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: Tracy Yu Stronsky
Email: tyu@luc.edu
Office hours: By appointment

Module Information
Dates: March 18, 2014 to April 10, 2014
Days: Tuesdays and Thursdays
Times: 8:15 a.m. – 12:45 p.m.

School Site Location
CPS Bateman Elementary
4220 N. Richmond St., Chicago, IL 60618
773-534-5055
Time: 8:15 to 12:45

Informal Partner Sites
Candidates from all three sections will be together at these sites.
Chicago History Museum
1601 N. Clark Street, Chicago, IL 60614
(312) 642-4600
Time: 8:45/9:00 to 12:00
Chicago History Fair
Class will meet at WTC CLC Room 201 (computer lab)
Time: 8:30 – 12:30

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 PK – 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. (NO ABSENCES OR TARDIES)
- □ 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>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
</tbody>
</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.

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

**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/

**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/

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**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). (e2K, i1A) (IB)

EU3 S3 Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (c2), (c2B) (IB)
EU 3 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, 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 S8  Use effective co-planning and co-teaching techniques to deliver instruction to all students. (c2J, e2I, 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)

Dispositions:
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 Supplemental Reading


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/
- Resources on the Teaching of Social Sciences:
- Writing to Learn History
  http://teachinghistory.org/teaching-materials/teaching-guides/23554
Module Assessments (Descriptions and Rubrics posted on Sakai):

1. Completion of the nonfiction notebook used in all Sequence Four modules with written responses to module experiences
2. Gallery Walk Power Point completed with a partner on a mini inquiry unit for sharing during one of the sessions with the facilitators from the Chicago History Fair
3. Co-teach a classroom social studies lesson with classroom teacher and partner
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
5. Participation
6. 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. Both Elementary Sequence Four instructors will assess this assignment.)

Grading for Module 4.3, TLSC 232

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Nonfiction Notebook</td>
<td>10%</td>
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<tr>
<td>Gallery Walk Power Point</td>
<td>5%</td>
</tr>
<tr>
<td>Co-teach Social Studies Lesson</td>
<td>15%</td>
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<tr>
<td>Essay</td>
<td>30%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Summative Assessment</td>
<td>20%</td>
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</table>

Module Sequence

Segment 1

- Segment 1 of this module will take place at the Chicago History Museum and will draw on the theme of Local to National connections.
- Candidates will learn history and social studies 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 Chicago 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.
- Candidates will create a brief Power Point with 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 Bateman School where they were placed for module 4.1 and 4.2 classroom experiences.
- Candidates will review design principles of UbD and the unit framework and become familiar with the goal of producing a unit based on local history. Candidates will learn how UbD offers a unique opportunity to bring the core elements of the disciplines within social studies to the forefront when planning curriculum for elementary students.
- Candidates will 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.
- Candidates will also incorporate instruction in writing in history and social studies with specific attention on the use of multiple sources to develop arguments.

Segment 4
- In Segment 4 of this module, the focus is on the teaching of social studies. Teacher candidates will 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.

Module Calendar
*Note: Please check the various times with our Informal Partners below. As it was in Modules 4.1 and 4.2, candidates will be expected to be at Bateman School from 8:15 – 12:45 for the final four sessions.*

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Location/Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 18</td>
<td>Chicago History</td>
<td>• Syllabus</td>
<td>• Respond in notebooks</td>
</tr>
<tr>
<td>8:45 – 12:00</td>
<td>Museum</td>
<td>• Doing History, Ch. 1-3, pp. 1 – 32</td>
<td>• Begin pre-drafting for social studies essay</td>
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<td></td>
<td></td>
<td>• Writing Our Communities – as resource</td>
<td>• Work on summative assessment</td>
</tr>
<tr>
<td>Thursday, March 20</td>
<td>Chicago History</td>
<td>• Doing History, Ch. 4 – 5, pp. 33 - 57</td>
<td>• Respond in notebooks</td>
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<tr>
<td>8:45 – 12:00</td>
<td>Museum</td>
<td></td>
<td>• Pre-drafting for social studies essay</td>
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<td></td>
<td></td>
<td>• Work on summative assessment</td>
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<tr>
<td>Date</td>
<td>Location</td>
<td>Activity</td>
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<tr>
<td>Tuesday, March 25</td>
<td>Chicago Metro History Fair</td>
<td>- Doing History, Ch. 9 – 11, pp. 103 - 140</td>
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<tr>
<td>8:30 – 12:30</td>
<td>WTC CLC 201 - Computer Lab</td>
<td>- Respond in notebooks</td>
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<td></td>
<td></td>
<td>- Work on summative assessment</td>
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<td></td>
<td></td>
<td>- Pre-drafting for social studies essay</td>
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<tr>
<td>Thursday, March 27</td>
<td>Chicago Metro History Fair</td>
<td>- Gallery Walk PowerPoint</td>
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<tr>
<td>8:30 – 12:30</td>
<td>WTC CLC 201 - Computer Lab</td>
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<tr>
<td>Tuesday, April 1</td>
<td>Bateman School</td>
<td>- Article on UbD (posted on Sakai)</td>
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<tr>
<td>8:15 – 12:45</td>
<td>Topic: Backward Design for</td>
<td>- Begin work with chart, parts 1 and 2 on pp. 11 &amp; 12</td>
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<td></td>
<td>Curriculum Planning</td>
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<td></td>
<td></td>
<td>- Summative Assessment</td>
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<td>- Individual Progress Conferences</td>
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<td>- Design an overview of a social studies inquiry unit using UbD in pairs in class.</td>
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<tr>
<td>Thursday, April 3</td>
<td>Bateman School</td>
<td>- Respond in notebooks</td>
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<tr>
<td>8:15 – 12:45</td>
<td>Topic: Engaging Social Studies</td>
<td>- Pre-drafting for social studies essay</td>
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<tr>
<td></td>
<td>Curriculum and Instruction</td>
<td>- Work on summative assessment</td>
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<tr>
<td>Tuesday, April 8</td>
<td>Bateman School</td>
<td>- Lesson Plan Draft (email by Mon. 4/7 6pm, review with Professor on Tues. 4/8 during prep)</td>
<td></td>
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<tr>
<td>8:15 – 12:45</td>
<td>Topic: Teaching Content Area</td>
<td>- Nonfiction Notebook</td>
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<td></td>
<td>Literacy in Social Studies</td>
<td>- Co-Teach Social Studies Lesson</td>
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<td>- Add Reflection and email to Professor by end of day Thursday</td>
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<tr>
<td>Thursday, April 10</td>
<td>Bateman School</td>
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<tr>
<td>8:15 – 12:45</td>
<td>Topic: Discussion of essays –</td>
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<td>beliefs and best practices.</td>
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<tr>
<td>Saturday April 12</td>
<td></td>
<td>- Essay on Teaching Social Studies due on Live Text.</td>
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</tbody>
</table>
Daily Schedule for Bateman Elementary
8:15 Students Enter
3rd grade:
- 8:30 – 9:15; 10:05 – 10:55 Balanced Literacy
- 9:15 – 10:05 Team Meeting (Tues.); Prep (Thurs.)
- 10:55 – 11:45 Social Studies
4th grade:
- 8:30 – 10:00 Balanced Literacy
- 10:10 – 11:00 Team Meeting (Tues.); Prep (Thurs.)
- 11:00 – 11:50 Prep (Tues.); Social Studies (Thurs.)
11:45 – 12:45 Our Class Session in Room 118