



**LOYOLA
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Preparing people to lead extraordinary lives

**TLLSC 340-006: Teaching and Learning in an Area of Specialization
(Secondary Social Studies)**

Sequence 6: Integrating Content, Cultures and Communities

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring Semester 2022

Instructor Information

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Office hours: Fridays 10am-12noon online & by appointment

Module Information

Dates: January 18 – February 11

Days: Tuesday & Thursdays

Location: Online and in-person

- Zoom channel – <https://luc.zoom.us/j/8621820196>
- In-person on campus room – MUND 611
- School site: Roberto Clemente Community Academy
- Sakai Site - <https://sakai.luc.edu/x/73cX3V>

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.

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)
- Monitors 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)

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

Class Policies

Attendance: Attendance is required. If you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week. Also please email me in advance, whenever possible, if you will be missing a class. The reaction paper will give you the chance to engage with me about the topics and discussions covered in the class you miss.

Late work; Assignments are due by the dates posted within this syllabus. If you are experiencing a circumstance that hinders your ability to complete an assignment on time, please schedule a conversation with me within 48 hours of the assignment deadline so I can learn how to best support you. Failure to communicate with me within 48 hours of the assignment deadline will result in your grade on a late assignment being lowered one letter grade.

Accommodations: All people benefit from and occasionally require accommodations in order to perform at their best. If there are accommodations the instructor can make to facilitate your success in this course, please make time to meet with the instructor and discuss.

Sakai: Most of the materials you need for this course will be posted to Sakai (all except the required book, which you can purchase or access through the library). In Sakai, you will find the syllabus, non-book readings, powerpoint presentations,

assignments, rubrics, and other materials. *All assignments are to be submitted through Sakai* and you will receive feedback and grades through Sakai, as well.

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.

Local to National Assessment Plan: 30 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.

Reflective Papers: 20 points

- Students will write occasional reflections of 200 to 300 words. Journal entries Students will choose to respond to prompts given in class or one of their own. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning social studies. Standards addressed by this assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

Sequence Summative Assessment: 10 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. 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.
- One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Dispositions:

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The specific dispositions assessed in this module relating to these three areas of growth are listed below dispositions assessed and you can find the rubrics 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.

In this module, you will be assessed on the following dispositions:

- 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)
- D8: 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 (1F, 9I, 9J, IB)
- D13: 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.

Required Texts:

Takai, R. (2012). *A Different Mirror for Young People*. Triangle Square.

Other readings to be provided by the instructor.

Course Websites

- Sakai – <https://sakai.luc.edu/x/B6C0G9>
- LiveText – www.livetext.com
- Social Studies Resources - <https://sites.google.com/site/teachingsocialsciences/>

School of Education Commitment - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act

with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our

community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

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/

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.

School of Education Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

Of the 13 possible objectives those below are essential for this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the

period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Land Acknowledgement

The Loyola University Chicago community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us. We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land.

Syllabus Addenda

More information can be found [here](#) on the following policies:

- Academic Honesty
- Accessibility
- Center for Student Access and Assistance (CSAA)
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines
- IDEA Campus Labs Link for Students