



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

**TLLSC 350-006: Teaching and Learning with a Global Framework  
(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

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**Instructor Information**

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

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**Module Information**

Dates: February 14-April 8

Days: Tuesdays & Thursdays

On Campus 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>

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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)

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**Grading Policy & Scale:**

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

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

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## **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.

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## **Module Assignments;**

### ***World Studies Research Project: 40 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.

### ***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.

### ***Year-long Course Plan: 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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### **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:

- D2: Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation (9Q; IB)
- D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A,9F, 9R, IB)
- D16: Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
- D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (9H, 9I).

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**Required Texts:**

*Required readings will be posted to the course Sakai site.*

**Course Websites**

- Sakai – <https://sakai.luc.edu/x/73cX3V>
  - Social Studies Resources - <https://sites.google.com/site/teachingsocialsciences/>
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**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](mailto: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](mailto: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/](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.

### **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