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Preparing people to lead extraordinary lives

TLSC 232
Teaching Social Studies & Writing
in Elementary Classrooms
Section 002
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2019

Instructor Information
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Module Information
Dates: Tuesdays 8:15AM-11:45
On-Campus Location: Sullivan 201, Lake Shore Campus
School-Site Location: Boone Elementary School (6710 N Washtenaw Ave, Chicago, IL 60645)

Module Description
This sequence seeks to help candidates become strong disciplined thinkers through a critical literacy stance that focuses on developing questions, seeking out multiple sources of information, understanding inferences and assumptions (held by oneself and others), and understanding and weighing implications. Teacher candidates will be introduced to the discipline of social studies and explore the features of teaching and learning social studies in the elementary grades in ways that build on and connect to students' own lived experiences. Writing is considered a key component of learning in that it supports students' processing of new ideas and information. To that end, candidates will themselves be engaging in different modes of writing and discussing how to integrate writing into their teaching of this content area.

Required Texts
Levstik, L. S., and K. C. Barton. (2015). *Doing History: Investigating with Children in Elementary and Middle Schools. 5th* ed., Routledge
 Belford, Bibi. (2017). *Crossing the Line* York, New York, NY: Sky Pony Press

Additional Readings will be posted on Sakai

232 Essential Questions:
What is social studies? What is history? What is historical thinking?
How do teachers make social studies instruction purposeful and powerful?
How do teachers integrate, support and assess practical and purposeful writing within literacy and discipline specific contexts?
How do teachers meet the needs of diverse learners through acknowledging and building upon their prior experiences, beliefs and values?

TLSC 232 Essential Understandings, Knowledge and Skills
EU 3 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. Candidates will:
- EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)
- EU3 S1 Consult academic texts or journals to read current research on designing instruction(i1A) (IB)
- EU 3 S2 Incorporate research and evidence-based practices into the design of instruction. (e2K, i1A) (IB)   EU3 S3 Use standards-based curriculum maps to design units and lessons to meet the   needs of diverse learners. (c2J, c2B) (IB)
- EU 3 S8 Select relevant instructional content, materials, resources and strategies   for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)   EU 6 Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. Candidates will:
- EU6 K1 Describe the important facts and central concepts, principles, and theories associated with their certified content areas.(b1B,b1G)
- EU6 K2 Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)
- EU6 K3 Describe how their subject is related to other disciplines. (b1D) (IB)
- EU6 K7 Describe content-specific instructional strategies.
- EU6 K9 Describe how to conduct and interpret appropriate content specific assessments.   (g1A, g1G)
- EU6 S1 Integrate connections between their content area and the other content areas. (b2F, c2E) (IB)
- EU6 S2 Use students' prior knowledge and experience to introduce new subject-area   related content. (a2B, b1G, c2D) (IB)
- EU6 S5 Create and select activities that are designed to help students develop as   independent learners and complex problem-solvers.(a1B,e2A,e2D)(IB) EU6 S6 Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperativelearning,discussion,discovery,problem-basedlearning,anddirect instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)
- EU6 S7 Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies.(a2C,b1E)(IB)
- EU6 S9 Demonstrate the ability to recognize and value student diversity and the differences in

how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)
- EU6 S10 Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem-solving.(b2C)(IB)
- EU6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (b2A, b2B, b2D, b2E, b2G) (IB)   EU 8 Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas. Candidates will:
- EU 8 S6 Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (f2G, f2J)
- EU8 S10 Design curriculum and instruction that guides students to write informative/ explanatory texts that analyze complex ideas; to write narratives that present real or imagined events that utilize effective technique, well-chosen details, well-structured event sequences, and standard conventions. (f2G)
- EU8 S11 Engage students in inquiry-based research supported by specific evidence to   develop research, writing and argumentation skills (b2H, f2G) • EU8 S12 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. (b1F, b2D, b2G, e2F, e2G, i2K, i2L)

EU 11 Candidates will understand that effective educators 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.
- EU11 S7 Engage in different ways of knowing within or across various disciplines. (b2B) (IB)

Conceptual Framework

The Loyola School of Education Conceptual Framework states that: *Our mission is social justice, but our responsibility is social action through education.* While this module does not assess one of the Conceptual Framework Standards, the content is grounded in the overarching principles. As teachers, we recognize our connection to students as individuals and as members of a larger community. We serve others (students as well as families and communities) by creating experiences that encourage creative, moral and intellectual development. Leaders in our classrooms and larger school communities, we must consider how education can be transformational and how we might be agents of change. In this course sequence, we will explore what it means to hold high expectations for all learners that include academically challenging, personally and socially relevant knowledge and complex learning skills. In order to successfully provide opportunities for youth to meet these expectations, we must also be committed to reflecting on our own practice and to continually developing our own knowledge, skills and professional dispositions.

Dispositions

Each course in the School of Education 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 this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers,

students, administrators, families, and communities to improve achievement for all students. (9N) (IB)

- **D5** participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
- **D7** valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L,9N) (IB)
- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H,6A) (IB)
- **D15** valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- **D17** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Diversity

Course instructors strive to facilitate an inclusive environment respectful of all members of the class community with appreciation and respect for age, ability, cultural background, ethnicity, gender identity or expression, national origin, religious affiliation or spiritual affinity, sexual orientation, socioeconomic class, or other status. This module addresses the importance of learning to adopt and understand multiple and differing perspectives, to consider the varied experiences of peoples depending on their context, and to develop the ability to analyze information critically in order to make informed and thoughtful decisions as members of society.

If you are a student who requires any special considerations, please inform the instructor during the first week of class.

Sequence Four Professionalism and Participation Policies:

It is expected that teacher candidates in Sequence Four partner sites will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in partner classrooms, sequence instructional sessions on campus and at any informal partner sites. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools.

I expect you will attend each class session and arrive on time. I expect you to make regular and thoughtful contributions to class activities, discussions, and group projects for your own learning and those of others. I also expect you to arrive prepared for class through careful reading and reflection and timely completion of assignments. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

    2-Always prompt and regularly attend sessions. (Never late or absent)

    1-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

    2-Always prepared for sessions with assignments and required materials.

    1-Rarely unprepared for sessions with assignments and required materials.

    0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

        2-Always a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups and classroom sessions.

        1-Often a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups or classroom sessions

        0-Rarely a willing participant. Rarely contributes to sessions by taking initiative, offering ideas or asking questions.

Integration of Readings into Classroom Participation

        2-Often cites from readings; use readings to support points.

        1-Occasionally cites from readings; sometimes use readings to support points.

        0-Rarely cite from readings; rarely use readings to support points. Listening Skills

        2-Listens when others talk, both in groups and in sessions.

Incorporate or build off of the ideas of others.

        1-Listens when others talk, both in groups and in sessions

        0-Rarely listens when others talk, both in groups and in sessions.

IDEA Course Evaluation Objectives

Teacher candidates will:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Learn to apply course material (to improve thinking, problem solving, and decisions).
- Learning how to find, evaluate and use resources to explore a topic in depth
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.

IDEA Course Evaluation Link for Students

This is a link to the IDEA Campus Labs website: http://luc.edu/idea/ Please familiarize yourself with the *Student IDEA Log In*. This is where you will need to go in order to complete the course evaluation at the end of the course.

Grading Policy & Scale:

- Assignments and readings are due on the dates listed on the course syllabi unless permission to hand them in late is given. Conflicts with an assignment deadline should be discussed and resolved prior to the assignment's due date. Late work will only be accepted under special circumstances (e.g., family emergency, illness). Please *contact your professor* in person or by email *prior to any given due date* to discuss assignment extensions requests. Failure to do so in a timely manner will result in significant grade deductions. **Computer or technical problems are not an acceptable excuse for late work**.
- Unless specific arrangements have been made with your instructor, assignments submitted after the date will receive a lower grade per the following: 1 day=5%, 3 days 10%, 4-7 days 15%
- All assignments must be submitted via either Sakai or *LiveText*

- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited. You can access the APA style manual through Loyola University Chicago's libraries or online at http://www.apastyle.org.

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

Grading Scale:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 - 0

TLSC 232 Assignments
Greater detail and rubrics will be provided for all assignments on Sakai.

Assignment	Description	Points
Participation	During each class session, you will earn points for your participation. Please see the rubric above. Lack of participation, late arrival, and lack of preparation will impact your earned points. You will not be able to earn participation points if you are absent.	**15 points**
Weekly Reading and Experience Response Questions – Interactive	You will be responsible for keeping a module notebook in which you will respond to questions about the course readings, demonstrating completion of the reading assignment while also reflecting on and making sense of the reading in relation to experiences you have during this course module. You will also use this notebook to record your learning over the course of the module through a variety of means.	**20 points**

Notebook	For example, in this notebook you will also create or use graphic organizers in order to represent your learning through course experiences at the museums we visit, readings, and other materials.	
Book Review	You will write a book review evaluating *Crossing the Line* as a historical narrative	**15 points**
SCIM-C Primary Source Analysis	You will choose a topic, preferably one related to the topics we have been discussing through our work at the museums and in our readings, find at least three primary sources, and analyze your sources using the SCIM-C process.	**20 points**
Social Studies Lesson Plan	You will plan, teach, and reflect on a social studies lesson that's relevant to the social studies curriculum being taught in your placement classroom. Your lesson must reflect the characteristics of powerful and purposeful social studies instruction from the readings and discussions.	**20 points**
Summative Assessment		**10 points**

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Loyola University Chicago
School of Education
Syllabus Addendum

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.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

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.*