



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 236

Teaching Social Studies & Writing

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Summer Session A 2021

Asynchronous Online

Instructor Information

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Module Description

This sequence seeks to help candidates become strong disciplined thinkers through a critical literacy stance that focuses on developing questions, seeking out multiple sources of information, understanding inferences and assumptions (held by oneself and others), and understanding and weighing implications. Teacher candidates will be introduced to the discipline of social studies and explore the features of teaching and learning social studies in the elementary grades in ways that build on and connect to students' own lived experiences. Writing is considered a key component of learning in that it supports students' processing of new ideas and information. To that end, candidates will themselves be engaging in different modes of writing and we will be reading about and discussing effective ways to integrate writing into the teaching of this content area.

Required Text (Available through LUC libraries as an e-book)

[Levstik, L. S., and K. C. Barton. \(2015\). *Doing History: Investigating with Children in Elementary and Middle Schools*. 5th ed., Routledge](#)

Additional resources are posted on Sakai

TLSC 232 Essential Questions:

What is social studies? What is history? What is historical thinking?

How can we ensure that social studies curriculum captures multiple perspectives and draws on multiple voices especially those from communities historically under-represented in school curriculum and school textbooks?

How can teachers make social studies instruction purposeful, powerful and anti-racist?

How can teachers integrate, support and assess practical and purposeful writing within the discipline of social studies literacy and discipline specific contexts?

How do teachers meet the needs of culturally and linguistically diverse learners acknowledging and building upon their prior experiences, beliefs and values?

TLSC 232 Essential Understandings, Knowledge and Skills

- EU 3 Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments, and instructional strategies to meet the individual needs of students. Candidates will:
 - EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)
 - EU3 S1 Consult academic texts or journals to read current research on designing instruction. (i1A) (IB)
 - EU 3 S2 Incorporate research and evidence-based practices into the design of instruction. (e2K, i1A) (IB)
 - EU3 S3 Use standards-based curriculum maps to design units and lessons to meet the needs of diverse learners. (c2J, c2B) (IB)
 - EU 3 S8 Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)
- EU 6 Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. Candidates will:
 - EU6 K1 Describe the important facts and central concepts, principles, and theories associated with their certified content areas.(b1B,b1G)
 - EU6 K2 Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)
 - EU6 K3 Describe how their subject is related to other disciplines. (b1D) (IB)
 - EU6 K7 Describe content-specific instructional strategies.
 - EU6 K9 Describe how to conduct and interpret appropriate content specific assessments. (g1A, g1G)
 - EU6 S1 Integrate connections between their content area and the other content areas. (b2F, c2E) (IB)
 - EU6 S2 Use students' prior knowledge and experience to introduce new subject-area related content. (a2B, b1G, c2D) (IB)
 - EU6 S5 Create and select activities that are designed to help students develop as independent learners and complex problem-solvers. (a1B,e2A,e2D)(IB)
 - EU6 S6 Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)
 - EU6 S7 Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies.(a2C,b1E)(IB)
 - EU6 S9 Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)
 - EU6 S10 Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem-solving. (b2C)(IB)
 - EU6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (b2A, b2B, b2D, b2E, b2G) (IB) ^[1]_[SEP]EU 8

Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- EU 8 S6 Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. Candidates will:

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

Conceptual Framework

The Loyola School of Education Conceptual Framework states that: *Our mission is social justice, but our responsibility is social action through education.* While this module does not assess one of the Conceptual Framework Standards, the content is grounded in the overarching principles. 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.

Land Acknowledgement

The Loyola community occupies the ancestral homelands of the people of [the Council of Three Fires](#), an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000. This historical relationship is not innocuous. The [1833 Treaty of Chicago](#) forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in

Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry and Social Justice. The specific disposition or dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course.

- **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)
- **D7** valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L,9N) (IB)
- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H,6A) (IB)
- **D15** valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- **D17** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Diversity

Course instructors strive to facilitate an inclusive environment respectful of all members of the class community with appreciation and respect for age, ability, cultural background, ethnicity, gender identity or expression, national origin, religious affiliation or spiritual affinity, sexual orientation, socioeconomic class, or other status. This module addresses the importance of learning to adopt and understand multiple and differing perspectives, to consider the varied experiences of other people depending on their context, and to develop the ability to analyze information critically in order to make informed and thoughtful decisions as members of society. If you are a student who requires any special considerations, please inform the instructor during the first week of class.

Professionalism and Participation Policies:

It is expected that teacher candidates in Sequence Four partner sites will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. It is important that you attend each class session and arrive to our online sessions on time and fully prepared having completed the readings and any other assigned activities. I expect you to make regular and thoughtful contributions to class activities, discussions, and group projects for your own learning and to support the learning of others. The following guidelines for participation will be considered in the module grades. 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.

Grading Policy & Scale:

- Assignments and readings are due on the dates listed on the course syllabi unless permission to hand them in late is given. Conflicts with an assignment deadline should be discussed with your professor and resolved prior to the assignment's due date. Late work will be accepted under special circumstances (e.g., family emergency, illness). Please *contact your professor prior to any given due date* to discuss assignment extensions requests. Failure to do so in a timely manner will result in grade deductions.
- Unless specific arrangements have been made with your instructor, assignments submitted after the date will receive a lower grade per the following: 1 day=5%, 3 days 10%, 4-7 days 15%
- All assignments must be submitted via either Sakai or *LiveText* as directed on the assignment. Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited. You can access the APA style manual through Loyola University Chicago's libraries or online at <http://www.apastyle.org>.

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

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

Assignments and Evaluation	Percentage
<p>Instructor Discussion Questions</p> <p>Each week, students will be required to review course-related materials (e.g., readings and videos). By the beginning of each week, the instructor will post a discussion prompt related to these materials. Create a response (<u>at least 150 words long</u>) to the discussion board by 11:59 pm on Thursdays. You should also respond substantially to at least two postings. You decide if you will respond to your classmates' questions directly or respond to your classmates' postings on your question. Try to respond to someone who hasn't yet had a response and try to vary the classmates you respond to each week. An acceptable written response should be <u>at least 100 words long</u>. Due by 11:59 pm on Sundays.</p>	20%
<p>Student Discussion Questions</p> <p>Students are also responsible for weekly postings of <u>one</u> discussion question regarding the required materials for that week. Your question should be designed to spark discussion and may be directly based on the material or based on difficulty you are having in understanding the material. You should provide a background of the question (<u>at least 75 words</u>). Due by 11:59pm on Thursdays. You should then respond substantially to at least two postings. You decide if you will respond to your classmates' questions directly or respond to your classmates' postings on your question. Try to respond to someone who hasn't yet had a response, and try to vary the classmates you respond to each week. An acceptable written response should be <u>at least 50 words long</u>. Due by 11:59 pm on Sundays.</p>	20%
<p>Critical Friends Activities</p> <p>Recognizing that knowledge is co-constructed through collaboration with others, students will use small flexible groups to engage in dialogue and work together. Students will meet three times in small group via Zoom throughout the term to engage in dialogue and co-complete guided activities. The purpose of the guided activities is to support one another in applying learning from readings, discussions, and videos to their work for the course and future practice as teachers. Critical Friends Activities are due at/near the end of weeks 2, 4, and 6.</p> <p>Activity #1: Precious Knowledge Video Discussion Activity #2: Integrating Primary and Secondary Sources Activity #3: Social Studies Lesson Plan Peer Feedback</p>	25%
<p>Social Studies Lesson Plan</p> <p>One of the primary goals of this class is to support beginning teachers in developing their pedagogy related to social studies and writing. To this end, students will write one lesson plan appropriate for middle school or high school students with appropriate scaffolding activities and a specific focus on incorporating relevant resources and making them meaningful and relevant for students.</p>	35%
Total	100%

COURSE CALENDAR

Dates	Topics	Tasks and Assignments
Week 1 5/24-5/30	Educator Critical Consciousness	<ul style="list-style-type: none"> • Read: Levstik & Barton Ch. 1-2 • Listen: What Does Intersectionality Mean? • Online Discussions
Week 2 5/31-6/6	Social Studies Curriculum and Critical Perspectives	<ul style="list-style-type: none"> • Read: Levstik & Barton Ch. 3-4 • Watch: Previous Knowledge • Online Discussions • Critical Friends Activity #1 - Due Sunday 6/6 by 11:55 pm
Week 3 6/7-6/13	Critical Literacy	<ul style="list-style-type: none"> • Read: Levstik & Barton Ch. 5-7 • Listen: Reckoning with the Legacy of Slavery • Online Discussions
Week 4 6/14-6/20	Historical Thinking and Social Justice Issues	<ul style="list-style-type: none"> • Read: Levstik & Barton Ch. 8-9 • Listen: Policing in America • Online Discussions • Critical Friends Activity #2 - Due Sunday 6/20 by 11:55 pm
Week 5 6/21-6/27	Integrating Primary and Secondary Sources into Social Studies Instruction	<ul style="list-style-type: none"> • Read: Levstik & Barton Ch. 10-12 • Explore: Online Resources • Listen: Without Native Americans, Would We Have Chicago? • Online Discussions
Week 6 6/28-7/4	Instructional Design with Purposeful Writing	<ul style="list-style-type: none"> • Read: Levstik & Barton Ch. 13-14 • Online Discussions • Critical Friends Activity #3 - Due Thursday 7/1 by 11:55 pm* • Final Social Studies Lesson Plan - Due Monday, July 5th by 11:55 pm

*You will need to have a draft lesson plan prepared for Critical Friends Activity #3

**Loyola University Chicago
School of Education
Syllabus Addendum**

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.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Course Learning Objectives:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Learning how to find, evaluate and use resources to explore a topic in depth
6. Learning to analyze and critically evaluate ideas, arguments, and points of view

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 2020-2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

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.

Student Support

Special Circumstances--Receiving Assistance Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

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***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

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.

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