



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

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

Summer Semester 2020

TLSC 236/TLSC 422: Teaching Social Studies & Writing in Elementary Classrooms

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

Days & Times:

Wednesdays 9:00AM-11:00 synchronous online class via Zoom; 2.25 additional hours to be completed asynchronously and/or at times convenient to your schedule

Module Description

This sequence addresses social studies and writing instruction. Elementary and middle grade instruction will be differentiated for candidates based on their experience/program. Teacher candidates will be introduced to the field of social studies and the disciplines within it, have experiences engaging in the teaching and learning in this field, and specifically work to integrate literacy in powerful and purposeful ways. There will be an emphasis on culturally responsive teaching practices, choosing and using high quality texts and resources, and utilizing reading comprehension and analysis strategies as students ask essential questions that explore the important connections between history and current events.

Essential Questions:

- What is social studies and what is its role in the elementary and middle grades curriculum?
 - What interdisciplinary opportunities exist between social studies and the other academic disciplines?
- How do teachers empower students to use social studies skills and content to investigate, make sense of, and participate their social worlds, ranging from local to global?
- How do teachers integrate, support, and assess practical and purposeful writing within social studies?
- How do teachers engage students' funds of knowledge and differentiate curricula to

meet the needs of diverse learners?

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)

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.

In addition, this course will specifically address the complexities of social studies instruction that is culturally relevant, inclusive, and empowering for diverse learners. This course will demonstrate ways to validate student diversity as a powerful lens for connecting students to history and to current events, locally and globally.

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 live module session for the scheduled duration. Inform your professor and classroom teachers(s) ahead of time by text 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, be prepared for class with assignments and required class materials, contribute constructively to the class discussions, integrate readings into class assignments and activities, listen respectfully and incorporate and build from others' ideas. Participation will make up 20% of your final grade and is assessed using the rubric in LiveText.

Requirements for 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.
- 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 – 7th edition). Please

access the APA style manual through Loyola libraries or online at <http://www.apastyle.org>. *Note that the 7th edition is new and involves changes.

- 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/>

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**

Syllabus Statement

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

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.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

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/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., 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 for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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 422/236 Assignments

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

Course Participation – 20%

You will earn participation points through our live Zoom class sessions, by contributing to Sakai forum discussions, by meaningfully commenting on your classmates' blogs, and by initiating conversations with your classmates' and instructor. Active participation includes the following: Completing all reading assignments and having notes and questions prepared, contributing to discussions in a meaningful way by engaging with classmates, asking questions, referencing the text, and actively listening.

Weekly Blogs – 20%

Each week you will add at least one blog entry to Sakai (Week 1 requires 2 entries). Your blog is a way for you to reflect on and share your thoughts, ideas, and questions related to the topics we read and discuss. Your audience is our class. The language can be informal, but focused and professional. It should reflect your personal growth related to your approach to teaching social studies. You are encouraged to read and comment on your classmates' blog posts. See the rubric in Sakai for guidance.

Read Aloud Lesson Plan – 10%

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. You should choose a book from the suggested reading list or from the NCSS Notable Social Studies Trade Book lists.

Book Talk – 10%

You will plan and record yourself doing a 3 minute book talk for a historical fiction text you choose from the suggested reading list or the NCSS Notable Social Studies Trade Book lists, using the preparation template provided.

Origin, Purpose, Values, and Limitations Source Analysis- 10%

You will chose a primary source related to the topic of your historical fiction text and analyze it using the OPVL protocol.

Teaching History with 100 Objects/Remembering CoVid19 with 3 Objects - 10%

You will explore the Teaching History with 100 Objects website and create your own “exhibition” that shows and explains your interpretation of history during the CoVid 19 Pandemic.

Don’t Forget Me! Remembering the Chicago Fire of 1871 – 10%

The 150th anniversary of the Great Chicago Fire of 1871 is next year – 2021. You will plan an event to commemorate this anniversary that demonstrates your understanding of Fire’s impact on Chicago. Consider perspectives, points of view, and narratives that may be unknown to many Chicagoans. You may work with a partner or alone for this assignment.

Create a Monument or Memorial – 10%

After researching a topic important to you, you will create and explain a monument or memorial that showcases a person, event, or issue that is currently un- or underrepresented.

Required Texts, Readings and Resources**Required texts:**

Murphy, J. (2006). *The great fire*. Scholastic Paperback Nonfiction.

Reynolds, J., & Kendi, I. X. (2020). *Stamped: racism, antiracism, and you*. Little, Brown and Company.

Additional readings (links/PDFs in Sakai):

Center for History and New Media. *The Object of History: Behind the Scenes with the Curators of the National Museum of American History*. Guide to Doing History with Objects. <http://objectofhistory.org/guide/>.

Farris, P., & Fuhler, C. (1994). Developing Social Studies Concepts through Picture Books. *The Reading Teacher*, 47(5), 380-387. Retrieved June 25, 2020, from www.jstor.org/stable/20201271

- Ferlazzo, L. (2019, April 7). Ways to Integrate Writing in Social Studies Classes [web log]. http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/04/responsive_ways_to_integrate_writing_in_social_studies_classes.html.
- Korbey, H. (2018, March 23). A History in Which We Can All See Ourselves. <https://www.edutopia.org/article/history-which-we-can-all-see-ourselves>.
- Monte-Sano, C., Paz, S. D. L., & Felton, M. (2014). Implementing a disciplinary-literacy curriculum for US history: learning from expert middle school teachers in diverse classrooms. *Journal of Curriculum Studies*, 46(4), 540–575. <https://doi.org/10.1080/00220272.2014.904444>
- Moore, M. (2018, October). Using Trade Books to Identify and Change Discriminatory Practices. *The Councilor: A Journal of the Social Studies*, 79(2), https://thekeep.eiu.edu/the_councilor/vol79/iss2/1
- National Council for the Social Studies. (2017). (working paper). *Powerful, Purposeful Pedagogy in Elementary School Social Studies*. Retrieved from <https://www.socialstudies.org/positions/powerfulandpurposeful>
- National Council for the Social Studies. College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring.
- Sawchuk, S. (2018, October 23). How History Class Divides Us [web log]. <https://www.edweek.org/ew/projects/how-history-class-divides-us.html>.
- Wrenn, M., & Reed, A. (2019). Developing Academic Discourse Through Literacy and the 2016 U.S. Presidential Election: A Design-Based Approach. *Journal of Adolescent & Adult Literacy*, 63(2), 189–200. <https://doi.org/10.1002/jaal.983>

Suggested additional texts for assignments:

- Alexander, K., & Nelson, K. (2020). *The undefeated*. Andersen Press.
- Bruchac, J. (2018). *Chester Nez and the unbreakable code: a Navajo code talker's story*. Albert Whitman & Company.
- Celano, M., Collins, M., Hazzard, A., & Zivoian, J. (2018). *Something happened in our town: a child's story about racial injustice*. Magination Press.
- Clark-Robinson, M., Morrison, F., & Edwards, J. (2019). *Let the children march*. Findaway World, LLC.
- Cline-Ransome, L. (2020). *Finding Langston*. Holiday House.
- Cline-Ransome, L. (2020). *Leaving Lymon*. Holiday House.
- Craft, J., & Callahan, J. (2019). *New kid*. Harper, an imprint of HarperCollinsPublishers.

- Dupuis, J. K., Kacer, K., Newland, G., Sawyer, M., McLeod, G., Fisher, T., & Dupuis, J. K. (2019). *Gaawin gindaaswin ndaawsii = I am not a number*. Second Story Press.
- Erdrich, L. (2019). *The birchbark house*. Thorndike Press.
- Evans, S. (2016). *We march*. Square Fish.
- Follettbound. (2017). *Nine, Ten: a September 11 Story*.
- Hartfield, C. (2018). *A few red drops: the Chicago Race Riot of 1919*. Clarion Books, Houghton Mifflin Harcourt.
- Henigson, J. (2019). *Warhead: the true story of one teen who almost saved the world*. Delacorte Press.
- Ivester, J. O. (2015). *Outskirts Of Hope: a memoir of the 1960s deep south*. She Writes Press.
- Johnson, V. (2019). *Parker Inheritance*. Arthur A Levine.
- Lai, T. (2020). *Butterfly yellow*. University of Queensland Press.
- Lai, T. (2018). *Inside out & back again*. Thorndike Press, a part of Gale, a Cengage Company.
- Lester, J., & Barbour, K. (2009). *Let's talk about race*. Amistad.
- Lewis, J., Aydin, A., & Powell, N. (2016). *March. Book one*. Top Shelf Productions.
- Magoon K. (2020). *Season Of Styx Malone*. Yearling Books.
- Markham, L. (2018). *The far away brothers: two young migrants and the making of an American life*. Broadway Books.
- McGinnis, M. (2020). *Heroine*. Katherine Tegen Books, an imprint of HarperCollins Publishers.
- McManis, C. W., & Sorell, T. (2020). *Indian no more*. Tu Books, an imprint of Lee & Low Books.
- Medina, T., Robinson, S., & Jennings, J. (2017). *I am Alfonso Jones*. Tu Books, an imprint of Lee & Low Books Inc.
- Mendoza, J. (2019). *An indigenous peoples' history of the United States for young people*. Beacon Press.
- Morales, Y., & Sananes, A. (2019). *Dreamers*. Findaway World, LLC.
- Muhammad, I., Ali, S. K., & Aly, H. (2020). *The proudest blue: a story of hijab and family*. Findaway World, LLC.

- Nagai, M. (2018). *Dust of Eden*. Albert Whitman & Company.
- Park, L. S. (2020). *A long walk to water: based on a true story*. Thorndike Press, a part of Gale, a Cengage Company.
- Pinkney, A. D., & Taylor, M. L. (2010). *Sit-in: how four friends stood up by sitting down*. Little, Brown.
- Reynolds, J. (2019). *Look Both Ways*. Simon & Schuster Children's Publishing.
- Rhodes, J. P. (2019). *Ghost boys*. Little, Brown and Company.
- Rhodes, J. P. (2012). *Ninth ward*. Little, Brown and Co.
- Rhodes, J. P. (2018). *Towers falling*. Little, Brown and Company.
- Ribay, R. (2020). *Patron saints of nothing*. Penguin Books.
- Robinson, S. (2021). *Child Of The Dream: a memoir of 1963*. Scholastic (US).
- Rockwell, A. F., & Christie, R. G. (2002). *Only passing through: the story of Sojourner Truth*. Dell Dragonfly Books.
- Rogers, T. (2014). *Eleven*. Alto Nido Press.
- Slater, D. (2019). *57 Bus: a true story of two teenagers and the crime that changed their lives*. Faber and Faber.
- Stevenson, B. (2019). *Just mercy: a true story of the fight for justice*. Ember.
- Stone, N. (2020). *Dear Martin*. Thorndike Press, a part of Gale, a Cengage Company.
- Stone, T. L., & Brown, K. (2015). *The house that Jane built: a story about Jane Addams*. Henry Holt.
- Thomas, A. (2018). *The hate u give*. Balzer + Bray, an imprint of HarperCollinsPublishers.
- Tonatiuh, D. (2014). *Separate is never equal: the story of Sylvia Mendez and her family*. Abrams Books for Young Readers.
- Watson, R. (2020). *Watch Us Rise*. Bloomsbury YA.
- Weatherford, C. B., & Christoph, J. (2015). *Gordon Parks: how the photographer captured black and white America*. Albert Whitman & Company.
- Weatherford, C. B., & Holmes, E. (2019). *Voice of freedom: Fannie Low Hamer, spirit of the civil rights movement*. Findaway World, LLC.
- Wiles, D. (2020). *Kent State*. Scholastic Press.
- Williams, A. (2020). *Genesis begins again*. Atheneum/Caitlyn Dlouhy Books.

Williams-Garcia, R. (2019). *One crazy summer*. Thorndike Press, a part of Gale, a Cengage Company.

Winter, J., & Oswald, P. (2019). *The sad little fact*. Schwartz & Wade.

Woodson, J. (2020). *Brown girl dreaming*. Puffin.

Woodson, J., & Lewis, E. B. (2018). *The other side*. Nancy Paulsen Books, an imprint of Penguin Random House LLC.

Yang, G. L. (2020). *American born Chinese*. W. Ross MacDonald School Resource Services Libarary.

Zoboi, I. A., Watson Renée, Johnson, V., Henderson, L., Giles, L. R., Magoon, K., ...
Zoboi, I. A. (2020). *Black enough: stories of being young & Black in America*. Balzer + Bray, Harper Collins.

*Other materials will posted on Sakai.
