Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University
Chicago Spring Semester 2020

TLSC 232: Teaching Social Studies & Writing in Elementary Classrooms

Instructor Information
TLSC 232 Stephanie Stecz Email: sstecz@luc.edu Office hours: By Appointment

Days & Times:
Section 232-001 Thursdays 8:15AM-11:45PM
Section 232-002 Tuesdays 8:15AM-11:45PM

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232 Module Description
This sequence addresses the content areas of instruction with a specific focus on elementary grade classrooms. Teacher candidates will be introduced to the discipline of social studies, have experiences engaging in the teaching and learning in this discipline, and specifically work to integrate literacy into social studies.

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232 Essential Questions:
- What is social studies? What does social studies instruction entail? What are the expected outcomes?
- How do teachers effectively use inquiry to plan instruction that is intellecutally rigorous and personally relevant to students?
- How do teachers integrate, support, and assess practical and purposeful writing within literacy and discipline specific contexts?
- How might 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, cooperative learning, discussion, discovery, problem-based learning, and direct 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. Candidates will:

- ☐ EU11 S7 Engage in different ways of knowing within or across various disciplines. (b2B) (IB)

IDEA Objectives:

- Gaining factual knowledge (methods)
- Learning how to find and use resources for answering questions or solving problems
- Learning to apply course material in the classroom setting
- Developing specific skills, competencies, and points of view needed by professionals in the field

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Conceptual Framework and Conceptual Framework Standards

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education.

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 Assessment

Candidates commit to the following dispositions:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Each sequence and module in the *Teaching and Learning with Schools and Communities Program* (TLLSC) focuses on specific professional dispositions and candidates are offered opportunities to receive feedback on their dispositional growth. The teacher candidate commits to appropriate professional and interpersonal behaviors in this module by:

- demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB) (D4)

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

Attendance
- Candidates are expected to attend every module session for the scheduled duration.
- Absences will result in a loss of all participation points for the missed class. Being late will result in reduced participation points.
- If you will be late or miss class, you must inform the instructor via email/text prior to the tardy/absence or as soon as possible after.
- If you must miss class or are significantly late, it is your responsibility to initiate all missed work, including museum visits, in class assignments, discussion topics, etc. Partial participation credit may be given for the first missed class, although school observations CANNOT be made up.
- If you miss class due to an illness and submit a doctor's excuse, your absence will be excused if you initiate and make up all missed coursework. However, school observations cannot be made up even for excused absences.
- Missing or being late for more than 2 class sessions will result in a dispositional score of Does Not Meet Expectations for the category "Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication".

Participation
Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others' ideas. Participation will make up 30% of your final grade and is assessed using the rubric in 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

Course Evaluation:
All assignments will be graded using the rubrics posted on Sakai and LiveText throughout the semester.

REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

- Unless otherwise instructed, all written assignments completed outside of class, must be double spaced, with one inch margins, word-processed in Times New Roman, 12 point font, and saved electronically.
- Unless otherwise noted, all assignments should be submitted via LiveText.
- Uploaded files must be named using the following format:
  LastName_AssignmentName
- When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.
- Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at http://www.apastyle.org
- Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. http://www.luc.edu/writing/

Sequence Summative Assessment

At the conclusion of the semester, candidates complete a summative assessment with the goal of synthesizing material from across TLSC 231 and TLS 232. The summative assessment will count toward the final grade in each course module (TLSC 231 and TLS 232).

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

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.

Academic Tutoring
Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.
https://www.luc.edu/tutoring/

Clinical Experiences and Course Contact Hours
Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here:
https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

English as a Second Language (ESL) Endorsement
By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

Mandated Reporting
Reach out to your professor and Dr. Cohen if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

Other Concerns
If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson (Dr. Guafang Wan gwan1@luc.edu).

Managing Life Crisis and Finding Support
Should you encounter an unexpected crisis during the semester (i.e. securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc…), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (www.luc.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here: https://luc.edu/dos/services/.

Accommodations
Any student registered with Student Accessibility Center (https://www.luc.edu/sac/) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

TLSC 232 Assignments

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

Preparation and Participation – 30%

During each course session you will earn points for your participation. This includes being on time and prepared for class and engaging in and contributing to all aspects of the sessions, including the time spent in classrooms at the school site. Lack of participation, late arrival, and lack of preparation will impact your earned points. You will not be able to earn participation points if absent. Some homework assignments will count in this category.

The Great Fire analysis questions – 10%

You will respond to questions related to The Great Fire, by Jim Murphy.

Book Talk – 10%

You will plan and record yourself doing a 3 minute book talk, using the preparation template provided.

RAFT writing assignment – 10%

You will research the RAFT strategy, create an overview of the RAFT strategy, and write your own RAFT piece based on your experience at an exhibit at the Field Museum

Social Studies Lesson Plan – 20%

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.

Intentional Read Aloud Assignment – 10%

You will plan and "perform" a read aloud using the preparation template provided.

Sequence Four Summative Assessment– 10%

Required Texts, Readings and Resources

1. Levstik, Linda S., and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools.* Fifth ed., Routledge, 2015. (Online access is available through Loyola's library)

2. Murphy, Jim. *The Great Fire.* New York: Scholastic, 1995.

3. One of the following:

- The School's on Fire!: A True Story of Bravery, Tragedy, and Determination by Rebecca C. Jones
- Capsized!: The Forgotten Story of the SS Eastland Disaster by Patricia Sutton
- Finding Langston by Lesa Cline-Ransome
- House on Mango Street by Sandra Cisneros
- Fair Weather by Richard Peck
- Missing from Haymarket Square by Harriette Robinet

Other materials posted on Sakai.