TLSC 350: Teaching and Learning with a Global Framework
Sequence 6: Integrating Content, Cultures and Communities
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2017

Instructor Information
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Module Information
Dates: February 14 – April 6, 2017
Days: Tuesdays & Thursdays Times: 8:15 – 12:45
On-Campus Location:
School-Site Location:

Module Description
TLSC 350 is the second of two integrated, field-based modules completed by ECSE program candidates during sequence 6 of the TLLSC Program Continuum. This module provides the framework for the integration of science, social studies, technology, and literacy in early elementary school. It provides candidates with experience in the instructional methods, materials, and curricula for teaching the sciences and social studies and is designed to prepare teacher candidates to apply their prior learning in sequence 1-6 to experiences in integrating the content areas with cultural/community contexts. Candidates will develop their skills in addressing the needs of all elementary learners while addressing the needs of individual learners in multicultural and multilingual contexts. The module is designed to develop the knowledge, skills, and dispositions to not only effectively teach social studies, science, and literacy at the elementary level, but to integrate these areas with literacy and utilize developmentally appropriate technology throughout. This module directly reflects the curricular emphases of the National Science Teachers Association, the National Council for the Social Studies, the IL State Board of Education, and the International Baccalaureate (PYP).

During TLSC 350, teacher candidates work with early elementary teachers to develop a transdisciplinary/interdisciplinary curriculum unit which integrates science and social studies with literacy and incorporates developmentally appropriate technology resources. The unit is assessed through a structured inquiry project. Teacher candidates use pre- and formative assessments to differentiate instruction and assessment to meet the learning and language needs of students. In conjunction with the cooperating teacher educator, candidates administer a post-assessment and
analyze data from the instructional unit to identify areas for growth. Teacher candidates apply their understanding of research and practice by integrating science, social studies, and technology standards across the PK-2 continuum, using a backward design approach to develop assessment activities and the core of an interdisciplinary unit that (upon moving to sequence 7) they will expand, incorporating additional science and social studies content with along with mathematics, and deliver in an elementary classroom during semester one of a year-long internship.

**Key Learning Objectives for TLSC 350**

Working in a co-teaching setting, teaching candidates will experience teaching a social or science inquiry unit using the Common Core State Standards or Next Generation Science Standards. Through their experiences in this module, candidates will actively engage with resources that enhance knowledge, comprehension, application and evaluation of appropriate strategies and models for the teaching of science and social studies. In TLSC 350 candidates will:

1. Develop and demonstrate an understanding of the various disciplines that comprise science and social studies and the content knowledge in early elementary-aged students that stems from these disciplines;

2. Develop awareness and demonstrate knowledge of the following areas and their implications for both the development of teachers/students and for teaching:

   **Social Studies:**
   - Candidates’ roles as democratic citizens and their definition of democratic citizenship
   - Opportunities to develop global awareness
   - Knowledge and understanding of the ways in which we experience and participate in the civic world (school, community, society);

   **Science:**
   - The 4 strands of science learning and the importance of teaching students science content, science skills, the culture of science and norms for participation in the scientific community.
   - Applying knowledge of learning and developmental theory to the understanding of students’ learning/memory mechanism and instructional implications for diverse students
   - Techniques for promoting meaningful science learning through an inquiry-based approach

   **Technology:**
   Students will demonstrate knowledge and application of technology as tools in the learning process and integrate computers as a functional aspect of teaching and learning.

- Observe, learn, practice, and implement pedagogical techniques, grounded in the disciplines of science and social studies.
- Explicitly link science and social studies teaching to the teaching of literacy for children in grades K-2.
- Explore evidence-based approaches to the instruction of science and social studies, including (but not limited to): inquiry-based instruction, discrepant event inquiry, integration of children’s literature in the social studies, concept attainment, multicultural education and the use of current events in social studies instruction. Evidence of these approaches would include students identifying real questions into the learning; students having opportunities to utilize more varied learning styles; students having experiences to collaborate on the project; and an acknowledgement of students’ “funds of knowledge”.
- Develop skills needed to review various instructional materials for validity and appropriate
pedagogy including textbooks, Internet sites, and computer-based (and other) technologies.

- Explore the content, instructional implications, and interrelatedness of content area standards in science, social studies, and technology, including:

<table>
<thead>
<tr>
<th>All</th>
<th>The six International Baccalaureate PYP transdisciplinary themes Of global significance</th>
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<tbody>
<tr>
<td>Science</td>
<td>K-2-ETS1 Engineering Design</td>
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**Next Generation Science Standards**

| K-PS2 Motion and Stability: Forces and Interactions | 1-PS4 Waves and Their Applications in Technologies for Information Transfer | 2-PS1 Matter and Its Interactions |
| K-PS3 Energy | 1-LS1 From Molecules to Organisms: Structures and Processes | 2-LS2 Ecosystems: Interactions, Energy, and Dynamics |
| K-LS1 From Molecules to Organisms: Structures and Processes | 1-ESS1 Earth’s Place in the Universe | 2-LS4 Biological Evolution: Unity and Diversity |
| K-ESS2 Earth’s Systems | 1-ESS3 Earth and Human Activity | 2-ESS1 Earth’s Systems |
| K-ESS3 Earth and Human Activity | 2-ESS2 Earth’s Systems |

**IL Early Learning Standards for K - Standards 14-18**

**Illinois Social Science Standards for Grades 1 and 2 - Stage A**
**Module Goals**

**Essential Questions:**

- What does it mean to be a responsible citizen in the world?
- What is social justice?
- What is international-mindedness?
- How does serving our local community have an impact on the international community?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?

As a part of this module, candidates will understand that effective educators:

- Reflect and carry out the School of Education’s mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups.
Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.
Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement.

As a part of this module, candidates will:

- Utilize social participation structures, narrative, and questioning techniques consistent with those of their students. (3K)
- Provide opportunities to engage in rigorous inquiry-based authentic intellectual work. (3H, 5I) (IB)
- Promote critical thinking and problem solving within the context of their discipline and across disciplines. (3H, 5I) (IB)
- Apply strategies that address gaps in students’ skills required for knowledge attainment while also recognizing and accounting for students’ prior knowledge. (1H, 1I, 1L, 3I, 3J, 3K, 3M, 3P, 5I)
- Empower students by providing opportunities to challenge the status quo and inequalities.
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (8H, 8I, 9L) (IB)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (8H, 8I, 8S, 9F, 9N) (IB)
- Actively listen to better understand the needs of others. (8R)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (8H, 9Q)
- Adopt strategies to stay informed of current IB innovations and connect with other schools and educators in the broader IB network. (IB)
- Plan instruction to support students’ structured inquiry into global issues to inspire inter-cultural awareness and international mindedness. (2K) (IB)
- Design authentic assessments and rubrics to measure the multiple facets of student achievement, including social, cultural, inter-cultural and linguistic. (IB)
- Involve students in self-reflection and self-assessment in the various areas of student achievement to support identity exploration. (7L) (IB)
- Collaborate to build and sustain a classroom and school environment that incorporates and values cultural, inter-cultural, linguistic and global diversity and issues. (1K, 7M, 8J) (IB)
- Engage in different ways of knowing within or across various disciplines. (2J) (IB)
- Incorporate the fine and performing arts into transdisciplinary/interdisciplinary units of instruction. (IB)

IDEA Objectives:
- Gaining factual knowledge (methods)
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field

Dispositions Assessment:
All courses in the SOE focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition or dispositions for each course are listed on this
syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. Demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
- valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)

**IL-LUC-DISP.1 Professionalism**

**IL-LUC-DISP.2 Fairness**

**IL-LUC-DISP.3 All Students Can Learn**

**Disposition Rubric**

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<th>Acceptable</th>
<th>Unacceptable</th>
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<td>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities. Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus. Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities. Candidates do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.</td>
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### Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.

Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and

Candidates read and critique professional literature and make connections between the literature and field experiences

Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions

### Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments

Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment and encourage their incorporation at a school-wide level

Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment

Candidates recognize the importance of valuing the unique identities of students, families and communities but fail to utilize identified strengths

### Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors

Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive classroom environment

Candidates identify the factors that influence student behavior and utilize the information to make decisions that promote student learning

Candidates communicate through writing or orally an awareness of the range of factors that influence student behavior, but fail to take action

### Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and

Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and

Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations

Candidates recognize and communicate through writing or orally that one’s expectations impact students learning and development, but fail to take actions on that knowledge
Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above.

Attendance:
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course calendar unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments
- Module Participation: 10% of final grade
Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.
CLASS ratings will be considered in module participation grades.
The following guidelines for participation will be considered in the module grades.
Professional Attitude and Demeanor Part I
- 4-Always prompt and regularly attend sessions.
- 2-Rarely late and regularly attend sessions (No more than 1 absence).
- 0- Often late and/or poor attendance at sessions (More than 2 absences).
Professional Attitude and Demeanor Part II
- 4-Always prepared for sessions with assignments and required materials.
- 2-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.
Level of Engagement in Class
- 4-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 2-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.
Integration of Readings into Classroom Participation
- 4-Often cite from readings; use readings to support points.
2-Occasionally cite from readings; sometimes use readings to support points.
0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
4-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
2-Listen when others talk, both in groups and in sessions
0-Rarely listen when others talk, both in groups and in sessions.

- **Transdisciplinary/Interdisciplinary Curriculum Unit: 40% of final grade**
  Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five science-specific, literacy-focused lesson plans. This unit should align with the classroom unit or project observed during the modules and must be influenced by student interest and experiences. The lesson plans must include literacy instruction within a science unit. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates should provide evidence of the application of the principles of Universal Design for Learning in all areas of the unit plan.

- **Lesson Implementation and Reflection: 20% of final grade**
  Teacher candidates will be observed for three lessons taught during the curriculum unit. Candidates should submit a detailed lesson plan for each of these three lessons. After the lesson, candidates will submit a reflection on lesson implementation. Candidates will also submit a number of regular instructional videos of their interaction and instruction with children in the classroom. These will be rated using CLASS and through peer feedback groups.

- **Digital Presentation: 20% of final grade**
  Teacher candidates use their analysis of their unit, samples of student work and further research to develop a digital presentation (i.e. PowerPoint, Prezi, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will focus on lessons learned from teaching. Candidates should include a self-assessment of the unit. Candidates will then reflect formally, in writing, on the instruction after analysis of the data and identify areas to develop further.

**Sequence Summative Assessment: 10% of final grade for TLSC 350; 10% of final grade for TLSC 340**
Candidates will select one of the six IB transdisciplinary themes of global significance, explore it in depth, link standards and assessments across the content areas of science, social studies, and technology in grades PK-2, creating a curriculum map.

**Module Readings**

Content specific supplemental readings will also be provided through Sakai and will be described on the course calendar.

8 hour video series—Learning Science through Inquiry by Annenberg Learner
http://www.learner.org/workshops/inquiry/videos.html#

“How to Read the Next Generation Science Standards” Published on Next Generation Science Standards

“The Evidence Base for Social Studies: Inquiry-Based Learning” Ohio State Board of Education.

***Note that this book is available for free download at www.nap.edu

Additional Readings will be posted to Sakai.

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School of Education Policies and Information

Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Technology
Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Candidates will likely use the resources available from the International Baccalaureate site: www.ibo.org. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.
Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Diversity

This module calls on candidates to meet the needs of diverse learners, as does the previous module (6.1), but also requires them to make diversity the substance of the content that they will teach. The unit that they develop with the cooperating teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, Module 6.2 offers an opportunity to apply the candidates’ understanding of diversity on multiple levels.