

Loyola University Chicago – CIEP 437
Instructional Strategies for Teaching Social Studies and the Arts
Spring 2011

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Course Description

The course Instructional Strategies for Teaching Social Studies and the Arts is designed to help students examine the role of the teacher and to understand principles and methods of curriculum, instruction, and evaluation in schools. Class activities are organized within the content areas of social studies and an appreciation for the arts. Course content covers lesson planning, teaching models, the role of the teacher, and multiple issues that impact the teaching profession.

Outcome: Students will be able to design an instructional plan, demonstrate effective teaching strategies, and articulate current issues in teaching and learning.

School of Education Conceptual Framework

The conceptual framework of the School of Education can be summarized as “*professionalism in service of social justice.*” As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. In this course world history, economics, geography, and government and civics are identified as the components that define a literate individual. Your participation in this course will provide the groundwork for the development of your knowledge and skills in lesson planning and the integration of social studies, fine art, and other disciplines. As a social studies teacher, you will assist in your future students’ development as civic oriented individuals. An understanding of the democratic process is critical to the development and nurturing of a just society. As social studies educators, you will advance the work of social justice for all learners.

This course addresses the following School of Education Conceptual Framework Standard:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Diversity

Issues of diversity are addressed throughout this course through the investigation of social studies, instructional methodology, and technology. Adaptations that are necessary to assist all learners to become literate are included in the research-based strategies presented in this course.

Technology

Teacher candidates in this course will be expected to use the Internet to support their learning of literacy topics. An extensive list of website is provided. Those enrolled in this course are expected to access the sites and become knowledgeable about the site’s content.

Accessibility

Students who have disabilities which they believe entitles 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/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand 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

Grading

Grading will be based on the quality and comprehensiveness of each assignment. Criteria for grading include the ability to demonstrate an understanding of the subject matter through various media, articulation, and substantive engagement. The following point system will be used to determine final course grades:

93-100	A
90-92	A-
87-89	B+
82-86	B
80-81	B-
77-79	C+
73-76	C
70-72	C-

Goals

The goals for this course are consistent with the *Illinois Professional Teaching Standards*, the LUC School of Education’s Conceptual Framework, and *ACEI Standards*. Class participants are required to connect these standards to their own learning throughout this course.

Course Objectives

1. Teacher Candidates will access, understand, and apply the Illinois Learning Standards as related to the social studies, the arts, and social emotional learning. (ACEI Standards 1 & 2.4)
2. Teacher Candidates will demonstrate the ability to create developmentally appropriate lesson plans. (ACEI Standard 3.1)

3. Teacher Candidates will identify appropriate arts connections to enhance student learning. (ACEI Standard 2.5)
4. Teacher Candidates will integrate social studies curriculum with the arts and other related disciplines. (ACEI Standard 3.1)
5. Teacher Candidates will know, understand, and use assessment strategies to plan, and evaluate instruction. (ACEI Standards 1 & 4)
6. Teacher Candidates will research, analyze and incorporate primary resources materials from the Library of Congress and other institutions into lesson plans. (ACEI Standards 1 & 3.3)
7. Teacher candidates will contribute productively as individuals and members of teams. (ACEI Standard 3.5)

ACEI Standards

The following ACEI standards are linked to the above course objectives.

1. Development and Learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development and acquisition of knowledge.

2.4. 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;

2.5. The Arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the students;

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;

3.3. Development of Critical Thinking, Problem Solving, Performance Skills--Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;

3.5. Communication To Foster Collaboration—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.

4. Assessment For Instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Required Textbook and Materials

Ben Jelloun, T. (1999). **Racism Explained to My Daughter**. *The New Press, NY: W. W. Norton.*

Zarrillo, J. (2007). **Teaching Elementary Social Studies: Principles and Application**. Pearson, NJ: Merrill Prentice Hall.

Downloaded Copies of the Illinois Learning Standards for Social Studies, Fine Arts, Social Emotional Learning.

Downloaded Copies of the Social Studies Scope and Sequence from Wilmette Public Schools, District 39.

Expectations for Class Participation and Attendance

Engaged learning on the part of all class members helps to create a thought-provoking classroom environment. Discussions and activities provide opportunities to share knowledge, gain new perspectives, and connect theory with practice.

Class participants are expected to be present and on time for all classes. They are expected to come prepared to participate in class discussions and activities.

All work is due on or before the dates listed. **If** late work is accepted, points will be subtracted from the total.

Cell phones and other electronic devices are to be turned-off and out-of-site during class.

Internet Resources

These links are useful resources as you research lesson plan materials. This list is not inclusive; if you find additional useful resources, share them with your instructor and fellow classmates.

- Animated Atlas, www.animatedatlas.com/movie.html
- Art Institute of Chicago, www.artic.edu/aic/
- The Big Picture–Boston Globe, www.boston.com/bigpicture/
- Chicago History Museum, www.chicagohs.org/
- Commercial Images Research Archive, www.criaimages.com/home.aspx
- Discovery Learning, <http://school.discoveryeducation.com/>
- ePals, www.epals.com/
- Fact Monster, factmonster.com/
- Global Action Atlas/National Geographic <http://www.actionatlas.org/>
- Illinois Holocaust Museum, ilholocaustmuseum.org/
- Illinois Learning Standards, www.isbe.state.il.us/ils
- Illinois Learning Standards Social Studies Resources, www.isbe.state.il.us/ils/social_science/resources.htm
- Kathy Schrook's Guide for Educators, <http://school.discoveryeducation.com/schrockguide/>
- Kidsgeo.com, www.kidsgeo.com/
- Library of Congress, www.loc.gov
- Reading Quest, www.readingquest.org/
- National Council for the Social Studies, www.socialstudies.org/standards
- National Gallery of Art, www.nga.gov/
- PBS, www.pbs.org/
- The Education Place, www.eduplace.com/
- Smithsonian Institute, www.si.edu/

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Racism Explained to My Daughter Book Review

15 Points

Read **Racism Explained to My Daughter** by Tahar Ben Jelloun. Write a 4-6 page analysis following the outline distributed. Support ideas with examples & quotes from the book. **Due: March 16th**

Lesson Plan 1: Grade Level: Intermediate Topic: Illinois History 10 Points

Teacher Candidate will work individually to create a developmentally appropriate lesson on Illinois History for intermediate school students. A template and rubric are provided on Blackboard.

Due: February 16th

Lesson Plan 2: Grade Level: Middle School Topic: U. S. History 10 Points

Teacher Candidate will work individually to create a developmentally appropriate lesson on U.S. History for middle school students. A template and rubric are provided on Blackboard. **Due: March 2nd**

Lesson Plan 3: Grade Level: Primary Topic: Native Americans 10 Points

Teacher Candidate will work individually to create a developmentally appropriate lesson on Native Americans: People and Environments. A template and rubric are provided on Blackboard.

Due: March 23rd

Thematic Unit Plan - 50 Points Total

Working as a team, teacher candidates will create a social studies unit that will include the formation of essential questions, a curtain raiser, lesson plans, pre and post assessment, and a final project. The unit planning will be divided into three parts:

Thematic Unit Plan-Part 1: The Collaborative Planning Process

(15 Points)

Team members will submit a unit plan that includes the Unit Topic, Essential Questions, and Schedule of Lessons. **Due: February 23rd**

Thematic Unit Plan-Part 2: Lesson Plan 4 (Summative Eval: Live Text Submission) (20 Points)

Each team member will to create an integrated, social studies/ fine arts lesson plan OR; 2- two separate lesson plans as part of the unit plan. The lesson is to be ISBE standards-aligned. Lessons created MUST include some aspect of one or more strategies learned about in class while being developmentally appropriate for students in grades K-8. Please refer to the Lesson Plan Rubric and the class syllabus for grading details. Final lesson plans are to be submitted on Live Text. **Due: April 13th**

Thematic Unit Plan-Part 3: Unit Presentation

(15 Points)

Hard copies will be submitted. Each team will do a presentation showcasing their unit. **Due: April 20th**

Museum Visit and Field Trip Plan

15 Points

Teacher candidates will visit a local museum chosen from a provided list. Prior to the museum visit, candidates will investigate the museum's website and review the educational/teacher resources available. After the visit, candidates will create a PowerPoint presentation highlighting the museum's resources. The presentation should have no more than 10 slides, it should include photos, and highlight connections to social studies curriculum. **Due: Power Point Presentations: April 6th**

Class Participation/Attendance

15 Points

Engaged learning on the part of all class members helps to create a thought-provoking environment. Discussions and activities provide opportunities to share knowledge, gain new perspectives, and connect theory with practice. Class participants are expected to be present and on time for all classes. **Ongoing**

Course Total:

125 Points

CIEP 437 – Topic, Reading, and Assignment Schedule

Date	Class Focus	Readings	Presentations	Due
1/19	Course Introduction, Syllabus Investigation: What is Social Studies			Student Questionnaire
1/26	Introduction to Social Studies & the Illinois Learning Standards Writing Learning Objectives	Zarrallo: Chapter 1 An Introduction to Social Studies		Bring to Class: IL Learning Standards for •Social Studies •Fine Arts, •Social/Emotional Learning.
2/2	Lesson and Unit Plans Organizing Instruction	Zarrallo: Chapter 4		
2/9	Children, Diversity, and Learning	Zarrallo: Chapter 2		
2/16	The Transformed Curriculum	Zarrallo: Chapter 3	Special Topic: Movie	Lesson Plan 1 Intermediate Grade-Illinois
2/23	Cooperative Learning	Zarrallo: Chapter 5		Unit Topic, Abstract, and Essential Questions
3/2	The Integrated Curriculum	Zarrallo: Chapter 9		Lesson Plan 2 Middle School- U.S. History
3/9	No Class - Spring Break			
3/16	Assessment-Formative, Summative, and Standardized	Zarrallo: Chapter 8		<u>Racism Explained to My Daughter</u> Critique Paper
3/23	Inquiry and Critical Thinking Class Discussion: Racism Explained to My Daughter	Zarrallo: Chapter 6		Lesson Plan 3- Primary – Native American People and Environments
3/30	Technology & Using Primary Resources	Zarrallo: Chapter 7		Bring a primary source items to class.
4/6	Democratic Citizenship	Zarrallo: Chapter 10	Field Trip Presentations	Field Trip Presentations
4/13	History and Geography	Zarrallo: Chapter 11		Lesson Plan 4 Posted to Live Text
4/20	The Other Social Sciences and Topics of Special Interest	Zarrallo: Chapter 12	Unit Presentations	Units Due
4/27	Project Based Learning		Unit Presentations	

Guidelines for Submitting Assignments

- Lesson Plans and the Book Analysis for Racism Explained to My Daughter must be submitted online to mbleeden@luc.edu
- Your Unit Plan Topic, Abstract, and Essential Questions will be submitted **both** in hard copy and online.
- Lesson Plan 4 is to be submitted on **Live Text**
- **Mandatory Online Submission Heading:** Your last name, Assignment Name i.e. Bleeden, Lesson Plan 1

OFFICIAL: CIEP 437 Lesson Plan Rubric, 8-04-09

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	Target	Acceptable	Unacceptable
Content ACEI-2007.2.4 ACEI-2007.2.5 IL-LUC-CF.1 IL-PTS.1.A	Teacher Candidate (TC) chooses grade-level appropriate content and demonstrates significant content knowledge.	TC chooses grade-level appropriate content and demonstrates adequate content knowledge.	TC fails to choose grade-level appropriate content and demonstrates limited content knowledge.
Learning Standards IL-PTS.4.A	TC chooses an appropriate number of standards that link to content and grade level.	TC chooses an appropriate number of standards, but not all standards link to content and grade level.	TC fails to choose an appropriate number of standards and does not link them to content and grade level.
Objectives ACEI-2007.1 IL-PTS.2.A IL-PTS.4.B	TC develops an appropriate number of objects that link to standards and content. Objectives are developmentally appropriate, clear and measurable.	TC develops an appropriate number of objects that link to standards and content. Most objectives are developmentally appropriate, clear and measurable.	TC fails to develop an appropriate number of objects that link to standards and content. Objectives are not developmentally appropriate, clear and measurable.
Anticipatoy Set ACEI-2007.3.1 IL-PTS.6.A	TC appropriately sets stage for learning and assesses students' prior knowledge/skills/readiness. TC demonstrates thoughtful preparation.	TC minimally sets stage for learning and assesses students' prior knowledge/skills/readiness. TC demonstrates some time and thoughtfulness in preparation.	TC does not adequately set stage for learning or assess students' prior knowledge/skills/readiness. TC demonstrates little time or preparation.
Materials IL-PTS.6.C	TC demonstrates a solid understanding of developmentally appropriate materials. Chooses materials that are varied, interactive and engaging. Plans for both teacher and student material needs.	TC demonstrates an adequate understanding of developmentally appropriate materials Most are varied, interactive and engaging. Plans for both teacher and student material need.	TC demonstrates an minimal understanding of developmentally appropriate materials Materials are not varied, interactive and engaging. Fails to plans for both teacher and student material needs.
Lesson Sequence ACEI-2007.3.1 IL-PTS.4.A	TC creates a plan that is focused, logically sequenced, thorough, and easily followed.	TC creates a plan that may be missing one of the following characteristics: focused, logically sequenced, thorough, and easily followed.	TC creates a plan that may be missing two or more of the following characteristics: focused, logically sequenced, thorough, and easily followed.

<p>Teaching Strategies ACEI-2007.3.1 ACEI-2007.3.2 ACEI-2007.3.4 IL-PTS.5.C IL-PTS.6.B IL-PTS.6.G</p>	<p>TC uses a variety of strategies that are appropriate to content and student developmental levels.</p> <p>TC considers a variety of learning modalities.</p>	<p>TC uses a few strategies that are appropriate to content and student developmental levels.</p> <p>TC does not consider a variety of learning modalities.</p>	<p>TC fails to use strategies that are appropriate to content and student developmental levels.</p> <p>TC does not consider a variety of learning modalities.</p>
<p>Technology IL-LUC-CF.5 IL-PTS.4.E IL-PTS.4.F IL-PTS.6.K IL-PTS.6.N</p>	<p>TC chooses technology that is appropriate for both teacher and student.</p> <p>TC chooses technology that enhances lesson and student learning.</p>	<p>TC chooses technology for student and teacher, but does not consider appropriateness of choices.</p> <p>TC chooses technology that has minimal connection to lesson and student learning.</p>	<p>TC chooses technology for student or teacher, but does not consider appropriateness of choices.</p> <p>TC chooses tech that has no connection to lesson and student learning.</p>
<p>Connection to Fine Arts areas IL-PTS.6.L</p>	<p>TC chooses a minimum of two fine arts areas.</p> <p>TC choices demonstrate logical connections to content and an understanding of curriculum integration.</p> <p>Connections enhance lesson, motivate students, and provide reinforcement of content knowledge.</p>	<p>TC chooses one fine arts areas.</p> <p>TC choices demonstrate logical connections to content and an understanding of curriculum integration.</p> <p>Connections do little to enhance lesson, motivate students, and provide reinforcement of content knowledge.</p>	<p>TC has no fine arts connections.</p>
<p>Differentiation ACEI-2007.3.2 IL-LUC-CF.4 IL-PTS.1.E IL-PTS.3.C IL-PTS.3.D IL-PTS.6.E</p>	<p>TC demonstrates knowledge of accommodations in presentation, assignments, and assessments.</p>	<p>TC demonstrates limited knowledge of accommodations in presentation, assignments, and assessments.</p>	<p>TC demonstrates lack of knowledge regarding accommodations in presentation, assignments, and assessments.</p>
<p>Closure ACEI-2007.3.1 IL-PTS.6.G</p>	<p>TC effectively concludes lesson.</p> <p>Uses strategies that help students understand content of lesson.</p>	<p>TC concludes lesson.</p> <p>Uses strategies that help students understand content of lesson.</p>	<p>TC does not bring closure to lesson.</p> <p>Students do not understand content of lesson.</p>
<p>Student Assessment ACEI-2007.4 IL-PTS.8.A IL-PTS.8.B IL-PTS.8.E</p>	<p>TC links assessment to lesson objectives/content and considers a variety of assessments appropriate to lesson and grade level.</p> <p>TC demonstrates understanding of the difference between formative and summative assessment.</p>	<p>TC links assessment to lesson objectives/content but does not consider a variety of assessments appropriate to lesson.</p> <p>TC does not distinguish between formative and summative assessment.</p>	<p>TC does not link assessment to lesson objectives/content or considers a variety of assessments appropriate to lesson.</p> <p>TC does not distinguish between formative and summative assessment.</p>

Reflection / Evaluation of Instruction ACEI-2007.5.1 IL-PTS.10.A	TC takes a complete and thoughtful look at all aspects of teaching process and student learning and assessment. TC creates reflective questions regarding all aspects of the lesson and lesson planning.	TC considers most aspects of teaching process and student learning and assessment. TC creates questions regarding most aspects of the lesson and lesson planning.	TC fails to take a thoughtful look at all aspects of teaching process and student learning and assessment. TC does not create reflective questions regarding all aspects of the lesson and lesson planning.
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