Teaching, Learning, and Leading with Schools and Communities
Sequence Four: Specializing in an Area of Teaching and Learning: Discipline Specific Instruction in Elementary Classrooms

TLLSC : 232 Teaching Social Studies in Elementary Grade Classrooms

School of Education
Loyola University Chicago
Spring Semester 2014

Instructor Information
Name: Jane M. Hunt, Ed.D.
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Office: Lewis Towers #6841, WTC
Office hours: By appointment on campus and at school site during school based sessions

Module Information
Dates: March 18th to April 10th
Days: Tuesdays and Thursdays
Times: 8:00 a.m. – 12:45 p.m.
Campus Location: LSC
School Site Location: Goudy School
5120 N Winthrop Ave, Chicago, IL 60640
(773) 534-2480
Informal Partner Sites: Candidates from all three sections together at these sites
Chicago History Museum
1601 N. Clark Street
Chicago, IL (312) 642 – 4600
Time: 9:00 to 12:30
Chicago History Fair
Class will meet at WTC in a computer lab
CLC Room 201
Time: 8:15 – 12:30

Course Description
This module is designed to provide teacher candidates authentic experiences with inquiry practices in the social sciences and to consider how to apply and implement these in classroom social studies curriculum and instruction. The module begins with experiences at a museum partner followed by the completion of a brief Chicago history based inquiry project, using primary and online resources, analysis, argumentation, and presentation. In the second half of the module, candidates return to the school and classroom where they have been placed for TLSC 230 and 231 to work with teachers and students and to teach social studies lessons. Throughout this experience, candidates will be asked to reflect upon the interdisciplinary nature of authentic inquiry as it relates to social studies practices and to draw upon the cultural practices and funds of knowledge that students bring to these experiences.
Sequence Overview:
This sequence addresses the content areas of instruction with a specific focus on elementary grade classrooms. Teacher candidates will be introduced to the disciplines of science and social studies, have experiences engaging in the teaching and learning of these disciplines, and specifically work to integrate literacy (with a specific focus on writing) into these content areas.

Sequence Four Participation Policy:
It is expected that teacher candidates in Sequence Four schools and informal partner sites will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the K – 8 classrooms, sequence instructional sessions on campus and at informal partner sites. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I
☐ 2-Always prompt and regularly attend sessions.
☐ 1-Rarely late and regularly attend sessions (No more than 1 absence).
☐ 0- Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II
☐ 2-Always prepared for sessions with assignments and required materials.
☐ 1-Rarely unprepared for sessions with assignments and required materials.
☐ 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class
☐ 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
☐ 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
☐ 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
☐ 2-Often cite from readings; use readings to support points.
☐ 1-Occasionally cite from readings; sometimes use readings to support points.
☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
☐ 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1-Listen when others talk, both in groups and in sessions
☐ 0-Rarely listen when others talk, both in groups and in sessions.

Grading Scale for Sequence Four:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<td>C+</td>
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<td>C</td>
<td>73 - 76</td>
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<tr>
<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D</td>
<td>61 - 69</td>
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<tr>
<td>F</td>
<td>60 - 0</td>
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</table>
**Conceptual Framework Standards addressed in this sequence:**

CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

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**Sequence Four Summative Assessment:**
After completing the modules in this sequence, teacher candidates will engage in a structured interdisciplinary inquiry with specific connections to science and civic issues. Teacher candidates will have the opportunity to engage in both scientific and historical inquiry, while utilizing relevant literacy practices. This structured inquiry will highlight common themes between the disciplines of science and social studies that have local, national and global connections. It should also serve as a model for what teacher candidates will design later for their own students in Module 6.2.

Candidates will choose a topic of interest and importance to them to investigate. They will use the inquiry-based approaches of Modules 4.2 and 4.3 to investigate their particular issue of scientific and civic import, and they will pull on a range of informational texts and the skills of argumentation emphasized in Module 4.1, as well as in Modules 4.2 and 4.3. The goal of this assessment is to demonstrate a strong command of the content areas of science and social studies and the skills of academic writing.

**School of Education Policies and Information**

**Conceptual Framework Standards**
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of **Professionalism in Service of Social Justice**, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

**Technology**
Teacher candidates in Elementary Sequence Four Module 4.3 will be expected to demonstrate evidence of professional technology skills. They will be expected to become competent with the range of technology at the school site, including interactive boards, their software, and school based curriculum software. They will also be required to effectively use Live Text software for core sequence assessments. Teacher candidates will also be expected to utilize a variety of websites including Sakai, ISBE, standards, informal partner websites and various professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills, and that they will promote access to these skills for all students with whom they and work.

**Diversity**
By focusing on teaching writing within diverse classroom populations, this sequence addresses multiple perspectives on the development and teaching of literacy, including language and learning diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and
school contexts (e.g., English language learners, instructional contexts for students with special needs). It is expected that teacher candidates in Sequence Four will recognize, respect and address all varieties of diversity, including linguistic diversity, in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at the school and informal sites.

University Policies and Information

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml).

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/).

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/).

**TLSC 232** (2 credit hours)

**TLSC 232 Module Description**

**Module Goals**

**Essential Questions:**

1. What is social studies? How does that differ from the social sciences?
2. What is history and what is its relationship to social studies and the social sciences?
3. What is the value of teaching and learning social studies in schools?
4. How is literacy in content areas such as social studies supported?
5. What is the importance of argumentation and writing in the discipline of social studies?
6. What are the social and personal implications of the social studies?
As a part of this module, candidates will understand that effective educators:

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.

EU 6 Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

EU 8 Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.

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.

As Part of this module, candidates will:
EU3 K1 Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (c1G) (IB)
EU3 K2 Explain the scope and sequence in relevant standards (national, IL, CCSS). (c1A)
EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)
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 K8 Explain the various models of co-teaching and the procedures for implementing them across the curriculum. (h1G) (IB)
EU6 K9 Describe how to conduct and interpret appropriate content specific assessments. (g1A, g1G)
EU6 K10 Describe appropriate technologies to enhance student learning (b1F, c1E) (IB)
EU11 K2 Describe how global issues can be infused into instructional practice to inspire inter-cultural awareness and international mindedness. (i1G) (IB)
EU11 K6 Describe how instruction utilizes transdisciplinary/interdisciplinary units to incorporate inquiry into multiple perspectives, diverse cultures, and global issues.
EU3 S1 Consult academic texts or journals to read current research on designing instruction (i1A) (IB)
EU3 S2 Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (c2K, i1A) (IB)
EU3 S3 Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (c2J, c2B) (IB)
EU3 S8 Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)
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, c2A, c2D) (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 S8 Use effective co-planning and co-teaching techniques to deliver instruction to all students. (c2J, c2I, h2E) (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)
EU6 S12 Reflect and analyze past lessons to improve in the future. (i2C) (IB)
EU11 S2 Plan instruction to support students’ structured inquiry into global issues to inspire inter-cultural awareness and international mindedness. (b2C) (IB)
EU11 S6 Collaborate to build and sustain a classroom and school environment that incorporates and values cultural, inter-cultural, linguistic and global diversity and issues. (a2D, g2D, h2A) (IB)
EU11 S7 Engage in different ways of knowing within or across various disciplines. (b2B) (IB)

Module Assessments and Grading:
Teacher candidates:
1. Completion of the nonfiction notebook used in all Sequence Four modules with written responses to module experiences – 10% of module TLSC 232 grade
2. Gallery Walk Ppt. completed with a partner on a mini inquiry unit for sharing during one of the sessions with the facilitators from the Chicago History Fair – 5% of module TLSC 232 grade
3. Co-teach a classroom social studies lesson with classroom teacher and partner – 15 %
4. Write a 1200 word expository essay on the role of the social studies in the elementary school curriculum utilizing module readings and resources and drawing upon experiences at informal sites. 30% of module of TLSC 232 grade
6. Participation – 20% of module TLSC 232 grade
7. Summative Assessment – 20% of module TLSC 232 grade

Summative Assessment: Personal written inquiry project that includes social studies and science elements – Candidates will upload their projects into Live Text, where the rubric is also posted. This will be assessed by both Elementary Sequence Four instructors.

Dispositions Assessed in this Module
Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. 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…

D4 Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
D5 Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.
D7 Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments.
D9 Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels.
D15 Valuing and promoting curiosity, creativity, and life-long learning in students.

IDEA COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goal of TLSC 232 is primarily to support candidates in:
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Module Required Text


Module Readings – Supplemental


Module Resources

• CPS Social Studies 3.0 http://cpssocialscienceinstruction.wikispaces.com/
• Big History Project http://www.bighistoryproject.com/
• Cultural Institutions – Chicago Metro History Education Center, http://www.chicagohistoryfair.org
• Chicago History Museum http://www.chicagohs.org
• Social Studies Resources – compiled by LUC https://sites.google.com/site/teachingsocialsciences/?pli=1
• National Council for the Social Studies www.socialstudies.org
• Reading, Writing and Researching for History http://www.bowdoin.edu/writing-guides/
• Writing to Learn History http://teachinghistory.org/teaching-materials/teaching-guides/23554

Module Sequence

Segment 1

• Segment 1 of this module will take place at the Chicago History Museum and will draw on the theme of the Local to National connections.
• Teacher candidates will learn history and social studies through experiences alongside museum educators through artifact-based experiences.
• Candidates will examine their own experiences with learning social studies, social science and history through narrative writing exercises and they will continue their individual inquiry based projects that were started in Module 4.2.

Segment 2

• Segment 2 will take place in a computer lab at Loyola’s WTC. Professional facilitators from the Chicago History Fair (CHF) (www.chicagohistoryfair.org) will introduce candidates to the History Fair program, provide an orientation to an exemplary model of teaching and learning history through
inquiry, and lead candidates through an overview of key sites, research practices and thesis drafting as they complete mini inquiry projects in teams. They will investigate what it means to teach and learn history through disciplined inquiry. Teacher candidates are introduced to the Chicago History Fair

- Candidates will complete a brief ppt in a team on a topic presented by the professional team from the History Fair to share in a Gallery Walk presentation.

Segment 3
- In Segment 3 of this module, candidates will return to Goudy School where they were placed for module 4.1 and 4.2 classroom experiences.
- Teacher candidates review design principles of UbD (Understanding by Design) and the unit framework and become familiar with the goal of producing a unit based on local history. Candidates learn how UbD offers a unique opportunity to bring the core elements of the disciplines within the social studies to the forefront when planning curriculum for elementary students.
- Teacher candidates focus on inquiry-based teaching and learning of social studies and incorporate tasks emphasized in the CCSS, such as reading and analyzing multiple types of primary sources by designing a template for an inquiry based social studies unit utilizing UbD.
- Teacher candidates also incorporate instruction in writing in history and social studies with specific attention on the use of multiple sources to develop arguments.

Segment 4
- The focus of week four is on the teaching of social studies. Teacher candidates re-examine their own experiences with learning social studies, social science and history through narrative writing exercises.
- Teacher candidates write a 4-5 page expository essay on the role of the social studies in the elementary school curriculum and will utilize module readings and resources, and draw upon personal experiences at the informal sites to develop a thesis and support their arguments.
- Teacher candidates will co-teach a social studies lesson with their classroom LUC partner and the classroom teacher.

Calendar:
Note: Please check the various times for the start of the sessions below. Candidates will be expected to be at Goudy School from 8:00 – 12:45 for the final four sessions.

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Reading or Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>March 18</td>
<td>Chicago History Museum 9:00 - Noon</td>
<td><em>Doing History – Ch. 1-3, pp. 1 – 32</em></td>
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<td><em>Writing our Communities – as resource</em></td>
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<td>Respond in notebooks, work on summative assessment</td>
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<td>Begin pre-writing for social studies essay</td>
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<td>March 20</td>
<td>Chicago History Museum 9:00 - Noon</td>
<td><em>Doing History – Ch. 4 – 5, pp. 33 - 57</em></td>
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<td>Respond in notebooks, work on summative assessment</td>
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<tr>
<td>March 25</td>
<td>Chicago Metro History Fair WTC Computer Lab CLS 201 8:30 – 12:30</td>
<td><em>Doing History - Ch. 9 – 11, pp. 103 - 140</em></td>
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<td>Respond in notebooks, work on summative assessment</td>
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<td>March 27</td>
<td>Chicago Metro History Fair WTC Computer Lab CLS 201 8:30 – 12:30</td>
<td><strong>Team ppt. Gallery Walk Inquiry</strong></td>
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<td>April 1</td>
<td>Goudy School 8:00 – 12:45</td>
<td><strong>Topic: Backward Design for Curriculum Planning</strong></td>
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<td><strong>Read article on UbD, posted</strong></td>
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<td><strong>Summative Assessment</strong></td>
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<td><strong>Individual Progress Conferences</strong></td>
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### Elementary Sequence Four Summative Assessment

**Description:** This is a combined TLLSC Elementary Sequence Four culminating project that will be completed by all candidates in the sequence. Candidates will begin the project during the three sequence modules, and it will be completed during the PLC session. This will be uploaded into Live Text and assessed by candidate’s sequence instructors.

After completing the modules in this sequence, teacher candidates will engage in a structured interdisciplinary inquiry with specific connections to science and civic issues. Teacher candidates will have the opportunity to engage in both scientific and historical inquiry, while utilizing relevant literacy practices. This structured inquiry will highlight common themes between the disciplines of science and social studies that have local, national and global connections. It should also serve as a model for what teacher candidates will design later for their own students in Module 6.2.

Candidates will choose a topic of interest and importance to them to investigate. They will use the inquiry-based approaches of Modules 4.2 and 4.3 to investigate their particular issue of scientific and civic import, and they will pull on a range of informational texts and the skills of argumentation emphasized in Module 4.1, as well as in Modules 4.2 and 4.3. The goal of this assessment is to demonstrate a strong command of the content areas of science and social studies and the skills of academic writing.

This summative assessment will be worth 20% toward the final grade of each module in Sequence Four.

**Date Due:** On Live Text, April 23rd
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Framing the issue</td>
<td>CF1</td>
<td>EU3 K1, EU6 K2, EU8 S11, EU3 S1, EU6 S10</td>
<td>*Candidate provides a clear overview of the problem being addressed, the</td>
<td>*Candidate fails to clearly identify the issue being investigated and connect it to a local or global context.</td>
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<td>question(s) being investigated and the importance of the issue on a local</td>
<td>*The description of the issue and question being investigated are not</td>
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<td>and global level.</td>
<td>aligned</td>
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<td>*Candidate clearly demonstrates the alignment of the overview, research</td>
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<td>question(s) and rationale of investigation.</td>
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<td>*Candidate draws upon recent reform documents (NGSS, Common Core, CPS</td>
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<td>S.S. curriculum guide, etc.) when making a case for relevance of inquiry</td>
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<td>project.</td>
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<td><strong>Evidence Artifacts</strong></td>
<td><strong>(3)</strong></td>
<td>*Candidate presents three distinct evidence artifacts from their inquiry</td>
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<td><strong>(3)</strong></td>
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<td>investigation. Each artifact aligns with and supports the framing of the</td>
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<td>issue and question investigated.</td>
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<td>*Candidate’s presentation of artifact includes detailed discussion of the</td>
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<td>process they undertook to gather/analyze the data and why this process was</td>
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<td>appropriate to make claims about the question(s) asked.</td>
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<td>*Candidate presents three distinct evidence artifacts that align with</td>
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<td>framing and research question(s)</td>
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<td>*Candidate includes rationale for inclusion of evidence artifacts and</td>
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<td>process taken to gather/analyze data</td>
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<td>*Candidate presents less than three evidence artifacts</td>
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<td>*Candidate’s artifacts do not align with research questions</td>
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<td>*Candidate fails to describe the process of gather evidence</td>
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<td>Evidence Synthesis &amp; action plan</td>
<td>CF1</td>
<td>EU11 K2, EU6 K1, EU6 S3, EU11 S7</td>
<td>* Candidate clearly synthesizes the multiple sources of evidence gathered to present findings or make claims of the study (what have we learned)</td>
<td>* Candidate makes claims based off of multiple sources of evidence</td>
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<td>* Candidate devises a potential action plan to address the issue in depth based upon the findings of their investigation. This plan appropriately focuses on individual behaviors, future classroom projects/activities, work in the community or other avenues to addressing the issue on a local and/or global level.</td>
<td>* Candidate devises a potential action plan to address issue based on findings of investigation. Action plan is relevant for addressing the issue on a local and/or global level.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Inquiry project written reflection</th>
<th>CF1</th>
<th>EU6 K3, EU8 K1, EU11 K6, EU6 S5, EU11 S2</th>
<th>* Candidate thoughtfully reflects on experience of learning and doing through inquiry by identifying several specific elements that make these experiences positive for them</th>
<th>* Candidate reflects on experience of learning and doing through inquiry by identifying several specific elements that make these experiences positive for them</th>
<th>* Candidate fails to reflect upon the elements of learning and doing through inquiry</th>
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<tbody>
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<td></td>
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<td>* Candidate reflects on the ways in which their investigation was informed by both scientific and historical (social scientific) inquiry methods</td>
<td>* Candidate reflects on the ways in which their investigation was informed by both scientific and historical (social scientific) inquiry methods</td>
<td>*Candidate makes little connection between the process or findings of their inquiry project and their future work in classrooms.</td>
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<td>*Candidate reflects on the ways in which elements of these experiences could impact their future teaching practice by including specific examples</td>
<td>* Candidate reflects on the ways in which elements of these experiences could impact their future teaching practice by including specific examples</td>
<td>* Candidate reflects on what might constrain implementation of learning activities based on these elements in a classroom space.</td>
</tr>
</tbody>
</table>
| **Final project presentation** | * Candidate creatively communicates all aspects of the project  
* Candidate uses technology to enhance presentation of inquiry project  
* Candidate identifies and credits all references and sources used for research | * Candidate’s product includes all aspects of the project  
* Candidate uses technology to enhance presentation of inquiry project  
* Candidate identifies all references and sources used for research | * One or more items from the project is missing or incomplete  
* Candidate does not credit research sources |
|-----------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| CF1  
EU8 S12, EU 11 S9 | * Candidate effectively models the integration of reading, writing, and oral communication skills throughout the process of completing and publishing this inquiry project. Exemplary organizational, drafting, elaboration, editing and revision skills are demonstrated. Final project models professional use of error free grammar, usage, mechanics and spelling. (GUMS)  
* Candidate effectively demonstrates personal voice in the writing style and a strong personal connection to the content presented. | * Candidate models the integration of reading, writing and oral communication throughout the process of completing this project.  
* Process writing skills learned throughout this sequence have been utilized to publish a work free from conventional errors in grammar, usage, mechanics, and spelling. (GUMS)  
* Personal voice is demonstrated in the writing style with a strong connection to the content presented. | * Candidate fails to demonstrate strong connections from the reading, writing and communication skills necessary in the completion of this project.  
* The final project does not efficiently model how process writing skills were implemented.  
* Errors in grammar, usage, mechanics or spelling distract the reader from fully comprehending the final presentation. (GUMS)  
* Writing style fails to demonstrate a personal voice and connection to the content presented. |

**Professional Practices and Conventions of Writing**  
EU8 S2

| * Candidate effectively models the integration of reading, writing, and oral communication skills throughout the process of completing and publishing this inquiry project. Exemplary organizational, drafting, elaboration, editing and revision skills are demonstrated. Final project models professional use of error free grammar, usage, mechanics and spelling. (GUMS)  
* Candidate effectively demonstrates personal voice in the writing style and a strong personal connection to the content presented. | * Candidate models the integration of reading, writing and oral communication throughout the process of completing this project.  
* Process writing skills learned throughout this sequence have been utilized to publish a work free from conventional errors in grammar, usage, mechanics, and spelling. (GUMS)  
* Personal voice is demonstrated in the writing style with a strong connection to the content presented. | * Candidate fails to demonstrate strong connections from the reading, writing and communication skills necessary in the completion of this project.  
* The final project does not efficiently model how process writing skills were implemented.  
* Errors in grammar, usage, mechanics or spelling distract the reader from fully comprehending the final presentation. (GUMS)  
* Writing style fails to demonstrate a personal voice and connection to the content presented. |
| * Candidate effectively demonstrates personal voice in the writing style and a strong personal connection to the content presented. | * Candidate models the integration of reading, writing and oral communication throughout the process of completing this project.  
* Process writing skills learned throughout this sequence have been utilized to publish a work free from conventional errors in grammar, usage, mechanics, and spelling. (GUMS)  
* Personal voice is demonstrated in the writing style with a strong connection to the content presented. | * Candidate fails to demonstrate strong connections from the reading, writing and communication skills necessary in the completion of this project.  
* The final project does not efficiently model how process writing skills were implemented.  
* Errors in grammar, usage, mechanics or spelling distract the reader from fully comprehending the final presentation. (GUMS)  
* Writing style fails to demonstrate a personal voice and connection to the content presented. |

D1 Develop an awareness that teaching is a complex practice with inherently political and ethical implications. (i1F)

D4 Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F)

D7 Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)

D15 value and promote curiosity, creativity, and life-long learning