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Preparing people to lead extraordinary lives

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

Summer Semester 2019

TLSC 232/TLSC 422: Teaching Social Studies & Writing in Elementary Classrooms

Instructor Information
Stephanie Stecz Email: sstech@luc.edu Office hours: By Appointment

Days & Times:

Wednesdays 9:00AM-1:15PM; Mundelein Center, Room 203

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.

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 might teachers meet the needs of diverse learners through acknowledgment and building upon their prior experiences, beliefs and values?

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

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 as to maintain consistency for students and school professionals. Ask your professor and cooperating classroom teachers(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 teachers(s) ahead of time by phone message or e-mail if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward.

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 respectfully and incorporate and build from others' ideas. Participation will make up 10% 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 231/421 and TLS 232/422. The summative assessment will count toward the final grade in each course module.

Grading Scale:

A	93 - 100
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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](#).

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***.

TLSC 422/232 Assignments

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

Course Participation – 20%

During each course 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 absent.

Weekly Reading Assignments – 10%

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. Questions will be cumulative over the course of the semester, meaning that you will be responsible for responding to questions related to the current week's readings as well as previous readings. For example, "How might this author respond to what we read about XYZ last week?"

Read Aloud Plan – 20%

You will create a detailed plan for a read aloud. This involves focusing on before/during/after of the read aloud. You will focus on planning both knowledge-based and critical thinking questions and identify important vocabulary.

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.

Inquiry Design Module – 20%

You will design an IDM for a topic of your choice that you plan to teach next year. The IDM will include essential and supporting questions, three performance tasks, a summative task, and an extension activity. A template and example will be 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. Hartfield, Claire. *A Few Red Drops: The Chicago Race Riot of 1919*. Boston: Clarion Books, 2018.
4. Stone, Tanya Lee. *The House That Jane Built: A Story About Jane Addams*. New York: Henry Holt and Company, 2015.

Other materials posted on Sakai.

	<p>Teaching Social Studies</p> <p>Wednesdays, 9:00-1:15</p>
<p>Week 1 –</p> <p>July 3</p> <p>9:00-1:15</p>	<p>Class Location: Mundelein Center, room 203</p> <p>Readings/Assignment Due:</p> <ul style="list-style-type: none"> • Actively read the following texts. <ul style="list-style-type: none"> a. The National Council for the Social Studies’ position paper <i>Powerful and Purposeful Teaching and Learning in Elementary School Social Studies</i>. https://www.socialstudies.org/positions/powerfulandpurposeful b. The C3 Framework PDF, found at https://www.socialstudies.org/c3. Focus on pages 17-19. • Be prepared to answer the following questions: <ul style="list-style-type: none"> a. What does the NCSS mean when they advocate for purposeful and powerful teaching and learning in elementary school classrooms? b. How would you rate your own social studies learning based on these principles? c. What is the C3 Framework and why was it developed? d. Briefly explain the 4 Dimensions of the Inquiry Arc (Focus on pages 17-19 in the C3 Framework PDF) <p>Topics/Questions focused on during class:</p> <ul style="list-style-type: none"> • What is the purpose of social studies instruction? What are the intended outcomes? Why is it important? • What are the characteristics of strong and effective social studies instruction?

<p>Week 2-</p> <p>July 10</p>	<p>We will not meet as a class this week. Please complete the following:</p> <ul style="list-style-type: none"> • Read <i>The House that Jane Built</i> by Tanya Lee Stone. Go to StorylineOnline and listen to it read by Kiernan Shipka • Think about what you know/learned about Jane Adams. Why is her story important? What interests you? What do you want to know more about? • Visit the Hull House Museum (800 S. Halstead). It is open Tuesday-Friday 10-4 and Sunday 12-4. There is no admission fee (there is a \$5 suggested donation but no need to do that as a student). Plan to spend about an hour there. • What did you learn? What was interesting? Surprising? Send me an email to sstecz@luc.edu describing your experience. This is not a formal writing assignment.
<p>Week 3-</p> <p>July 17</p>	<p>Class Location: Field Museum, West Entrance</p> <p>Readings/Assignment Due:</p> <ul style="list-style-type: none"> • Plan a read aloud of The House that Jane Built that you will use with your students. Complete the Intentional Read Aloud template in Sakai (or create your own document if prefer). This is intended for you to think carefully about doing this specific read aloud with your students as an anchor lesson that focuses on social studies content but also can be literacy-based. I also want you to think about extension activities you could do with your students – what direction(s) could you go with your students after reading this book? Focus on the Read Aloud lesson plan, but think about and be prepared to discuss ideas for how you would extend the topics from the book. Submit via Sakai. • Browse the Field Museum's website. What exhibits are interesting to you? Which are relevant to your social studies (and/or science) curriculum? Go to the Educator's Learning Resources page. What resources are available to teachers? What toolkits are relevant to your curriculum? What about the Harris Learning Collection? What kits would you be interested in seeing and using? • Read Object of History (click on each tab on the left to read the entire essay). What is value of using artifacts to teach/learn history? What are the advantages? What questions/concerns do you have? <p>Topics/Questions focused on during class:</p> <ul style="list-style-type: none"> • How can object-based learning benefit your students? What is the value of teaching using artifacts? What are the intended outcomes? • What characteristics of object-based inquiry make it purposeful and powerful?

<p>Week 4- July 24</p>	<p>Class Location: Mundelein Center, room 203</p> <p>Readings/Assignment Due:</p> <ul style="list-style-type: none"> • Activity read <i>Doing History</i> (Levstik and Barton), chapters 1 and 2. Create a T-Chart, and as you read take notes in two columns: Important Information that Validates what I already Know New Information/Thoughts (strategy from <i>Classroom Strategies for Interactive Learning</i> (4th ed.) by Doug Buehl, p 252) • Create a lesson plan that utilizes the inquiry kit you borrowed from the Field Museum. Complete the lesson plan template in Sakai. Be prepared to teach your lesson. <p>Topics/Questions Focused on during class:</p> <ul style="list-style-type: none"> • What is the purpose/rationale for your lesson? How does it support your curriculum? What thinking does it require your students to do? • What do you know about the Great Chicago Fire? • Introducing Inquiry Design Modules
<p>Week 5- July 31</p>	<p>Class Location: Chicago History Museum, *9:15</p> <p>Readings/Assignment Due:</p> <ul style="list-style-type: none"> • Read The Great Fire by Jim Murphy. • Read Every Picture Tells a Story: A Study of Teaching Methods Using Historical Photographs with Elementary Students (in Sakai/Resources) <p>Topics/Questions Focused on during class:</p> <ul style="list-style-type: none"> • Creating Inquiry Design Modules
<p>Week 6 – Aug 7</p>	<p>Class Location: Mundelein Center, room 203</p> <p>Readings/Assignment Due:</p> <ul style="list-style-type: none"> • Read A Few Red Drops • Create an Inquiry Design Module for a topic you will teach next year. It should resemble the example used for The Great Chicago Fire.