



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**TLLSC 450: Teaching and Learning in Secondary Social Studies  
Sequence 6: Integrating Content, Cultures and Communities**  
*Teaching, Learning, and Leading with Schools and Communities*  
School of Education, Loyola University Chicago  
Fall Semester 2016

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## **Instructor Information**

Name: Charles Tocci, Ed.D.

Email: ctocci@luc.edu

Office: 1148 Lewis Tower, WTC; 148B, Senn HS

Office hours: before and after class at Senn; by appointment

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## **Module Information**

Dates: October 17-November 5, 2016

Days: Monday, Wednesday, & Friday

Times: 8-11am

On-Campus Location: Room 148

School-Site Location: Senn High School, 5900 North Glenwood Ave, Chicago IL

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## **Module Description**

Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates observe classrooms that utilize UbD and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students' lives and interview two to three students to ascertain how they make meaning out of content in connection with their lives. Teacher candidates then observe how teachers include reading, writing, listening, speaking, and viewing in their instruction of content and how they differentiate instruction using suggested strategies in the UDL Guidelines Checklist. Teacher candidates co-plan with cooperating teacher educators to develop a five-lesson content area unit and pre-, formative, and post-assessments to assist in better understanding student learning and the strengths and weaknesses of the instructional strategies chosen, making adjustments to instruction based on pre- and formative assessments, teacher candidates implement the five-lesson content area unit with the cooperating teacher educator. Candidates administer the post-assessment and analyze the data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future

lessons, and they identify research articles to assist them in strengthening their areas for growth.

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### Module Goals

Essential Questions:

- How does backward design facilitate deep learning of content and skills?
- How do students most effectively acquire skills within a specific content area?
- How can the use of data facilitate students' acquisition of content and skills?
- How do students utilize technology to support and deepen their learning in a particular content area?
- How do students use their literacy skills to acquire knowledge and skills within a content area?
- How do students become actively engaged in learning and self-assessment?

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

- use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- use data to drive instruction and assess teaching and learning effectiveness.
- apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (3Q; 3I) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- Monitor and adjusts strategies in response to qualitative feedback from students and student performance. (3M; 5J; 5P) (IB)

- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- make data-driven decisions using assessment results to adjust practices to meet the needs of each student (5P) (IB)
- use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (2F; 2L; 2O; 5N; 5O; 9S; 9T)

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**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

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**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

The following dispositions are assessed in this module:

- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
- Demonstrating that teaching is a complex practice with inherently political and ethical implications
- Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation
- 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).
- Collecting and analyzing community, school, family, and student data to guide educational decision making

- Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments
- Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful

### Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

Grade	Percent	Points
A	93%	93-100
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and Below	0-62

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### 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 syllabi 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.

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### Module Assignments:

**Local to National Unit Plan: 30 points**

- Individually or with a partner, students will develop a **middle school unit on Illinois history** that explores the connections among local, regional, and national events, movements, and people. The unit must incorporate the use of a local or regional resource including museums, government offices or agencies, libraries or other. Students will design a unit and a three-week learning plan that outlines the schedule of topics and learning activities of the unit. Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

**Assessment Plan: 20 points**

- As part of the Curriculum Unit required for TLSC 340, described above, candidates are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit's learning goal(s). Candidates should utilize multiple assessment modes and approaches that are aligned with the unit's learning goals/enduring understandings. Candidates will use and reflect on the use of the core principles of Universal Design for Learning (UDL) to differentiate instruction and assessment based on formative assessment data. Candidates will develop measures to assess student learning before, during, and after instruction. Candidates will reflect on instructional changes they might make and identify up to three research-based studies that could be used to inform instruction in future teaching. Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

**Understanding by Design Essay: 20 points**

- While at their school site, candidates will choose one classroom on which to focus for this essay. Candidates will observe and interact with various aspects of this classroom using a "teaching for understanding" lens. What does "teaching for understanding" look like? What would we expect to see in an *Understanding by Design* classroom? During their time in classrooms, candidates will use the "*Indicators of Teaching for Understanding*," logging evidence of UbD indicators. In preparation for writing the essay, candidates will interview their cooperating teacher about their use of backward design as a framework for teaching. Standards addressed by this assignment: IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

**Sequence Summative Assessment: 20 points**

- After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan (two semesters, 36 weeks) for a high school social studies courses in the area of designation (history, civics, or psychology) that includes transdisciplinary or interdisciplinary connections and the integration of technology. The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall course summative

assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

**Module Participation: 10 points**

- Candidates are expected to consistently and actively participate in all class activities and discussions. As part of the candidate's participation grade, it is expected that candidates will deliver a minimum of two (2) mini-lessons with the support of their cooperating teacher. 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.

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**Required Texts:**

*Readings will be posted to the course Sakai site.*

**Course Websites**

Sakai – [https://sakai.luc.edu/portal/site/TLSC\\_450\\_003\\_5407\\_1166](https://sakai.luc.edu/portal/site/TLSC_450_003_5407_1166)

LiveText – [www.livetext.com](http://www.livetext.com)

Social Studies Resources - <https://sites.google.com/site/teachingsocialsciences/>

Senn High School – [www.SennHS.org](http://www.SennHS.org)

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**School of Education Policies and Information**

**Conceptual Framework and Conceptual Framework Standards**

The School of Education's mission is ***Social Action through Education***. You can read a full description of how the SOE conceptualizes and operationalized our mission here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

The SOE's Conceptual Framework has been articulated as four standards that inform the planning and delivery of programs, courses, and modules. The SOE Conceptual Framework Standards (CFS) are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

In this module, candidates are prepared to take social action in the form of highly effective social studies teaching that is rooted in principles of social justice. The module assignments, discussion, and classroom experiences most directly address CFS 2 and 4 by requiring candidates to integrate readings with instructional practice in classrooms with a diverse range of students. Through cycles of planning, teaching, and reflection with the support of the instructor and co-teacher educators, candidates further develop the skills, knowledge, and dispositions necessary to be excellent social studies educators for all students.

### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

### **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/](http://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***.



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLLSC 451: 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

Fall Semester 2014

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### **Instructor Information**

Name: Charles Tocci, Ed.D.

Email: [ctocci@luc.edu](mailto:ctocci@luc.edu)

Office: 1148 Lewis Tower, WTC; 148B Senn High School

Office hours: Thursdays 10am-4pm at WTC; before and after class at Senn; by appointment

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### **Module Information**

Dates: October 27-November 14, 2014

Days: Monday, Wednesday, & Friday

Times: 8am-12noon

On-Campus Location: 148B Senn High School

School-Site Location: Senn High School, 5900 North Glenwood Ave, Chicago IL

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### **Module Description**

Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/ interdisciplinary curriculum unit with a service component, preparing candidates to teach in schools that offer an International Baccalaureate program. Teacher candidates observe teaching and learning in PYP, MYP, or DP IB classrooms understanding how family and community engagement and the integration of service to families and communities connects with IB curricula in their area of certification. Teacher candidates then co-plan and co-teach a three-week unit with an IB cooperating teacher educator. The unit needs to be transdisciplinary or disciplinary with interdisciplinary connections (including the arts) and 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 use this analysis of their unit, samples of student work, and further research to develop a poster to present to peers, cooperating teacher educators, other school professional personnel, and university faculty.

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### **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:

#### Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

The following dispositions are assessed in this module:

- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
- Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
- Demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy
- Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students
- Demonstrating that teaching is a complex practice with inherently political and ethical implications

- Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful

### Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

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### Attendance:

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- 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 syllabi 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.

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### Module Assignments;

#### *World Studies Research Project: 30 points*

- Individually or with a partner, students will design a web-based research project on a topic in **world studies for middle or high school** students. Students will also

prepare and deliver a presentation of their world studies research project to the class. Courses in world studies use the social sciences to examine both historical and/or contemporary social events and issues. The project should offer middle or high school students an opportunity to use technology to deepen their understanding of particular places, concepts, events, and/or issues related to a topic within world studies. Standards addressed by this assignment: NCSS 1.1, 1.3, 1.4, 1.5, 1.8 & 1.9; ILCAS: SS 1; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 5.

***Digital Presentation: 10 points***

- Teacher candidates use their analysis of their unit, samples of student work and further research to develop a digital presentation (ie. 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 with a global framework. Candidates should include a self-assessment of the unit using the LUC SOE conceptual framework and IB criteria.

***Transdisciplinary/Interdisciplinary Curriculum Unit: 30 points***

- Teacher candidates develop a unit drawn from the sequence summative assessment (year-long MYP social studies course plan) with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB interdisciplinary curriculum unit for an MYP (6-8 or 9-10) setting. . Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

***Sequence Summative Assessment: 20 points***

- After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan (two semesters, 36 weeks) for a high school social studies courses in the area of designation (history, civics, or psychology) that includes transdisciplinary or interdisciplinary connections and the integration of technology. The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall course summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

***Module Participation: 10 points***

- 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.

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**Required Texts;**

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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](http://www.ibo.org). Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

**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.

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