:

- List routines and activities that can be used to build a positive classroom community at the elementary school level. (3.4)
- Write clear, measurable instructional objectives based on Illinois State learning standards as demonstrated on lesson plans. (3.1, 2.4)
- Identify categories of individual differences in students including prior knowledge, learning styles, talents, disabilities, culture, gender, socioeconomic status and language and design learning activities to accommodate those differences as demonstrated on lesson plans. (3.2)
- Develop examples of differentiating instruction based on elements of content, process, product and learning environment. (3.2)
- Write lesson plans that use a variety of teaching strategies including whole-class direct instruction, cooperative grouping, inquiry and problem-based learning as demonstrated on lesson plans. (3.3)

- Use and develop graphic organizers to help students visually organize information as demonstrated on lesson plans. (3.5)
- Create a concept map that demonstrates how social studies instruction can be effectively integrated with literacy activities. (2e)
- Choose trade books to effectively support social studies instruction as part of the unit plan. (2e)
- Utilize reading strategies to instruct students in reading social studies content materials. (3.5)
- Use technology to support student learning as demonstrated on lesson plans. (3.3)
- Analyze, evaluate and present a position regarding a current issue in the field of education as demonstrated by a presentation of the issue to the class. (5.1)
- Develop a social studies lesson plan to develop content and engage students that will be observed by the instructor. (3.1)

Readings

Readings include pre-selected chapters, journal articles and research studies provided by the instructor.

Grading (Standard 2)

Grades will be determined using the following weighted scale:

Major Course Assignments and presentations	70%
Observed clinical lesson and Livetext lesson	30%

Class attendance and participation are required. Unexcused absences will result in a reduction of the grade. (1-2 absences = reduction of 1/2 a grade – A to A-)

In-Class, On-Demand Writing - check, check+, or check -

Students must earn at least a C+ in this course in order to move on to Block II. The instructor, student and program director will discuss such situations on a case-by-case basis.

Students are encouraged to make full use of resources available from online and paper publications in completing assignments. However, all sources should be appropriately cited. Failing to do so can be construed as plagiarism.

With the expectations that students will complete all assignments with high quality, the instructor reserves the right to return papers with excessive spelling, grammar and usage errors. Students may NOT expect to be able to re-do assignments or that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.

The grade of an assignment will be affected if work is not completed in a timely manner.

Students are expected to attend the clinical assignment and must have a doctor's note for missed days. Students are to act and dress in a professional manner.

Assignments:

- Activities, Routines and Dispositions to Build Classroom Community
 - Plan classroom centers that support instructional goals (3.4)
 - Describe 3 stations / state grade level
 - State the purpose of each station and describe one activity
 - The station must have an academic focus (science, math, social studies, reading)
 - A specific activity must be described, informal reading is not acceptable
 - List the materials at each station?
 - How will you assess learning?
 - Informal assessments not acceptable
 - Plan a four-part morning meeting (3.4, 2e)
 - Greeting / Sharing (lightning, interactive) / Group Activity (academic focus) / News & Announcements (create a chart with a greeting to build community)
- Educational issues paper and presentation
 - Issues may include: immigration, closing the achievement gap, second language learners- teaching in native language or English first, NCLB-high stake testing, influence on curriculum, funding - tracking, school funding in Illinois, school vouchers, year round education, charter vs. public schools, schools with and without technology, etc.
 - Give a description/definition of the issue
 - State both sides of the issue and give your opinion
 - Bibliography
 - Be prepared to present the ideas to the class
- Social studies unit to include:
 - Goals, learning objectives, standards, benchmarks, performance descriptors, big ideas, measurable behaviors to demonstrate student understanding of concept
 - lesson procedure and sequence: activation of prior knowledge, skills and /or strategy instruction, guided practice, independent practice
 - Concept map, non-fiction children's books, cooperative grouping activities,
 - Differentiation – content, process and product
 - Second Language learning
 - Critical thinking and problem solving, graphic organizers
 - Present unit to class
- Observation of social studies lesson to be taught during clinical experience and lesson plan submitted on Livetext

-Poster session poster and paper

Course Syllabus

Please bring textbooks to class each week

Week 1 – Building Classroom Community

Standards:

Standard 3.4. Active engagement in learning

Big Ideas:

- A positive classroom climate is necessary to maximize student learning
- Teaching about citizenship begins with the organization of the classroom

Instructional Objectives:

At the end of this class, teacher candidates will be able to:

- List routines, activities and dispositions that can be used to build a positive classroom community at the elementary school level (3.4)
- Create a concept map that demonstrates how social studies instruction can be integrated (2e)

Assessment:

- Activities, Routines and Dispositions to Promote Classroom Community
- Develop social studies concept map

Activities:

Introductory Meeting
Film – Classroom organization
Book Talk Modeling – history books
Create a concept map

Homework:

Chapter 1 and 2– Teach Our Children Well

Chapter 1 – Seeing the Whole Through Social Studies

Begin developing classroom plan and morning meeting

Activities, Routines and Dispositions to Build Classroom Community

-Plan classroom centers that support instructional goals (3.4)

-Describe 3 stations / state grade level

-State the purpose of each station and describe one activity

-The station must have an academic focus (science, math, social studies, reading)

-A specific activity must be described, informal reading

- is not acceptable
- List the materials at each station?
 - How will you assess learning?
 - Informal assessments not acceptable

Week 2 – Exploring Standards

Standards:

- Standard 3.4. Active engagement in learning
- Standard 3.1. Integrating and applying knowledge for Instruction
- 2e. Social studies

Big Ideas:

- A positive classroom climate is necessary to maximize student learning (con't)
- Teaching about citizenship begins with the organization of the classroom
- Using standards helps teachers design meaningful curriculum that teaches essential content.

Instructional Objectives:

At the end of the class, teacher candidates will be able to:

- Plan classroom centers that support instructional goals (3.4)
- Plan a four-part morning meeting (3.4, 2e)
- Access Illinois State learning standards online (3.1)
- Select appropriate learning goals, standards, benchmarks and performance descriptors for a unit of social studies instruction (2e)

Activities:

In class write-up – Teach Our Children Well – Chapters 1 and 2

-Seeing the Whole Through Social Studies – Chapter 1

Morning Meeting – film

Kriete, R. (2003) *Start the day with community*. Educational Leadership, 61(1), 68-70

Book talk – reflections of culture

Standards, Benchmarks and Performance Descriptors

- Select appropriate learning goals, standards, benchmarks and performance descriptors for a unit of social studies instruction

Homework:

Read:

Teach Our Children Well – Chapter 6 – Engagement

Wiggins, Grant and McTighe, Jay. (2003). *Backward design for forward action*.

Educational Leadership, 60(5), 52-55.

Write up

Activities, Routines and Dispositions to Build Classroom Community

- Plan classroom centers that support instructional goals (3.4)
- Describe 3 stations / state grade level

- State the purpose of each station and describe one activity
 - The station must have an academic focus (science, math, social studies, reading)
 - A specific activity must be described, informal reading is not acceptable
- List the materials at each station?
- How will you assess learning?
 - Informal assessments not acceptable
- Plan a four-part morning meeting (3.4, 2e)
 - Greeting / Sharing (lightning, interactive) / Group Activity (academic focus) / News & Announcements (create a chart with a greeting to build community)

Week 3 – Teaching Social Studies: Big Ideas and the Unit Plan Outline

Due:

- Classroom Centers
- Morning Meeting Plan
- Teach Chapter 6.
- “Backward design” article Educational Leadership. P. 52-55

Standards:

- Standard 3.1. Integrating and applying knowledge for instruction
- 2e. Social studies

Big Ideas:

Big ideas organize learning around central truths and ensure that all students have access to the curriculum.

Instructional Objectives:

At the end of this class, teacher candidates will be able to:

- Differentiate between big ideas, objectives and essential questions

Activities:

Presentations of classroom layout and morning meeting plan

Discuss and write up Chapter 6 – Teach Our Children Well –Prior Knowledge

Discuss Wiggins, Grant and McTighe, Jay. (2003). *Backward design for forward action*. Educational Leadership, 60(5), 52-55

-Big Ideas/ Objectives / Essential questions

-KWL

-Integration of Curriculum

Educational Issues assignment to be reviewed

-Lesson Plan - Procedure/Lesson Sequence – Activation of Prior knowledge, Skill and/or strategy instruction/ Guided Practice, Independent Practice. Assessment

Assessment:

Develop social studies lesson plan using concept map and standards

Homework:

-Teach Our Children Well – Chapter 3

-Seeing the Whole Through Social Studies – Chapters 2

-Educational issues paper and presentation

-Issues may include: immigration, closing the achievement gap, second language learners- teaching in native language or English first, NCLB-high stake testing, influence on curriculum, funding - tracking, school funding in Illinois, school vouchers, year round education, charter vs. public schools, schools with and without technology, etc.

-State both sides of the issue and give your opinion

-Be prepared to present the ideas to the class

Week 4 – Educational Issues and Concepts**Due:**

-Educational Issues paper and presentation

-Seeing. Chapter 2

-Teach. Chapter 3

Standards:

Standard 3.1. Integrating and applying knowledge for instruction

Standard 3.3. Development of critical thinking, problem solving and performance skills

Standard 3.4. Active engagement in learning

Standard 3.5. Communication to foster learning

2e. Social studies

Big Ideas:

Current educational issues include academic, social and economic concepts

-Teachers must account for individual student differences in readiness, interest, learning profile and affect in order to plan for effective instruction.

Instructional Objectives:

At the end of this class, teacher candidates will be able to:

-Review the broad issues facing educators

-Apply Stephen Krashen's theories of second language acquisition to write language objectives for a social studies lesson

Activities:

-Presentation of Educational Issues topic

- Documentation use in Immigration Unit
 - Immigration Unit
- Jigsaw meaning articles
- Stephen Krashen's theories of second language acquisition
 - How to teach second language learners film
- Write up and discuss- Teach Our Children Well – Chapter 3
Seeing the Whole Through Social Studies – Chapter 2

Homework:

- Select Unit topic with appropriate learning goals, standards benchmarks and performance descriptors
- Unit Plan with Lesson Plan #1
- Read Seeing the Whole Through Social Studies Chapter 3

Week 5 – Understanding the Learner and Differentiating Instruction

Due:

Social studies unit plan and lesson Plan #1
Seeing. Chapter 3

Standards

- Standard 3.1 0 Integrating and applying knowledge for instruction
- Standard 3.4 – Active engagement in learning
- Standard 3.5. Communication to foster learning
- 2e. Social studies

Big Ideas:

- Teachers must account for individual student differences in readiness, interest, learning profile and affect in order to plan for effective instruction.
- Instruction can be differentiated along the classroom elements of content, process, product and learning environment.
- Clear instructional objectives ensure that learning experiences support desired outcomes.

Instructional Objectives:

At the end of this class, teacher candidates will be able to:

- Develop examples of differentiating instruction based on elements of content, process, product and learning environment.
- Write learning objectives with measurable behaviors that demonstrate student understanding of the content.

Activities:

- Differentiation – learning disability
 - Film-At Work in the Differentiated Classroom

- Seeing – page 21 – Learning Styles
- Scaffolding independent learning – chapter 7 – Seeing Social Studies
- Differences in learning – Seeing – p. 196
- Read *Reading and Rewriting History* by Sam Wineburg and Daisy Martin. Educational Leadership. September 2004
- Write up. Seeing the Whole Through Social Studies – Chapters 3
- Problem Based Learning

Assessment:

- Develop social studies lesson plan using standards, benchmarks and performance descriptors, content outline, concept map
- Develop social studies unit -
- Develop social studies lesson plan using cooperative grouping and graphic organizers

Homework:

- Teach. Chapter 7
- Seeing. Chapter 7

Week 6 - The Integrated Teaching Unit

- Standard 3.1.** Integrating and applying knowledge for instruction
- Standard 3.2. Adaptation to diverse students
- Standard 3.3. Development of critical thinking, problem solving and performance skills
- Standard 3.4. Active engagement in learning
- Standard 3.5. Communication to foster learning
- 2e. Social studies

Instructional Objectives:

- At the end of this class, teacher candidates will be able to:
 - Evaluate the unit concept plan and the first lesson to introduce the unit's standards, objectives, big ideas, Lesson procedure and assessment
 - Utilize reading strategies for students to understand social studies content

Big Ideas:

- Lesson Plan structure provides instruction for students- Procedure/Lesson Sequence – Activation of Prior knowledge, Skill and/or strategy instruction/ Guided Practice, Independent Practice, Assessment

Activities:

- Discuss social studies unit topic
- Develop reading strategies for students to use to understand social studies content
- Write up-Teach Chapter 7; Seeing chapter 7

Homework:

- Rewritten unit plan and Lesson Plan #1

Lesson Plan #2 – with differentiation
Seeing ch. 6 and 8

Week 7 – Teaching Strategies and Lesson Planning

Due:

Social studies unit lesson plan #2 with differentiation strategies
Rewritten social studies unit plan and lesson plan #1

Standards:

- Standard 3.3. Development of critical thinking, problem solving and performance skills
- Standard 3.4. Active engagement in learning
- Standard 3.3. Develop reading strategies to understand social studies content

Big Idea:

- Cooperative Learning Activities promote group interdependence but guarantee individual accountability
- Instructional strategies such as identifying similarities and differences, summarizing, and creating nonlinguistic representations promote student achievement.
- Integrate the concept of social justice into lesson planning and discussions

Instructional Objectives:

At the end of this class, teacher candidates will be able to:

- Design a lesson procedure using a cooperative grouping strategy
- Select a graphic organizer to summarize a non-fiction text
- Utilize reading strategies to understand social studies content

Activities:

Cooperative grouping strategies
Social Justice Jigsaw

-*Speaking Out for Social Action* by Randy Bomer. Educational Leadership. October 2004

-*Social Justice in the Classroom* by Jacqueline Brooks. Educational Leadership. September 2005

-*Developing Social Justice Educators* by Jeffrey Duncan-Andrade. Educational Leadership. March 2005

-*Recognizing and Preventing Bullying*. The Informed Educator Series

Graphic organizers to summarize non-fiction text

Write up- Seeing ch. 7/ Teach. Chapter 7

Assessment:

Develop social studies lesson plan using cooperative grouping and graphic organizers

Week 8 – Clinical

-Social studies lesson plan #3

Week 9– Clinical

Week 10- Clinical

Week 11 – Clinical

Lesson plan observation and Lesson plan via Live Text.

Week 12 – Clinical

Lesson plan observation and lesson plan via Live Text.

Week 13 – Class/clinical debrief

Social Studies unit presentation

Differentiation – film - activity

Seeing the Whole in Social Studies p. 272-278

-New research

Brain research and modeling of instruction

Poster Session